TEACHING PREVENTION 2017

Aligning Curriculum to Achieve Health Equity

April 5-7 • Savannah, Georgia

PROGRAM

Jointly Provided by
Creighton UNIVERSITY
Health Sciences Continuing Education

APTR
ASSOCIATION FOR PREVENTION TEACHING AND RESEARCH

Conference Goals

Create an environment for dialogue around how to teach issues of health equity and better understand the social determinants of health.

Bring together faculty and students from across the health professions to share teaching strategies and evidence-based approaches that promote health and health equity.

Highlight innovative teaching, research, and practice that address the social determinants of health.

Strengthen bonds and foster new ones among health professions schools and public health programs to improve student knowledge.

Registration

Registration is located in the foyer outside of Regency Ballroom and will be open the following times:

Wednesday, April 5
7:00 am to 5:30 pm

Thursday, April 6
7:30 am to 12:30 pm
2:00 pm to 5:30 pm

Friday, April 7
7:00 am to 1:30 pm

Networking Opportunities

Join your colleagues at the Dine-Arounds, Poster Reception and Annual Luncheon and engage with peers.

Meeting Evaluations

Please complete the session and overall conference evaluations online at www.teachingprevention.org.

Continuing Education

To receive CE credit, attendees must:

1. Register for CE at teachingprevention.org
2. Complete session evaluation forms online for each session attended.
3. Complete and sign the attendance verification form prior to conference departure.
4. Complete the overall evaluation within 3 days of the conference.

Category 1

Creighton University Health Sciences Continuing Education designates this live activity for a maximum of 21.25 *AMA PRA Category 1 Credit(s)™.* Physicians should claim only the credit commensurate with the extent of their participation in the activity. AAPA accepts AMA category 1 credit for the PRA from organizations accredited by ACCME.

Nurse CE

Creighton University Health Sciences Continuing Education designates this activity for 21.25 contact hours for nurses. Nurses should claim only credit commensurate with the extent of their participation in the activity.

Nurses licensed in Iowa and California: This activity was planned and developed in accordance with the continuing education standards of the American Nurses Credentialing Center (ANCC). The Iowa Board of Nursing and the California Board of Nursing will honor ANCC continuing education credits for face-to-face programs held outside Iowa and California, or for ANCC-approved online recorded courses taken in a self-study format.

Accreditation Statement

This activity has been planned and implemented by Creighton University Health Sciences Continuing Education (HSCE) and the Association for Prevention Teaching and Research (APTR) for the advancement of patient care. Creighton University Health Sciences Continuing Education is accredited by the American Nurses Credentialing Center (ANCC), the Accreditation Council for Pharmacy Education (ACPE), and the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing education for the healthcare team.

APTR Members: $50|Non-Members: $65

Certified in Public Health CE

Teaching Prevention offers up to 21 Certified Public Health (CPH) Continuing Education Credits. APTR is an approved provider of CPH credits by the National Board of Public Health Examiners (NBPHE).

APTR Members: free | Non-Members: $40

Planning Committee

Chair

Timothy P. Hickman, MD, MEd, MPH
University of Missouri School of Medicine-Kansas City

Members

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Medical University of South Carolina

Patricia M. Dieter, MPA, PA-C
Duke University School of Medicine

James Ebert, MD, MBA, MPH, FAAP
Wright State University Boonshoft School of Medicine

Jacquie Fraser, PhD
Walden University School of Health Sciences

Annette G. Greer, PhD
East Carolina University Brody School of Medicine,

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Northeast Ohio Medical University

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Creighton University; School of Pharmacy and Health Professions

Carly Levy, MPH
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University of Tampa

Sabrina Neeley, MPH, PhD
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Health Sciences Continuing Education; Creighton University

APTR Staff

Vera S. Cardinale, MPH
Director, Training and Education

Allison L. Lewis
Executive Director

APR 5 • WEDNESDAY

7:00am – 5:30pm	Registration	Regency Foyer
8:15am – 9:30am	Welcome Plenary: Improving Health in Rural and Underserved Populations in Georgia	Regency DEF
9:30am – 12:30pm	Workshop: Using Community Engagement as a Teaching Tool	Regency DEF
12:40pm – 2:00pm	Scholarly Luncheon Roundtable Sessions	Harborside East
2:10pm – 3:40pm	Concurrent 1A: Community Health Assessment	Regency DEF
2:10pm – 3:40pm	Concurrent 1B: Student Engagement	River Lounge
3:45pm – 5:15pm	Concurrent 2A: Rural Health and Interprofessional Education	Regency DEF
3:45pm – 5:15pm	Concurrent 2B: Special Topics	River Lounge
5:30pm – 7:00pm	APTR Welcome Reception and Poster Presentations	Harborside East
7:30pm	Dine-Around	

APR 6 • THURSDAY

7:30am – 12:30pm; 2:00pm – 5:30pm	Registration	Regency Foyer
8:30am – 9:30am	Plenary: Health Consequences of a Changing Climate	Regency DEF
9:40am – 10:40am	Concurrent 3A: Curriculum Development	River Lounge
9:40am – 10:40am	Concurrent 3B: Common Mistakes to Avoid When Submitting Research for Publication	Regency DEF
10:45am – 12:15pm	Concurrent 4A: Interactive Teaching Strategies	Regency DEF
10:45am – 12:15pm	Concurrent 4B: Health Data and Technology	River Lounge
12:30pm – 1:45pm	APTR Annual Luncheon and Awards	Harborside East
1:55pm – 2:55pm	Plenary: Advancing Health Equity: Moving Upstream to Address Social Determinants of Health	Regency DEF
3:00pm – 4:30pm	Concurrent 5A: Community Partnerships	Regency DEF
3:00pm – 4:30pm	Concurrent 5B: Community Mapping Tools	River Lounge
4:35pm – 5:20pm	Concurrent 6A: Lightning Round Presentations	Regency DEF
4:35pm – 5:20pm	Concurrent 6B: Lightning Round Presentations	River Lounge
6:30pm	Dine-Around	

APR 7 • FRIDAY

7:00am – 1:30pm	Registration	Regency Foyer
8:00am – 9:00am	Plenary: Advocacy in the Era of Alternative Facts	Regency DEF
9:05am – 1:05pm	Workshop: Engaging Students through the Power of Community Mapping [$]	River Lounge
9:05am – 10:05am	Concurrent 7: Case-Based Teaching	Regency DEF
10:10am – 11:40am	Concurrent 8: Teaching the Social Determinants of Health	Regency DEF
11:45am – 1:05pm	Concurrent 9: Implementing the New MPH Accreditation Criteria	Regency DEF
2:00pm – 6:00pm	APTR Board of Directors Meeting	River Lounge

WEDNESDAY APR. 5

8:15AM-9:30AM

Welcome: Improving Health in Rural and Underserved Populations in Georgia

Plenary Presentation

Room - Regency DEF

Learning Objectives: 1. Describe the leading public health issues specific to Savannah and the region. 2. Identify the community interventions that are used to address those issues. 3. Explain how students are engaged to address and learn about these issues and social determinants of health (SDOH). 4. Explore partnerships that exist (traditional or non-traditional) to engage students and address public health issues and SDOH.

Moderator
David Gregorio, MS, PhD; Director, Graduate Programs in Public Health, UCONN School of Medicine

Presenter(s)
Keisha R. Callins, MD; Chair, Department of Community Medicine, Mercer University School of Medicine

Robert Lefavi, PhD; Head, Department of Health Sciences, Armstrong State University

Jean Sumner, MD; Chair, Department of Community Medicine, Mercer University School of Medicine

9:30AM-12:30PM

Workshop: Using Community Engagement as a Teaching Tool

Workshop (Included In registration)

Room - Regency DEF

Attendees will address several projects that specifically focus on using community engagement as a teaching tool while participating in small group facilitated discussions. Presentations will cover community engagement and its use of evidence-based approaches specifically tailored to the needs of the community through a shared decision making process. During this workshop participants will learn from speakers and each other. The CDC defines community engagement as "the process of working collaboratively with groups of people who are affiliated by geographic proximity, special interests or similar situations with respect to issues affecting their well-being.

Learning Objectives: 1. Discuss use of specific teaching strategies training health professional students and providers on Building Care Giver Partnerships. 2. Describe the advantages of using specially trained community health coaches in chronic disease management in high risk populations. 3. Describe a successful service learning collaboration between a MPH program and state public health association to enhance students' knowledge and interest in public health.

Moderator
Timothy Hickman, MD, MEd, MPH; Associate Teaching Professor, University of Missouri – Kansas City (UMKC) School of Medicine

Successful Collaboration between MPH Health Policy Students and State Public Health Association: Experience for Students and Action for Practitioners

Workshop

Learning Objectives: 1. Develop a successful service learning collaboration between a MPH program and a state public health association. 2. Involve MPH students in the public health policy development process in an active and meaningful way. 3. Frame health policy as an important tool to shape social determinants of health.

Presenter(s)
Georgeen Polyak, PhD; Associate Professor, Benedictine University

Emergence of Community Health Coaches as Paraprofessionals

Workshop

Learning Objectives: 1. Review the emerging discipline of community health coaches. 2. Discuss the integration of a new paraprofessional into the health care system. 3. Analyze the cost and benefits that a prevention focus can have on a national level for utilizing paraprofessionals as para-preventionists to reduce health care costs.

Presenter(s)
Annette Greer, PhD, MSN, RN; Associate Professor, East Carolina University Brody School of Medicine

N. Ruth Little, EdD, MPH; Vice Chair & Assistant Professor, East Carolina University Brody School of Medicine

Sue Edwards, MSN, BSN, RN; Clinical Instructor, East Carolina University

Building Supportive Partnerships among Providers and Family Caregivers through Health Professions Education

Workshop

Learning Objectives: 1. Discuss use of film, case discussion and structured interprofessional forums as effective educational strategies to increase learner awareness of family caregiving issues. 2. Identify ways to incorporate the Building Caregiver Partnerships project curricular tools into training programs for health professions students and providers. 3. Describe the importance of engaging caregiver narratives and providing safe spaces for discussion to allow learners to connect empathically with family caregivers.

Presenter(s)
Margaret Sanders, MA, LSW; Assistant Professor, Northeast Ohio Medical University

Kristin Baughman, PhD; Assistant Professor, Dept of Family and Community Medicine, Northeast Ohio Medical University

12:40PM-2:00PM

Scholarly Luncheon Roundtable Sessions

Room - Harborside Center East

Roundtable sessions with a presenter leading a discussion on a specific topic. Buffet lunch provided.

Walking the Walk, Talking the Talk: An Ethnographic Study of an Intervention to Reduce Risky Alcohol-Related Behaviors Among College Students

Roundtable 1

Learning Objectives: 1. Illustrate the potential of a harm reduction approach to alcohol use among college students. 2. Discuss the importance of peer influence as a deterrent to risky behavior. 3. Illustrate the importance of training peers to be effective deterrents to risky behavior.

Presenter(s)
Michael Irvin Arrington, PhD; Associate Professor, Mercer University School of Medicine

A Student-Based, Interprofessional Approach to Addressing Obesity within a Community Setting

Roundtable 2

Learning Objectives: 1. Discuss the process of developing interprofessional collaboration between student teams and community services. 2. Review process survey results from both the student and faculty perspectives to identify means of improving community-team collaborations. 3. Deconstruct winning program components matched to community needs.

Presenter(s)
Janet R. Buelow, PhD; Professor, Armstrong State University

McKinley Thomas, PhD; Associate Director, Savannah Campus, Armstrong State University

Teaching Health Equity: Sharing Strategies and Resources

Roundtable 3

Learning Objectives: 1. Identify at least two high-impact teaching strategies to use in teaching health equity principles and practices. 2. Identify at least two relevant Open Educational Resources (OER) to use in teaching health equity principles and practices. 3. Describe the key role of health literacy, particularly the development of health-literate systems and organizations, in achieving health equity.

Presenter(s)
Rhonda M. Johnson, DrPH, MPH, FNP; Professor, University of Alaska Anchorage

Hookah and E-Cigarettes

Roundtable 4

Learning Objectives: 1. Explain research findings regarding the constituents of both ENDS and hookah. 2. Describe examples of health-related outcomes from utilization of these products. 3. Discuss current policy on these products.

Presenter(s)
Mary Martinasek, PhD; Assistant Professor, University of Tampa

Health Professions Faculty Role in Teaching Climate Change

Roundtable 5

Learning Objectives: 1. Critique the existing proposed climate change policy. 2. Formulate cogent statements that strengthen the climate change policy intent. 3. Prioritize items within the climate change policy statement that best reflect the mission of APTR.

Presenter(s)
Annette Greer, PhD, MSN, RN; Associate Professor, East Carolina University Brody School of Medicine

N. Ruth Little, EdD, MPH; Vice Chair and Assistant Professor, East Carolina University Brody School of Medicine

Woodie Kessel, MD, MPH; Professor, School of Public Health, University of Maryland

Anti-Racism Teaching Toolkit

Roundtable 6

Learning Objectives: 1. Articulate the importance of teaching health professions students about the effects of racism on health. 2. Describe how APTR's anti-racism toolkit can serve as a resource for faculty seeking to teach health professions students about race and racism. 3. Identify the major categories of resources available on the APTR anti-racism toolkit.

Presenter(s)
Anthony Schlaff, MD, MPH; Director, Tufts University School of Medicine

Derrick D. Young, MPH (c); Student, Tufts University School of Medicine

Using a Health in All Policies Framework as a Tool to Build Collaborative Decision-making Skills

Roundtable 7

Learning Objectives: 1. Apply a Health in All Policies framework to advance health equity and promote intersectoral collaboration. 2. Utilize a case-study approach to teach students how to implement a Health in All Policies approach.

Presenter(s)
Carly Levy, DHS(c), MPH, CPH; Director, Massachusetts College of Pharmacy and Health Sciences (MCPHS) University

2:10PM-3:40PM

Concurrent 1A: Community Health Assessments

Room - Regency DEF

Moderator
Mary Martinasek, PhD; Assistant Professor, University of Tampa

A Novel Approach to Community Assessment in Rural Virginia

Concurrent 1A

Learning Objectives: 1. Apply principles of community based participatory research to community assessments. 2. Incorporate concepts of health equity in community assessments.

Presenter(s)
Maria Gilson deValpine, RN, MSN, PhD; Professor of Nursing, James Madison University

Clinician Awareness and Application of the ACE (Adverse Childhood Experiences) Study

Concurrent 1A

Learning Objectives: 1. Describe how community health worker (CHW) interventions impact the health outcomes and health resource utilization of children with asthma. 2. State one way in which they can include faculty development opportunities and

curricular initiatives to increase awareness, knowledge, and application of the ACE study findings in their clinical, clinical education, and faculty development programs at their home institutions.

Presenter(s)
Mark White, MD, MPH; Vice Chair and Associate Professor of Epidemiology, The Commonwealth Medical College

Online Resources for Community Health Needs Assessment

Concurrent 1A

Learning Objectives: 1. Describe how conducting a Community Health Needs Assessment is a skill and characteristic of a physician that practices with a population health perspective. 2. Identify specific online databases (secondary data sources) used to collect information about a community or county. 3. Identify and demonstrate effective use of county, state, and national online data sources (i.e., vital statistics, epidemiological, and demographical) that a physician needs to conduct a Community Health Needs Assessment.

Presenter(s)
Carolyn A. Klatt, MLIS; Associate Director, Savannah Campus, Mercer University School of Medicine

McKinley Thomas, PhD; Associate Director, Savannah Campus, Armstrong State University

2:10PM-3:40PM

Concurrent 1B: Student Engagement

Room - River Lounge

Moderator
James Ebert, MD, MBA, MPH; Chair and Associate Professor, Boonshoft School of Medicine at Wright State University

Engaging Students in Exploring the Evidence in the U.S. Firearm Debate

Concurrent 1B

Learning Objectives: 1. Describe how the debate on firearm regulation can be incorporated into an Injury Prevention course. 2. Describe how different perspectives (research, policy, historical -socio-cultural, and behavioral) on guns in America can be addressed in one course. 3. Describe how class activity can be broadened to include faculty/staff/other students in discussions, and the benefits of doing this.

Presenter(s)
Miriam Mutambudzi, PhD; Assistant Professor, University of Texas Medical Branch

Integrating a Health Equity Lens into Health Policy Training

Concurrent 1B

Learning Objectives: 1. Describe three examples of integrating a health equity lens into health policy training. 2. Discuss the value of diverse, multidisciplinary perspectives and approaches to reducing health disparities and advancing health equity. 3. Assess opportunities to collaborate with professional and community-based partners to train health leaders prepared to advance health equity.

Presenter(s)
Harry J. Heiman, MD, MPH; Director, Division of Health Policy, Morehouse School of Medicine

Utilization of Peer Assessment in a Master of Public Health Course: Enhancing Student Learning of Epidemiology Research Methods

Concurrent 1B

Learning Objectives: 1. Define peer assessment as a learning strategy. 2. Describe a peer assessment technique utilized in a semester-long research project to enhance student learning of research methods, epidemiology concepts, and technical writing. 3. Discuss the challenges and lessons learned with implementation and evaluation of the peer assessment technique.

Presenter(s)
Telisa M. Stewart, DrPH; Assistant Professor, Upstate Medical University

Margaret Formica, PhD; Assistant Professor, SUNY Upstate Medical University

3:45PM-5:15PM

Concurrent 2A: Interprofessional Education

Room - Regency DEF

Moderator
Patricia Dieter, MPA, PA-C; Chief, PA Division, Duke University

Aligning IP Curriculum and Clinical Training to Reduce Rural Health Disparities

Concurrent 2A

Learning Objectives: 1. Review federal processes and limitations for designating rural areas, health provider shortage areas and medically underserved areas. 2. Recognize national healthcare disparities affecting rural communities in the United States. 3. Discuss the benefits and potential impact of aligning interprofessional education with designated health care shortage areas in Illinois and Montana.

Presenter(s)
Alexander Kendall, MS, PA-C; Assistant Professor, Rosalind Franklin University

Sandra Larson, PhD, CRNA, APN, FNAP; Associate Professor, Rosalind Franklin University

The Rural Osteopathic Medical Education Program: Training Students for Life and Practice in Rural Communities

Concurrent 2A

Learning Objectives: 1. Describe the history of the ROME program. 2. Describe the different components of the ROME program and apply the different components to their own medical curriculum. 3. Discuss opportunities and challenges implementing a rural program with medical students.

Presenter(s)
Stacy Abraham, MPH; Research Assistant Director, University of North Texas Health Science Center

Using Team-Based Learning for Interprofessional Education

Concurrent 2A

Learning Objectives: 1. Compare medical and nurse practitioner student perceptions of a team-based learning approach to interprofessional education. 2. Describe perceptions of respective roles of medical and nurse practitioner students after a team-based learning interprofessional education experience.

Presenter(s)
Tanyka Smith, PhD, FNP-BC; Faculty, Columbia University School of Nursing

Marlene E. McHugh, DNP, FNP-BC, ACHPN, FPCN; Assistant Professor, Columbia University

3:45PM-5:15PM

Concurrent 2B: Special Topics

Room - River Lounge

Moderator
Martha A. Wojtowycz, PhD
Director, Central NY MPH Program, SUNY Upstate Medical University

Ending the 'Drug War'; Solving the Drug Problem: The Public Health Approach

Concurrent 2B

Learning Objectives: 1. Discuss the concept of the Recreational Mood Altering Drugs as a unified group (beginning with tobacco and alcohol), rather than as the present politically determined bilateral construct of "licit" and "illicit," and would be able to present/teach the material using nominal group process. 2. Discuss how the "drug war" solves no problems but creates many, and would be able to present/teach the material using nominal group process. 3. Explain "the public health approach to the drug problem," for dealing with the negative outcomes of the use of all the RMADs, and would be able to present/teach the material using nominal group process.

Presenter(s)
Steven Jonas, MD, MPH, MS; Professor Emeritus, Stony Brook Medicine

Public Health Academic Service Learning Experiences in Rural Settings

Concurrent 2B

Learning Objectives: 1. Identify challenges and barriers to academic service learning experiences in public health specific to rural settings. 2. Describe the unique benefits of placing students in rural settings to complete academic service learning as a part of public health coursework. 3. Discuss collaborative solutions to engage rural community partners in academic service learning placements for public health students.

Presenter(s)
Tishra Beeson, DrPH, MPH; Assistant Professor, Central Washington University

Technology Tools for Professors and Students

Concurrent 2B

Learning Objectives: 1. Explore how to engage various student learners using apps. 2. Develop skills in Learning Management Systems to facilitate student engagement. 3. Utilize tools to lessen time in class and still engage students in hybrid formats of learning.

Presenter(s)
Mary Martinasek, PhD; Assistant Professor, University of Tampa

Allison Kaczmarek, MPH; Instructor of Allied Health Sciences, Virginia Commonwealth University

5:30PM-7:00PM

Welcome Reception and Poster Presentations

Networking

Room - Harborside Center East

Join your fellow attendees for networking, light hors d'oeuvres and drinks while viewing student and faculty posters. Poster presentations cover research studies, practicum projects, or outcomes of innovative educational or curricular projects pertinent to prevention and population health.

Learning Objectives: 1. Describe methods and results of successful prevention and health promotion interventions. 2. Discuss promising practices that bridge population health and clinical health. 3. Critique faculty and student prevention research projects. 4. Explore effective academic-practice collaborations.

THURSDAY APR. 6

8:30AM-9:30AM

Health Consequences of a Changing Climate

Plenary

Room - Regency DEF

Changes occurring in the world's climate pose significant threats to human health and wellbeing and will have even greater impacts in the future. These threats are wide-ranging, including decreased air quality and increases in extreme weather events, wildfire, and illnesses transmitted by water, and disease-carriers, such as mosquitoes and ticks. Although scientific understanding of the effects of climate change is still emerging, there is considerable evidence to support preparing for potential health risks. Physical and mental ailments are already affecting people due to climate shifts. This session will offer some possible ways to re-shape communities to be more resilient and adaptable.

Learning Objectives: 1. Describe the public perception about the personal impact of climate change on Americans. 2. Describe our sources of information and what we know about the health impacts of climate change. 3. Describe three health effects of climate change and who is most vulnerable to each.

Moderator
Sabrina M. Neeley, PhD, MPH; Professor of Population & Public Health, Wright State University

Presenter(s)
Mona Sarfaty, MD, MPH, FAAFP; Director, Program on Climate and Health, George Mason University Center for Climate Change Communication

George E. Luber, PhD; Associate Director for Climate Change, Division of Environmental Hazards and Health Effects, National Center for Environmental Health, Centers for Disease Control and Prevention

9:40AM-10:40AM

Concurrent 3A: Curriculum Development

Room – River Lounge

Moderator
Kenneth Lin, MD, MPH; Associate Professor of Family Medicine, Residency Director, Georgetown University School of Medicine

Curriculum Development for a Population Health Master of Science Program

Concurrent 3A

Learning Objectives: 1. Outline the requirements for designing a Population Health Master of Science curriculum. 2. Apply lessons learned from the development of the Rosalind Franklin University of Medicine and Science (RFUMS) online Population Health Master of Science program.

Presenter(s)
Kimberly Elliott, PhD; Assistant Professor/Chair, Health Services Administration, Rosalind Franklin University

Sandra Salloway, DNP, MS, RN; Professor, Rosalind Franklin University of Medicine and Science

Using the Clinical Prevention and Population Health Curriculum Framework: Successes and Challenges with 750 Students in a Required Core, Health Promotion and Population Health -----?

Concurrent 3A

Learning Objectives: 1. Develop crosswalks using their profession-specific essentials and the Clinical Prevention and Population Health Curriculum Framework and use them to design new courses and curriculum. 2. Recognize that enhancing course and curriculum content with the specific guidance of the Clinical Prevention and Population Health Curriculum Framework can be managed within the context of existing courses and programs and without additional coursework.

Presenter(s)
Susan Wozenski, JD, MPH; Vice Chair, University of Maryland School of Nursing

9:40AM-10:40AM

Concurrent 3B: Scholarship

Room - Regency DEF

Common Mistakes to Avoid When Submitting Research for Publication

Concurrent 3B

Learning Objectives: 1. Identify common errors in submission of research to peer review journals that decrease the chances for acceptance. 2. Describe strategies that enhance the probability their peer review submission is sent for review. 3. Recognize key elements required to comply with journal-specific author instructions for submission of their research for peer review.

Moderator
Parvathy Pillai, MD, MPH; Assistant Director, Preventive Medicine Residency Program, University of Wisconsin School of Medicine

Presenter(s)
Matthew L. Boulton, MD, MPH; Senior Associate Dean for Global Public Health, University of Michigan School of Public Health

10:45AM-12:15PM

Concurrent 4A: Interactive Teaching Strategies

Room - Regency DEF

Moderator
James Ebert, MD, MBA, MPH; Chair and Associate Professor, Boonshoft School of Medicine at Wright State University

Bringing the Social Determinants of Health to Life: Hands-On Approaches for the Classroom

Concurrent 4A

Learning Objectives: 1. Design interactive strategies/teaching activities that engage students in understanding the social determinants of health and their importance in public health. 2. Explain the benefit of using hands-on, interactive approaches to foster enhanced learning and retention of information.

Presenter(s)
Amy Leader, DrPH, MPH; Assistant Professor, Thomas Jefferson University

The Global Health Experience through a Classroom Simulation: Public Health Resource Allocations During Climate Change

Concurrent 4A

Learning Objectives: 1. Describe a global health classroom simulation for experiencing public health resources allocations during climate change. 2. Discuss the strengths and challenges specific to a classroom simulation paired with team base and problem based learning.

Presenter(s)
Telisa M. Stewart, DrPH; Assistant Professor, Upstate Medical University

Margaret Formica, PhD; Assistant Professor, SUNY Upstate Medical University

Using the SNAP Challenge to Raise Awareness of Social Determinants and Food Insecurity Among MPH Students

Concurrent 4A

Learning Objectives: 1. Describe the issues relating to food assistance benefit adequacy, food insecurity, and access to a healthy diet and quality food. 2. Describe the role of the local food environment. 3. Describe the challenges and lessons learned by the students in carrying out this challenge.

Presenter(s)
Christine Arcari, PhD, MPH; Associate Professor, University of Texas Medical Branch

Miriam Mutambudzi, PhD; Assistant Professor, University of Texas Medical Branch

Cara L. Pennel, DrPH, MPH; Director, Public Health Practice and Assistant Professor, University of Texas Medical Branch

10:45AM-12:15PM

Concurrent 4B: Health Data and Technology

Room - River Lounge

Moderator
Jacquie Fraser, PhD; Faculty, Walden University

Precision Public Health: Leveraging Hyperlocal Health Data and Innovative Technology to Promote Health Equity

Concurrent 4B

Learning Objectives: 1. Describe the value and utility of a precision public health approach to bringing the right intervention to the right population at the right time. 2. Discuss public health innovation through use of hyperlocal health data, medical "hackathons," and development of health promoting apps, websites and programs. 3. Demonstrate innovative health promoting apps, websites, and programs and their utility for precision public health and improving health equity.

Presenter(s)
Adnan Mahmud; CEO, LiveStories

Adam Perzynski, PhD; Assistant Professor, Case Western Reserve University at MetroHealth

Amy Sheon, PhD; Executive Director, Urban Health Initiative, Case Western Reserve University

12:30PM-1:45PM

APTR Annual Luncheon and Awards

Networking

Harborside Center East

Join us in honoring this year's recipients of the APTR teaching awards. These awards are presented to distinguished individuals and program in the field of prevention and public health education.

1:55PM-2:55PM

Advancing Health Equity: Moving Upstream to Address Social Determinants of Health

Plenary

Room - Regency DEF

Learning Objectives: 1. Assess the relative importance of health care and non-health factors for population health. 2. Discuss a Health in All Policies (HiAP) approach. 3. Evaluate the opportunities and challenges for advancing health and health equity through a HiAP approach.

Moderator
Beverly Taylor, MD; Professor and Chair, Morehouse School of Medicine

Presenter(s)
Harry J. Heiman, MD, MPH; Director, Division of Health Policy, Morehouse School of Medicine

3:00PM-4:30PM

Concurrent 5A: Community Partnerships

Room - Regency DEF

Moderator
Carly Levy, DHS(c), MPH, CPH; Director, MPH Program, Massachusetts College of Pharmacy and Health Sciences (MCPHS) University

An Introduction to Community and Health: Building the Foundation for a Community Engagement Curriculum

Concurrent 5A

Learning Objectives: 1. Describe key steps to introduce health professions students to community engagement. 2. Discuss the role of community partnerships in building a community-engagement curriculum.

Presenter(s)
Parvathy Pillai, MD, MPH; Assistant Professor, University of Wisconsin School of Medicine and Public Health

Collaborative Effort to Create Community Health Assessment Course

Concurrent 5A

Learning Objectives: 1. Identify the requirements of designing a Community Health Assessment course for an interprofessional college. 2. Identify the collaborative potential of designing a Community Health Assessment course with the relevant healthcare organization which utilizes the skills used in the course. 3. Interpret the lessons learned from designing a Community Health Assessment course for a population health program.

Presenter(s)
Alexander Kendall, MS, PA-C; Assistant Professor, Rosalind Franklin University

The Benefits of Experiential Education in Academic Public Health Education: Practice Examples in a Range of MPH Courses

Concurrent 5A

Learning Objectives: 1. Describe the role of experiential learning and three specific benefits for public health education. 2. Explain key strategies for planning, implementing and evaluating meaningful experiential learning opportunities in public health education. 3. Incorporate experiential learning activities in an existing academic public health course to enhance student learning of core course concepts and methodologies.

Presenter(s)
Rickie Brawer, PhD, MPH, MCHES; Associate-Director Center for Urban Health, Thomas Jefferson University Hospitals

Amy Leader, DrPH, MPH; Assistant Professor, Thomas Jefferson University

James Plumb, MD, MPH; Professor, Thomas Jefferson University

3:00PM-4:30PM

Concurrent 5B: Community Mapping Tools

River Lounge

Moderator
Hazel Breland, PhD, OTR/L, FAOTA; Associate Professor, Medical University of South Carolina

National Library of Medicine Community Mapping Project

Concurrent 5B

Learning Objectives: 1. Describe the Community Health Maps workflow which includes low-cost and open resources for community mapping and data visualization. 2. Create a data collection tool on a mobile device that can be used to collect community data. 3. Demonstrate how to map data collected online in and on the desktop.

Presenter(s)
Deborah Williamson, MSN, DHA; Associate Dean, College of Nursing, Medical University of South Carolina

John Scott, MS; President, Center for Public Service Communications

Kurt Menke, MA, GISP; GIS Specialist, Bird's Eye View

Dana Burshell, MPH, CCRP; Community Engagement and Special Populations Program Coordinator, Medical University of South Carolina

4:35PM-5:20PM

Concurrent 6A: Lightning Round

Room - Regency DEF

Moderator
Woodie Kessel, MD, MPH; Professor of the Practice, University of Maryland

Access to Healthy Foods in Youngstown, Ohio: A Nutrition Environment Assessment of Food Retail Outlets

Concurrent 6A

Learning Objectives: 1. Describe poor nutrition environments and low access to healthy food choices as health inequities. 2. Apply the Nutrition Environment Measures Survey (NEMS) and spatial analysis tools for documentation and assessment of nutrition environments. 3. Use results of nutrition environment studies for identifying disparities and planning food access interventions.

Presenter(s)
Austin J. Hilt, MPH, MD (c); Medical Student, Northeast Ohio Medical University

Condom Use or Misuse in Relationship to Mobile Dating Applications: A Baseline Study Among College Students at East Carolina University

Concurrent 6A

Learning Objectives: 1. Comprehend the impact of using mobile dating applications for sexual hook-ups in college aged populations and its association with STI rates. 2. Identify the protective factors for which individuals have confidence in demonstrating self-efficacy skills when requiring condom use for hook-ups with mobile dating applications. 3. Understand the importance of creating prevention programs based around the safety and implications of utilizing mobile dating applications for college aged students.

Presenter(s)
Blair E. Savoca, MPH (c); Student, East Carolina University

Does Real or Perceived Availability of Healthy Foods Influence Glycemic Control in Patients with Type II Diabetes in Flint, Michigan

Concurrent 6A

Learning Objectives: 1. Use a multi-faceted approach to measure healthy food accessibility in communities. 2. Analyze the relationship between neighborhood demographics (i.e., racial/ethnic composition) and healthy food access.

Presenter(s)
Erika R. Shaver, MPH (c); Research Assistant, University of Michigan

Implementing Policy to Fight Adolescent Obesity using a Health Impact Assessment

Concurrent 6A

Learning Objectives: 1. Explain the steps involved in a health impact assessment and how they contribute to policy implementation. 2. Describe shared use as a policy and speak to its benefits as well as potential barriers to implementing.

Presenter(s)
Austin J. LaBanc
Student Doctor, Midwestern University

4:35PM-5:20PM

Concurrent 6B: Lightning Round

Room - River Lounge

Moderator
Robin Molella, MD, MPH; Assistant Professor, Mayo Clinic

Community Health Worker Interventions to Improve Pediatric Asthma Outcomes

Concurrent 6B

Learning Objectives: 1. Describe how community health worker (CHW) interventions impact the health outcomes and health resource utilization of children with asthma. 2. Determine whether a child with asthma meets criteria for a home assessment by a CHW.

Presenter(s)
Stephanie E Welsh, MD (c), MPH (c); Student, Wright State University

Longitudinal Effects of Depression Co-Occurring with Diabetes, Hypertension, and Obesity on Cognitive Function in Older US Adults

Concurrent 6B

Learning Objectives: In older adults 60 years of age and over- 1. Examine independent longitudinal effects of baseline

depression, diabetes, hypertension and obesity on cognitive impairment (independent effects model). 2. Examine longitudinal effects of depression co-occurring with diabetes, hypertension and obesity on cognitive impairment (joint effects model).

Presenter(s)
Zulqarnain Javed, MBBS, MPH, PhD(c); Student, Graduate Research Assistant, University of Texas Medical Branch

Savannah Snacks: A Culinary and Nutritional Education Initiative in Low-Income Savannah

Concurrent 6B

Learning Objectives: 1. Describe how Savannah Snacks promotes healthy eating habits by demonstrating the nutritional value of a variety of foods. 2. Discuss how to educate children about how their dieting choices affects their health. 3. Recommend familial involvement and understanding in healthy eating choices.

Presenter(s)
Jose A. Millan, MPH, MD (c); Student, Mercer University School of Medicine

DeWitt R. Rogers, MD (c); Medical Student, Mercer University School of Medicine

Workplace Discrimination against People Living with HIV and AIDS in the Dominican Republic

Concurrent 6B

Learning Objectives: 1. Identify an act of discrimination against HIV+ employees and applicants. 2. Create a list of key facts about the rights of HIV+ employees that job applicants should know when applying for positions.

Presenter(s)
Rebecca J. Rubinstein, MPH (c); Student, University of Texas Medical Branch

FRIDAY APR. 7

8:00AM-9:00AM

Advocacy in the Era of Alternative Facts

Plenary

Room - Regency DEF

Moderator
Anthony Schlaff, MD, MPH; Director, Public Health Program, Tufts University School of Medicine, Public Health

Learning Objectives: 1. Advocate for public health issues. 2. Describe how to frame a policy issue to maximize the likelihood of its enactment and implementation. 3. Describe how to write an effective media advisory, pitch a story to a reporter, and do the required follow-up to get media coverage. 4. Create a SOCO (Single Overriding Communication Objective) for any given policy issue and can effectively communicate this message to the media.

Presenter(s)
Glenn E. Schneider, MPH; Chief Program Officer, Horizon Foundation

9:05AM-10:05AM

Concurrent 7: Case-Based Teaching

Room - Regency DEF

Moderator
Simone A. Seward, MPH; Director, Center for Civic Engagement, Upstate Medical University

Teaching Social Determinants of Health Using Case Studies and Experiential Learning in Rochester

Concurrent 7

Learning Objectives: 1. List ways in which case studies can be used as the basis for problem based learning to teach population health competencies and community health. 2. Describe how students can learn about social determinants and resources by exploring the community from the patient's perspective through case scenarios. 3. Design an innovative learning experience for students to examine the societal and community components of clinical cases.

Presenter(s)
Theresa M. Green, PhD, MBA; Director of Community Health Education and Policy, University of Rochester School of Medicine

Using a Case Based Approach to Teach Population and Public Health: A Collaborative Effort Between a State's Colleges of Pharmacy

Concurrent 7

Learning Objectives: 1. Describe the rationale for a case-based methodology for teaching public health and disease prevention. 2. Explain the process to interprofessionally develop a longitudinal case-based approach to teaching public and population health. 3. Compare active learning methodologies to develop a case-based approach to public and population health that is scalable for various class-sizes and across institutions.

Presenter(s)
Rebekah M. Jackowski, PharmD, MPH (c); Assistant Professor, Midwestern University College of Pharmacy-Glendale

10:10AM-11:40AM

Concurrent 8: Social Determinants of Health

Room - Regency DEF

Moderator
Annette Greer, PhD, MSN, RN; Associate Professor, East Carolina Brody School of Medicine

Addressing the Effects of Psychological Trauma in a Community Using a Social Determinants of Health Approach

Concurrent 9

Learning Objectives: 1. Examine the upstream and downstream factors contributing to the prevalence and impact of trauma on communities and the need to adapt a trauma-informed approach. 2. Examine approaches to integrating trauma-informed care into health professionals' curriculum.

Presenter(s)

Susan W. Salmond, EdD, RN, ANEF, FAAN; Executive Vice Dean and Professor, Rutgers, The State University of New Jersey

Case Study Development for Poverty Simulation Pedagogy: Understanding the Conditions of Poverty as Determinants of Health and their Impact on Access to Health Promotion and Health Care

Concurrent 9

Learning Objectives: 1. Identify social determinants of health and the negative impact on health care compliance. 2. Discuss the process of developing a poverty simulation pedagogy.

Presenter(s)
Rita Sfiligoj, DNP, MPA, RN; Instructor, Case Western Reserve University

Seeking Health Equity by Examining Racism as a Social Determinant of Health

Concurrent 9

Learning Objectives: 1. Summarize the significance of this case study, which examines racism as a social determinant of health, in the field of allied healthcare professionals. 2 Explain the structure of support, administration, and management used to develop this case study, which involves community and academic collaboration. 3. Conceptualize the final case study product based on the outline shared.

Presenter(s)
Christina Yongue, MPH; Assistant Professor, University of North Carolina at Greensboro.

9:05AM-1:05PM

Workshop: Engaging Students through the Power of Community Mapping

Workshop [additional registration fee]

Room - River Lounge

Moderator
Timothy Hickman, MD, MEd, MPH
Associate Teaching Professor, University of Missouri – Kansas City School of Medicine

Have you witnessed the potential use of mapping in public health but are intimidated by the technology, or simply too busy to pursue it? After the success of the 2016 annual meeting presentation attendees requested this hands-on training session to learn how to incorporate the Community Health Mapping (CHM) workflow into research and training programs. Attendees will learn and discuss novel concepts and methodologies for using low cost, open-source, intuitive mapping technology for students, educators and community organizations to better serve vulnerable or underserved populations. This interactive workshop will provide examples of academic health centers and community-based organizations using the CHM workflow to help visualize data and better understand and portray its significance. During this 4-hour hands-on workshop attendees will: Build a data collection form using Fulcrum. Use the data collection form to gather data from around the conference hotel. Map data previously collected during an online exercise in Carto. Practice mapping the data in QGIS.

Learning Objectives: 1. Describe the Community Health Maps workflow which includes low-cost and open resources for community mapping and data visualization. 2. Create a data collection tool on a mobile device that can be used to collect community data. 3. Learn how to map data collected online in and on the desktop.

Presenter(s)
Deborah Williamson, MSN, DHA; Associate Dean, Medical University of South Carolina College of Nursing

John Scott, MS; President, Center for Public Service Communications

Kurt Menke, MA, GISP; GIS Specialist, Bird's Eye View

11:45AM-1:05PM

Concurrent 9: Accreditation

Room - Regency DEF

Implementing the New MPH Accreditation Criteria

Concurrent 9

Council on Education for Public Health Deputy Director will provide an overview of expectations and requirements associated with the 2016 revised accreditation criteria. Attention will be given to curriculum, faculty resources, and data. Attendees will also share program experiences and priorities for the coming year.

Learning Objectives: 1. Discuss the implementation process for launching new accreditation criteria for MPH programs. 2. Describe curriculum, faculty, and data requirements associated with the 2016 revised public health accreditation criteria.

Moderator
Rosemary M. Caron, PhD, MPH; Professor and Chairperson, University of New Hampshire

Presenter(s)
Mollie Mulvanity, MPH; Deputy Director, Council on Education for Public Health (CEPH)

2:00PM-6:00PM

APTR Board of Directors Meeting

Business Meeting (Closed)

Room - River Lounge

Closed business meeting of the APTR Board of Directors.

Thank you for attending Teaching Prevention 2017

Please complete your session evaluations and overall conference evaluation at www.TeachingPrevention.org

FACULTY POSTERS

Poster 1
A Model For Interprofessional Education In An Underserved Clinic Setting
Yardlee S. Kauffman, PharmD, MPH; Assistant Professor of Clinical Pharmacy; Philadelphia College of Pharmacy

Poster 2
Can The Undergraduate Pre-Professional Student's Attitude About Interprofessional Education Be Affected By Experiencing A Non-Clinical Activity Which Mimics Interprofessional Collaborative Practice?
Allison Kaczmarek, MPH; Instructor; University of Tampa

Poster 3
Educating Pre-teens About Lead Poisoning
Carolyn Janet Friel, PhD; Professor of Medicinal Chemistry; MCPHS University

Poster 4
Effects of Meditation on Burnout, Wellness and Telomere Length in Health Care Professionals
Michael Hanna, MD; Academic Hospitalist/Clinical Assistant Professor; Wellspan York Hospital

Poster 5
Financial Assistance Programs for Indigent Patients Seeking Hospital Services
Rod McAdams, PhD; Financial Assistance Programs for Low-Income Patients Seeking Hospital Services; Armstrong State University

Poster 6
Hey Nursing Faculty, Come Enjoy An Epidemiology And Vaccine Safety Curriculum Fusion Taco!
Lynelle M. Phillips, RN, MPH; Instructor/Field Placement Coordinator; University of Missouri

Poster 7
Improving Colorectal Cancer Screening in Primary Care: Examine the Health Record
Suzanne Lea, PhD, MPH; Associate Professor; East Carolina University

Poster 8
Influences on Contraception Among College Age Women
Valerie Gwen Bader, PhD, CNM; Assistant Teaching Professor; University of Missouri

Poster 9
Opinions of Health Professions Students Towards the Social Determinants of Health
Jamie L. Huston; Associate Professor
Bethany Kinney, BSN; Registered Nurse
Rachel Parrill, PhD, RN, APHN; Associate Professor
Cedarville University

Poster 10
Predictors of Primary Care as Career Choice: A Synthesis of the Literature
Carolyn Klatt, MLIS; Associate Library Director, Savannah Campus; Mercer University School of Medicine
Thomas Mckinley, PhD; Associate Professor; Armstrong State University

Poster 11
Project SHARE: Building Teenagers' Skills to Advocate for Improved Health at the Personal, Family and Community Level
Alexa Mayo, MLS; Associate Director, Health Sciences and Human Services Library; University of Maryland Baltimore

Poster 12
Student-Led Planning and Implementation of Peer Education: Campus Health Promotion Fair
Sara Plaspohl, DrPH; Assistant Professor of Health Science & MPH Program Coordinator; Armstrong State University

Poster 13
Teach 100: Developing Student Competency in Aggregate Education
Rebecca Green, DNS, RN, NCSN; Assistant Professsor; Georgia Gwinnett College

Poster 14
The Perceived Educational and Skills Needs of the Washington State Public Health Workforce
Tishra Beeson, DrPH, MPH; Assistant Professor; Central Washington University

Poster 15
Understanding How Low-Income Consumers in Savannah, GA Find and Access a Healthcare Provider.
Eric K. Shaw, PhD; Associate Professor; Mercer University School of Medicine

Poster 16
Using a Health In All Policies Framework as a Tool to Build Collaborative Decision-Making Skills
Carly R. Levy, DHS(c), MPH, CPH; Director, MPH Program/Instructor of Public Health; MCPHS University

Poster 17
Utilization of Peer Assessment in a Master of Public Health Course: Enhancing Student Learning of Epidemiology Research Methods
Margaret K. Formica, PhD; Assistant Professor
Telisa Stewart, PhD; Assistant Professor
SUNY Upstate Medical University

Poster 18
What do Medical Students Need to Know about Population Health and Preventive Medicine?
Timothy P. Hickman, MD, MPH, MEd; Associate Teaching Professor; University of Missouri-Kansas City, School of Medicine

Poster 19
What's Wrong With Warren? Learning Interprofessional Roles and Responsibilities
Laura Rudkin, PhD; Professor, Chair Preventive Medicine and Community Health; University of Texas Medical Branch at Galveston

STUDENT POSTERS

Poster 20
Assessing Community Preventive Medicine Needs with Health Fair Screening and Questionnaires in Galveston, TX
Jacob Moran, BS, MD/PhD Student; University of Texas Medical Branch at Galveston

Poster 21
Does Real or Perceived Access to Healthy Foods Influence Glycemic Control in Patients With Type II Diabetes in Flint, MI?
Kendall E. Bell, BS; Medical Student
Myah E. Ray, MD(c); Medical Student; Michigan State University College of Human Medicine

Poster 22
Evaluating the Effectiveness of a Pre-Dialysis Education Class in Chronic Kidney Disease
Anamaria D. Uceda, MD(c); Mercer University School of Medicine

Poster 23
Implementing the Days for Girls Menstrual Hygiene and Reproductive Health Education Program in Haiti
Annika Jansson, BS; Occupational Therapy Student; Medical University of South Carolina

Poster 24
National Estimates of 30-Day Readmissions Among Children Hospitalized for Asthma in the United States
Michael U. Ohabughiro, BS in Biology; University of Texas Medical Branch at Galveston

Poster 25
Population Wellness: Implementation & Evaluation - A Public Health Course
Sakineh Najmabadi, MS, MPH
University of Utah

Poster 26
Racial and Gender Disparities Within the use of Palliative Care Services: Evidence From Rural North Carolina
Abigail W. Terkeltoub, BS, MPH(c); Student; East Carolina University

Poster 27
Social Determinants of Health: Evaluation of Post Graduate Pharmacy Programs
Rachel N. Chandra, PharmD, MPH(c); Clinical Pharmacy Specialist/Residency Program Director; Dayton VA Medical Center

Poster 28
Staff Education on Abusive Head Trauma
Jody Kusheba, BS
Fairfield University

Poster 29
Stressed in a Stressed Neighborhood: Socioeconomic Determinants of Allostatic Load in African-American Women
Marissa L. Tan, BA, DO(c), MPH(c); University of North Texas Health Science Center

Poster 30
The Adolescent Nutrition Program
Nicole A. Neal, MS in Medical Science, MD(c); Mercer University School of Medicine

Poster 31
What are the Knowledge and Attitudes of Med-Ped Residents in the Treatment of Young Adults with Special Health Care Needs?
Alana M. Goldberg, BS, MPH(c)
East Carolina University

PAUL AMBROSE SCHOLARS PROGRAM

Inspiring Tomorrow's Healthcare Leaders Today

This program exposes health professions students to influential public health professionals and prepares them to be leaders in addressing population health challenges at the national and community-level. Scholarships are awarded to students to conduct a community-based health education project at their institution or community.

Since 2002, more than 600 students from over 220 academic institutions have become Paul Ambrose Scholars, equipped with leadership and organizational skills in public health education that can only be developed outside of the classroom.

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Congratulations to the APTR Awardees

APTR AWARDS LUNCHEON

Thursday, April 6, 2017
12:30 pm to 1:45 pm

APTR honors the most distinguished individuals and programs in the field of prevention and public health education. Through their dedication, these individuals have served our community by advancing prevention and public health education.

Please join us as we honor the current awardees.

Christine M. Arcari, PhD, MPH
University of Texas Medical Branch at Galveston

F. Marian Bishop Outstanding Educator Award

This award recognizes faculty who have contributed to the instruction of students and residents in the field of prevention and public health. Contributions to research are also considered.

Anthony L. Schlaff, MD, MPH
Tufts University School of Medicine

Duncan Clark Award

This award is presented to a senior-level person with a distinguished record of achievement in the areas of teaching, research and/or advocacy in the field of public health and prevention.

Matthew M. Boulton, MD, MPH
University of Michigan Medical School

Special Recognition

This Award recognizes an individual agency, or organization that has provided outstanding service to the Association, its members or to the field of prevention and public health.

Nominate Awardees
www.aptrweb.org/awards

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