


TEACHING PREVENTION

April 9-11

Philadelphia

2018



Reimagining Population Health Education, Practice & Research

Three Days of Innovative Discussion

Networking

Student Engagement

#TP2018

75th Annual Meeting of the Academic Community Advancing Population Health

PROGRAM

		WYETH BALLROOM C	WYETH BALLROOM A	WYETH FOYER
Monday	Registration	8:00 AM – 5:00 PM		Registration
	Welcome Plenary	8:45 AM	Educational Leadership in Population Health	
	Panel Sessions	10:10 AM	Concurrent 1A	Concurrent 1B
	Panel Sessions	11:20 AM	Teaching and Engaging in the Health Advocacy Process	An Innovative Academic/Community Partnership for Interprofessional Practice and Education
	Lunch	12:20 PM		Dine-Around
	Panel Sessions	2:00 PM	Concurrent 2a	Concurrent 2b
	Engagement Forum	2:55 PM	Reimagining the Response to the Opioid Epidemic: The Philadelphia Story	
	Panel Sessions	4:05 PM	Effective Competency Development	Lightning Sessions
	Reception & Posters	5:00 PM		
Dinner	7:00 PM		Dine-Around	

		WYETH BALLROOM C	WYETH BALLROOM A	WHISTLER BALLROOM	WYETH FOYER
Tuesday	Registration	7:30 AM – 5:00 PM			Registration
	Panel Sessions	8:00 AM	Concurrent 3A	Concurrent 3B	
	Plenary	9:10 AM	Gun Violence: A Population Health Problem		
	Engagement Forum	10:20 AM	The Journey to Healthy People 2030		
	Lunch (included)	12:30 PM		Annual Luncheon & Awards	
	Panel Sessions	2:05 PM	Concurrent 4a	Concurrent 4b	
	Panel Sessions	3:15 PM	Concurrent 5a	Concurrent 5b	
	Panel Sessions	4:10 PM	Concurrent 6a	New Frontiers in Viral Surveillance	
	Business Meeting	5:00 PM	Council of Graduate Programs Spring Meeting		
Dinner	6:30 PM		Dine-Around		

		WYETH BALLROOM C	WYETH BALLROOM A	HOMER ROOM	WYETH FOYER
Wednesday	Registration	7:30 am – 1:00 PM			Registration
	Morning Plenary	8:00 AM	Teaching to Effect Change		
	Panel Sessions	9:35 AM	Concurrent 7A	Concurrent 7B	
	Engagement Forum	10:40 AM	Interprofessional Education & Intersectoral Collaboration to Transform Teaching		
	Engagement Forum & Closing	11:45 AM	Teaching Climate Change in Health Professions Education		
Business Meeting	2:00 – 5:00	APTR Board of Directors Meeting (Closed)			

Welcome

Conference Goals

Create an environment for dialogue

about population health and disease prevention as core values for every health professional's education

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.

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 register for CE at teachingprevention.org, complete session evaluation forms online for each session attended, complete and sign the attendance verification form prior to conference departure, and complete the overall evaluation within 3 days of the conference.

Monday: 7.0 | Tuesday: 8.0 | Wednesday: 4.5

Category 1

Creighton University Health Sciences Continuing Education designates this live activity for a maximum of 19.5 *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 live activity for 19.5 contact hours for nurses. Nurses should claim only the credit commensurate with the extent of their participation in the activity.

Accreditation Statement



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

Certified in Public Health CE

Teaching Prevention offers up to 19.5 Certified Public Health (CPH) Continuing Education Credits. APTR is an approved provider of CPH credits by the National Board of Public Health Examiners (NBPHE).

Planning Committee

CHAIR,
Billy Oglesby, PhD, MBA, MSPH, FACH
Thomas Jefferson University, College of
Population Health

Andrea Crivelli-Kovach, PhD, MA, MCHE
Arcadia University

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Annette Greer, PhD, MSN
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Jefferson School of Population Health;
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Amy Lee, MD, MPH, MBA
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Carly Levy, MPH, CPH
MCPHS University

N. Ruth Little, EdD, MPH
Brody School of Medicine, East Carolina
University

Sabrina Neeley, PhD, MPH
Wright State University Boonshoft School
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Ashruta Patel, DO(c)
Philadelphia College of Osteopathic
Medicine-Georgia Campus

Lynelle Phillips, RN, MPH
School of Health Professions, University
of Missouri

Telisa M. Stewart, DrPH, MPH
SUNY Upstate Medical University

Martha A. Wojtowycz, PhD
SUNY Upstate Medical University

Day One

Monday April 9

8:45 am – 10:00 am

Conference Opening and Plenary
Wyeth Ballroom C

Welcome Remarks

David Gregorio, PhD, MS, APTR
President, University of Connecticut
School of Medicine
Billy Oglesby, PhD, MBA, MSPH, FACH,
Conference Chair, Thomas Jefferson
University School of Population Health

Educational Leadership in Population Health

*David B. Nash, MD, MBA, Dean, Thomas
Jefferson College of Public Health*
This session will review the role of
population health in driving our
dysfunctional health system back up
stream. Dr. Nash will describe the tenets
of population health that will help the
system on the inexorable journey from
volume to value and he will elucidate the
key message of 'no outcome, no income'
in the broad context of prevention.
Attendees will be able to:

- 1) Identify the reasons for population health improvement in the US healthcare system.
- 2) Articulate the importance of integrating population health education into medical, nursing, public health, and other health-oriented professional programs.

10:10 am – 11:10 am

Panel Session 1A
Wyeth Ballroom C

Dual Degree Program via Collaboration of Two Graduate Schools Public Health Programs

*Mark White, MD, MPH, Geisinger
Commonwealth School of Medicine
(GCSOM)*

This presentation will share with
participants the experiences, lessons
learned, and findings involved in the
creation and facilitation of a dual degree
MD and graduate public health program
offered by two separate but collaborating
institutions through support via a federal
HRSA 5-year grant.

Attendees will be able to:

- 1) Identify the steps taken over the last several years to create and facilitate a

dual degree MD/Certificate in Public Health program and an MD/MPH program via the collaboration of two institutions.

- 2) State one lesson learned from the process and experiences by the institution or institutions involved to increase awareness, knowledge, and application of our experiences to current program or programs in development at their home institutions.

Redesigning an Undergraduate Introductory Biostatistics Course to Foster Active, Collaborative Learning

*Erika L. Austin, PhD, MPH, University of
Alabama at Birmingham*

This presentation will describe the
evaluation of student outcomes associated
with the implementation of Team-Based
Learning (TBL) in an undergraduate
introductory Biostatistics course that was
redesigned to emphasize active,
collaborative learning.

Attendees will be able to:

- 1) Demonstrate how TBL and Problem-Based Learning (PBL) can be effectively incorporated in an undergraduate Biostatistics course.
- 2) Evaluate student outcomes associated with TBL in an undergraduate Biostatistics course.

What We Learned from Graduate Students in the Flipped Classroom

*Bojana M. Beric-Stojacic, MD, MA, PhD,
Long Island University Brooklyn School of
Health Professions; Daryl E. Johnson,
MPH, UC San Diego Health*

This presentation will highlight the
students' perceptions about the
teaching/learning process in the flipped
classroom.

Attendees will be able to:

- 1) Describe and discuss the process and theoretical framework for the flipped classroom as teaching/learning pedagogical process.
- 2) Discuss the effectiveness of the flipped classroom teaching/learning approach as well as pros and cons of substituting lecture with experiential learning in a graduate level professional preparation course.

*Facilitator: Lynelle M. Phillips, RN, MPH,
University of Missouri School of Health
Professions*

10:10 am – 11:10 am

Panel Session 1B
Wyeth Ballroom A

Assessing the Feasibility of An Alternative Diabetes Prevention Program for Latinos

*Maud Celestin, DrPH, Loma Linda
University School of Medicine*

The National Diabetes Prevention Program (NDPP) is considered an effective intervention for reducing diabetes risk, yet while diabetes disproportionately affects minorities and lower income populations, these groups have been underrepresented in studies reporting the success of the NDPP. We explore whether a culturally-sensitive adaptation of the NDPP can effectively address this success gap among Latinos.

Attendees will be able to:

- 1) Describe challenges faced by Latinos at risk for diabetes when attempting to adopt preventive behaviors.
- 2) Identify factors associated with readiness of Latinos at risk for diabetes to engage in physical activity, dietary changes and weight management.
- 3) Discuss policy changes that have the potential of facilitating the adoption of preventive behaviors by Latinos at risk for diabetes.

Characterizing Obesity in Women: The Effect of Race/Ethnicity

*Keisha T. Robinson, DrPH, MPH,
Youngstown State University*

Obesity among women is a major public health issue. Prevalence rates remain high with all women. This presentation focuses on quantifying the impact of all associated causal factors of obesity in women to determine the effects of race/ethnicity.

Attendees will be able to:

- 1) Identify the factors International Classification of Functioning Disability and Health (ICF).
- 2) Compare the predictability of BMI in women by race/ethnicity.

National Diabetes Prevention Network Using Diabetes Self- Management Education and Support Programs

*Leslie E. Kolb, MBA, BSN, RN, American
Association of Diabetes Educators (AADE)*

Preventing or delaying onset of
development of diabetes is the most
efficient means to reducing the overall
incidence of type 2 diabetes. The National
Diabetes Prevention Program is an

evidence based, scalable intervention, demonstrated to do just that. Diabetes educators are providing prevention education.

Attendees will be able to:

- 1) Explain the evidence base for the Centers for Disease Control and Prevention (CDC)'s National Diabetes Prevention Program (National DPP).
- 2) Review and explain CDC's DPRP standards and how programs can ensure success.

Facilitator: N. Ruth Little, EdD, MPH, East Carolina University Brody School of Medicine

11:20 am – 12:20 pm

Interactive Session 1A

Wyeth Ballroom C

Teaching and Engaging in the Health Advocacy Process

Adelyn Allchin, MPH, Educational Fund to Stop Gun Violence; Joshua Horwitz, JD, Educational Fund to Stop Gun Violence
Teaching public health researchers and practitioners to engage in the health advocacy process is critical to advancing evidence-based policy to improve public health. This panel discussion will provide an overview of the health advocacy process through a gun violence prevention lens.

Attendees will be able to:

- 1) Describe how the health advocacy process works and will be provided with tools for how to effectively engage in the health advocacy process.
- 2) Explain why it is critical for public health researchers and practitioners to engage in the health advocacy process in order to realize policies to improve public health.

Facilitator: Amy E. Leader, DrPH, MPH, Thomas Jefferson University

11:20 am – 12:20 pm

Interactive Session 1B

Wyeth Ballroom A

An Innovative Academic/Community Partnership for Interprofessional Practice and Education

Kathleen Cartmell, PhD, MPH, Medical University of South Carolina, College of Nursing; Anthony D. Poole, PA-C, Fetter Health Care Network; James Sterrett,

PharmD, Medical University of South Carolina, College of Pharmacy; Deborah Williamson, DHA, MSN, CNM, Medical University of South Carolina, College of Nursing

Implementation of interprofessional collaborative practice (IPCP) within a Federally Qualified Health Center (FQHC) was challenged by a lack of experience with changing care delivery paradigms, lack of structured quality improvement, and a deficit of data systems to drive clinical decisions and manage population health. A multilevel IPCP intervention is described addressing structures, processes, and outcomes.

Attendees will be able to:

- 1) Describe the field of interprofessional practice, including the attributes of care delivery that comprise this discipline.
- 2) Describe how interprofessional practice can be operational within a federally qualified health center using video and case studies to create an interactive learning format.

Facilitator: Telisa M. Stewart, DrPH, MPH, SUNY Upstate Medical University

12:20 pm – 1:55 pm

Lunch

Sign-up and Meet at Registration

Dine-Around

Join an optional 'Dine Around' in Philadelphia! Make the most of Teaching Prevention 2018 and connect with colleagues. This is a casual dining experience with fellow attendees who want to enjoy a nice meal and interesting conversation. APTN has made reservations for up to 12 attendees at several restaurants within walking distance of the conference Hotel. Dine-Around attendees will be responsible to pay for their own meal, drinks, and associated tip.

2:00 pm – 2:45 pm

Panel Session 2A

Wyeth Ballroom C

Crossing Borders: Developing an Interprofessional International Service Learning Experience

Joel Hill, PA-C, MPAS, University of Wisconsin-Madison School of Medicine and Public Health

This presentation will highlight positive outcomes from the collaboration between a global nonprofit organization and our

physician assistant program's interprofessional service learning medical trip to deliver sustainable international medical care to a rural and underserved population in the Stann Creek District of Belize.

Attendees will be able to:

- 1) Describe the benefits when interprofessional students participate in international service learning.
- 2) Identify positive outcomes of collaboration with a nonprofit organization to build a sustainable international experience.
- 3) Define the term "Global to Local" and how we use this when educating interprofessional health care students.

Successful Implementation of an Interprofessional, Experiential Learning Elective Course in Collaboration with a Community Partner

Kelle K. DeBoth, PhD, MPH, Cleveland State University School of Health Sciences

This presentation will describe the development and implementation of a graduate level elective course focused on interprofessional education in collaboration with a community partner, utilizing experiential learning in the pediatric population. Outcomes include quantitative and qualitative analysis of student perceptions pre- and post- course completion.

Attendees will be able to:

- 1) Describe the 4 successful components for developing and implementing an experiential learning, community-based elective course exposing graduate students in health sciences and related fields in interprofessional teamwork.
- 2) Describe at least 2 ways this graduate level elective successfully integrated a community partnership

Facilitator: Sabrina M. Neeley, PhD, MPH, Wright State University Boonshoft School of Medicine

2:00 pm – 2:45 pm

Panel Session 2B

Wyeth Ballroom A

Cost-Effectiveness Analysis in the Quality Improvement Context

Ari Mwachofi, PhD, East Carolina University, Brody School of Medicine

This presentation will introduce cost-effectiveness analysis (CEA) concepts and relevance in quality improvement (QI)

Day One

using a systems-thinking approach. It will show that cost-effective quality improvement approaches are necessary and sustainable.

Attendees will be able to:

- 1) Define a QI problem as a CEA problem.
- 2) Define QI and CEA components, resources and processes.
- 3) Describe practical applications of this approach to their work settings.

Modeling Potential Health Impacts of Achieving Healthy People 2020 National Objective for Reducing the Incidence Rate of Late-Stage Female Breast Cancer

Donatus U. Ekwueme, PhD, MS, US Centers for Disease Control and Prevention, Division of Cancer Prevention and Control

One Healthy People 2020 (HP2020) objective is to reduce the overall incidence of late-stage (regional/distant) breast cancer by 5% within 10 years. However, it is unclear what the health impact of achieving this objective would be to the nation. Attendees will be able to:

- 1) Explain how to quantify a national health objective to improve the public's health.
- 2) Describe the step-by-step process on how to design and conduct a quantitative economic analysis to evaluate a national health objective.
- 3) Describe how to integrate epidemiological data, survival data, life table data, and economic cost data to estimate health burden and healthcare costs associated with breast cancer disease.

Facilitator: Amy Lee, MD, MPH, MBA, Northeastern Ohio Medical University

2:55 pm – 3:55 pm

Engagement Forum

Wyeth Ballroom C

Reimagining the Response to the Opioid Epidemic: The Philadelphia Story

Jeremiah Daley, MBA, Liberty Mid-Atlantic High Intensity Drug Trafficking Area; Jeffrey Hom, MD, MPH, Philadelphia Department of Public Health; Sharon Larson, PhD, LIMR Center for Population Health Research; Priya Mammen, MD, MPH, Sidney Kimmel Medical College, Thomas Jefferson University Philadelphia wants to become the first U.S. city to permit medically supervised

drug injection sites as a way to combat the opioid epidemic. Philadelphia has the highest opioid death rate of any large U.S. city. More than 1,200 people fatally overdosed in Philadelphia in 2017, one-third more than 2016. The city is seeking outside operators to establish at least one such site in the city, in a move met with both support and criticism. Supervised injection rooms are legally sanctioned facilities where people who use intravenous drugs can inject pre-obtained drugs under medical supervision. Supervised injection facilities are designed to reduce the health and societal problems associated with injection drug use.

Attendees will be able to:

- 1) Describe the magnitude of the opioid epidemic in Philadelphia.
- 2) Identify the most significant phases of the US opioid crisis from the last 25 years.
- 3) Discuss the broad strategic focus areas outlined by the Mayor's Task Force on the Opioid Epidemic.
- 4) Identify individual and community outcomes that could result from the implementation of a safer injection facility.

Facilitator: Billy Oglesby, PhD, MBA, MSPH, FACH, Thomas Jefferson University, College of Population Health

4:05 pm – 4:50 pm

Interactive Session 2A

Wyeth Ballroom C

Effective Competency Development

Suzanne Cashman, ScD, MD, University of Massachusetts Medical School; Carly Levy, DHS(c), MPH, MCPHS University, Anthony L. Schlaff, MD, MPH, Tufts University School of Medicine; Lindsay A. Tallon, MSPH, PhD, MCPHS University This interactive session will draw upon the experiences of MPH Program Directors and faculty in developing a set of concentration competencies in their respective programs. Attendees will learn about the steps involved in developing competencies, innovative ideas to address challenges that may occur, and techniques for evaluation and refinement of competencies.

Attendees will be able to:

- 5) Develop a strategy for competency development, implementation, and assessment.
- 6) Describe best practices of other public health programs in developing competency frameworks.
- 7) Explain the benefits of competency evaluation and revision.

Facilitator: Annette Greer, PhD, MSN, East Carolina University Brody School of Medicine

4:05 pm – 4:50 pm

Lightning Sessions

Wyeth Ballroom A

Attendees will be able to:

- 1) Describe ways that students can uniquely construct, contribute to and lead faculty development and curriculum improvement.
- 2) Describe why improving pharmacist's knowledge on education will positively impact patient access to naloxone and improve likelihood of availability during an overdose.
- 3) Think critically and creatively about designing programs that are accessible and informative.
- 4) Concretely understand the importance of training future physicians to effectively leverage telemedicine technology to provide high quality, population health-based care.

A Pilot Study of Role-Play in Improving Faculty Facilitation of Small Group Discussions on Race and Privilege in Medical School

Supreetha Gubbala, MS, MD(c), University of Massachusetts Medical School

University of Massachusetts Medical School students and faculty worked together to role play a small group discussion on race in medicine in a fishbowl setting as a novel way to teach faculty facilitation skills, such as identifying and challenging minimizing behavior, redirecting harmful conversation, and skillful invitation of students not verbally participating.

Can Government Investments in Health and Social Services Lead to Reductions and Help Improve Public and Private Sector Contributions to Preventable Admission Rates?

Kevin Curwick, MS (c), Arizona State University

This presentation will review the use spending data on health, social services, and education to understand influences on potentially preventable admissions. The results demonstrate significant impact of increased health and education spending on preventing avoidable hospitalizations,

paving the way for public and private sectors to participate in prevention.

Assessing Pharmacist's Readiness to Administer Naloxone and Respond to Opioid Overdoses

Merissa Andersen, PharmD, MPH, MCPHS University

This presentation looks at the opioid epidemic from the pharmacist's perspective and analyzes Massachusetts pharmacists' ability to dispense naloxone and respond to the opioid crisis.

Creating Meaningful Educational and Leadership Experiences for Individuals Affected by HIV/AIDS

Haley Hamann, MPH, Northwestern University

The Community Health Apprenticeship Program builds healthcare infrastructure in communities most affected by HIV/AIDS by training young people from those communities to become leaders in HIV education, prevention, care and treatment, utilizing trauma-informed, strengths-based, and harm reduction strategies.

Telemedicine in Undergraduate Medical Education

Shayan Waseh, MD, MPH, Thomas Jefferson University

This presentation will summarize the current work of allopathic medical schools in the United States in incorporating telemedicine training into the undergraduate medical curriculum that medical students are exposed to.

Facilitator: Martha A. Wojtowycz, PhD, SUNY Upstate Medical University

5:00 pm – 6:30 pm

Reception & Poster Presentations
Wyeth Ballroom Foyer

Welcome Reception & Poster Presentations

Kick off the conference with this engaging networking experience. The Poster Presentations provide the perfect opportunity to network and learn about population health projects and initiatives.

7:00 pm

Dinner

Sign-up and Meet at Registration

Dine-Around

Join an optional 'Dine Around' in Philadelphia! Make the most of Teaching Prevention 2018 and connect with colleagues. This is a casual dining experience with fellow attendees who want to enjoy a nice meal and interesting conversation. APTR has made reservations for up to 12 attendees at several restaurants within walking distance of the conference Hotel. Dine-Around attendees will be responsible to pay for their own meal, drinks, and associated tip.

Tuesday April 10

8:00 am – 9:00 am

Panel Sessions 3A
Wyeth Ballroom C

Scaled Social Justice and Empathy Assessment Tool in a Case-based Prevention Course

Elizabeth A. Hall-Lipsy, JD, MPH, University of Arizona College of Pharmacy; Rebekah Jackowski, PharmD, MP, Midwestern University College of Pharmacy

This project developed, utilized, and tested the reliability of a retrospective pre/concurrent post scaled survey tool to determine whether an interprofessionally designed, longitudinal, case-based public health and prevention curriculum improved pharmacy students' self-reported attitudes towards essential public health attributes like social justice and empathy.

Attendees will be able to:

- 1) Identify and describe the process for developing a tool to measure student attitudes towards key public health values of social justice and empathy.
- 2) Explain the reliability of a scaled survey tool for assessing student self-reported social justice and empathy attitudes and suggested improvement to scale items.

Strategies for Health: An Interprofessional Game for Teaching the Social Determinants of Health

Diana R. Feldhacker, OTD, University of South Dakota; Jean Yockey, PhD, University of South Dakota
Describe the rationale, design and outcomes from a problem-based,

interactive game for interprofessional students. This pilot study assessed student attitudes toward and awareness of interprofessional collaboration as well as knowledge of the social determinants of health (SDOH). Randomized student groups were compared to measure effectiveness of gaming versus traditional didactic coursework.

Attendees will be able to:

- 1) Describe the efficacy of using interprofessional, game-based teaching on improving student understanding and knowledge of social determinants of health.
- 2) Describe the impact of using interprofessional, game-based teaching on student knowledge of roles and responsibilities of care team members.
- 3) Compare the outcome of game-based, interprofessional teaching with typical didactic coursework.

Teaching Social Determinants of Health in an Interprofessional Workshop

Sabrina M. Neeley, PhD, MPH, Wright State University Boonshoft School of Medicine

This presentation will describe a training workshop on Social Determinants of Health that was presented to a group of interprofessional learners. The workshop included a preparation activity using an online game and an in-person workshop using a standardized patient encounter. Results from pre- and post-assessments are presented.

Attendees will be able to:

- 1) Describe one example of an interprofessional (IPE) training workshop on social determinants of health.
- 2) Describe the use of an online game to teach social determinants of health.
- 3) Describe the use of standardized patients in a social determinants of health IPE training session.

Facilitator: Carly Levy, DHS(c), MPH, CPH, MCPHS University

8:00 am – 9:00 am

Panel Session 3B
Wyeth Ballroom A

A Systematic Analysis of State Health Improvement Planning: Variations in Process and Priorities

Scott H. Frank, MD, MS, Case Western Reserve University School of Medicine; Matthew John Kucmanic, MA, MPH, Case

Day Two

Western Reserve University School of Medicine

This presentation will describe a systematic analysis of State Health Improvement Planning (SHIP), examining meaningful variations in State Health Assessment process and priorities identified based on a variety of state characteristics. Differences between State Health Improvement Planning and Local Health Department Community Health Improvement Planning will be examined. Attendees will be able to:

- 1) Describe variations in State Health Improvement Planning process by state characteristics, including demographics, geographic location, health system, and public health structure.
- 2) Describe variations in priorities identified in State Health Improvement Planning by state characteristics, including demographics, geographic location, health system, and public health structure.
- 3) Compare State Health Improvement Planning process and priorities to Local Health Department led Community Health Improvement Planning process and priorities.

Assessing Population Health Needs and Determinants in the Yukon Flats Region of Alaska with a Community-Academic Partnership

David Driscoll, PhD, MPH, University of Virginia School of Medicine

This presentation will discuss how community-academic partnerships can apply CBPR to assess social and behavioral determinants of a population's health. We present the methods applied by a collaboration between the Council for Athabascan Tribal Governments (CATG) and University of Alaska, and describe the priority health issues, and their determinants, identified by residents of six remote communities. Attendees will be able to:

- 1) Describe how the most pressing health issues of our time share complex social and environmental determinants that challenge public health and clinical assessments or interventions.
- 2) Explain how community-based participatory research represents a collaborative approach by which health and health care professionals work with local community residents to define, understand and respond to health challenges.
- 3) Discuss the results of a community-

academic partnership between the CATG and the Institute for Circumpolar Health Studies at the University of Alaska, Anchorage to assess and identify the social and environmental determinants of priority health issues, particularly violence, in six Alaska Native communities.

Measuring the Impact of Fourth Year Medical Students Working Towards Sustainable Community Health Improvement

Theresa M. Green, PhD, MBA, MS, University of Rochester Medical Center

This presentation will demonstrate how an innovative, required course for fourth year medical students can have significant impact on the community's health. While learning about upstream prevention and non-medical determinants of health, students engage in 80+ hours of service with established community partners leading to creative innovations, sustainable programs, effective advocacy and improved health. Attendees will be able to:

- 1) List several ways in which medical students can enhance the public health services network and create upstream prevention strategies while learning first-hand the significance of non-medical determinants of health.
- 2) Describe techniques for evaluating the impact on community of student service learning including through student narrative, photo journaling, partner survey and output measurement.

Facilitator: Jennifer Ibrahim, PhD, MPH, Temple University, College of Public Health

9:10 am – 10:10 am

Plenary

Wyeth Ballroom C

Gun Violence as a Population Health Problem

Avery W. Gardiner, JD; Co-President; Brady Campaign to Prevent Gun Violence

Every year, over 100,000 people are victims of gun violence in the U.S. More than 32,000 of these victims die. To combat these unacceptable numbers the Brady Campaign to Prevent Gun Violence has set an ambitious goal to cut gun deaths in half by 2025. Ms. Gardiner will discuss how members can address this issue through policy, legal action, and public health and safety. Ms. Gardiner will talk about efforts to change the culture, change the laws, and change the gun

industry.

Attendees will be able to:

- 1) Define gun violence as a population health problem.
- 2) Analyze education and practice implications of preventing gun violence, and opportunities for advocacy with student groups.
- 3) Review the research on the prevention of gun violence, the determinants, and how health professions students should prepare to address this issue in their communities.

10:20 am – 12:20 pm

Engagement Forum

Wyeth Ballroom C

The Journey to Healthy People 2030: A Listening Session on Developing National Health Objectives for 2030

David R. Garr, MD, Medical University of South Carolina; Tiffani N. Kigenyi, MPH, Emmeline J. Ochiai, MPH, DHHS, Office of Disease Prevention and Health Promotion; Therese S. Richmond, PhD, FAAN, CRNP, University of Pennsylvania

This session will include an overview of the Healthy People (HP) initiative and the Secretary's Advisory Committee on National Health Promotion and Disease Prevention Objectives for 2030. This session will serve as a facilitated discussion and allow input on: HP2030 development and implementation, HP2030 framework and objectives, stakeholder engagement, SDOH/health equity, data, tools/resources. Examples include but are not limited to: incorporating the Healthy People Curriculum Task Force Clinical Prevention and Population Health Framework into education and professional practices, including curricula, evidence-based practice, determinants of health, health promotion and disease prevention interventions. Attendees will be able to:

- 1) Describe the value of stakeholder engagement in the Healthy People 2030 development process.
- 2) Discuss and employ the Healthy People 2020 initiative, including tools and resources, in medical and health professions institutions. Examples include, Healthy People objectives, DATA2020, health disparities tool, state-level data maps, and evidence-based resources.
- 3) Explain the importance of integrating population health principles into interprofessional education practices.

Facilitator: Sabrina M. Neeley, PhD, MPH,
Wright State University

12:30pm – 2:00 pm

Lunch

Whistler Ballroom

Annual Luncheon and Awards Presentation

Each year, APTR honors the most distinguished individuals and programs in the field of prevention and public health education. Join us to honor these awardees who exemplify the goal of advancing education and serving the community (open to all attendees).

2:05 pm – 3:05 pm

Panel Session 4A

Wyeth Ballroom C

Putting A New Face on An Old Disease: APAD, Poorly Understood, Poorly Taught, Poorly Treated

Charles Steven Powell, MD, East Carolina University Brody School of Medicine

APAD is not recognized by name by 75% of adults over age 55. Failure to teach medical students and primary care residents about APAD leads to under recognition of patients who should be targeted for secondary prevention against atherosclerosis. Prevention such as medical therapy of risk factors and lifestyle changes avoids unnecessary procedures.

Attendees will be able to:

- 1) Describe the structure of a learning academy for APAD and summarize APAD education contexts provided to medical students, residents, and continuing education for primary care providers.
- 2) Demonstrate how the APAD academy can serve as a national model for prevention of APAD complications and management in quality care that is cost effective.
- 3) Distinguish if there is sufficient interest to create a healthy people national objective for APAD and gather information to support efforts related to Heart Disease and Stroke goals.

Innovative Telehealth Certificate Program

Darren J. Sommer, DO, MBA, MPH,
Arkansas State University

NYIT College of Osteopathic Medicine at Arkansas State University recognizes that traditional medical training alone will not

improve the health of populations. Telemedicine is a possible solution to provide high quality medical care to underserved populations. NYITCOM at A-State offers a unique Telehealth Certificate Program.

Attendees will be able to:

- 1) Describe how a Telehealth Certificate program can be developed.
- 2) Explain how NYIT College of Osteopathic Medicine at Arkansas State University's approach to teaching telehealth is central to its mission of addressing the health disparities in the Delta Region of the United States.

Teaching Community Health in Undergraduate Medical Education: A Team-Based Intersectoral Approach

Carla Durham-Walker, MA, Morehouse School of Medicine

This presentation will discuss the interprofessional and intersectoral collaborations that occur within the first year Community Health course for medical students at Morehouse School of Medicine.

Attendees will be able to:

- 1) Describe how interprofessional faculty teach community engagement and service learning in a Community Health course for first year medical students.
- 2) Describe how intersectoral collaborations can address longstanding community needs.

Facilitator: Timothy J. Hickman, MD, MPH,
University of Missouri-Kansas City School of Medicine

2:05 pm – 3:05 pm

Panel Session 4B

Wyeth Ballroom A

Connecting Clinical and Public Health Students Using Telehealth Technology and Community-based Prevention Case Conferences

David R. Garr, MD, Medical University of South Carolina

Providing sustainable, interprofessional practice experiences has many barriers but also opportunities for creative partnerships and innovative educational experiences. During this session, the speakers will share lessons learned from the development of a successful community-based, interprofessional, prevention-focused practice experience that engages distance and on-site

students from multiple institutions and eight health care professions.

Attendees will be able to:

- 1) Describe the development of a sustainable interprofessional, prevention-focused team case conference activity for diverse learners from multiple institutions.
- 2) Discuss the development and implementation of an interprofessional longitudinal care plan template.
- 3) Discuss successes, challenges, and future opportunities designed to increase interprofessional, clinical prevention learning in community settings.

Innovative Population Health Course at Rosalind Franklin University

Alex V. Kendall, MS, PA-C, Rosalind Franklin University of Medicine and Science

The Rosalind Franklin University Physician Assistant Department designed an innovative population health course to orient the student to the 'big picture' of health inequities in underserved populations. The purpose of this presentation is to outline the process of developing an introductory level Population Medicine course for a Physician Assistant's Master of Science program.

Attendees will be able to:

- 1) Outline the requirements for designing a Population Medicine course for a Physician Assistant program.
- 2) Apply lessons learned from the development of a Population Medicine course for first year Physician Assistant students.

Measuring Synergy Created by CDC's Chronic Disease Prevention 1305 Initiative

Steven Godin, PhD, MPH, University of Utah School of Medicine

One objective from the CDC 1305 initiative is to create synergy leading to new inter-organizational collaboration. This organizational network analysis demonstrates significant improvements in bi-directional collaboration within 12 of 14 organizations participating in the Keystone-Kids-Go Workgroup which supported the development of new nutrition and physical activity policies in 156 early childhood education centers in Pennsylvania.

Attendees will be able to:

- 1) Describe organizational network analysis methods used to measure the nature of inter-organizational

Day Two

- collaboration.
- 2) Identify characteristics of those organizations who significantly increased their network compared to those that did not.

Facilitator: Margaret K. Formica, PhD, MSP, SUNY Upstate Medical University

3:15pm – 4:00pm

Panel Session 5A
Wyeth Ballroom C

Designing a Public Health Triple Aim: Recognizing the Complimentary Reciprocity of Public Health and Medicine

Scott H. Frank, MD, MS, Case Western Reserve University School of Medicine

This presentation will acknowledge the importance and value of the Triple Aim for Healthcare but recognize the extent to which these Aims overlap with but are not inclusive of the goals of Public Health. As such, a Triple Aim for Public Health is articulated, describing the complimentary reciprocity of Public Health and Medicine.

Attendees will be able to:

- 1) Describe the components of the Healthcare Triple Aim and the value this framework has brought to healthcare improvement.
- 2) Discuss the proposed Public Health Triple Aim and its potential to guide community health improvement efforts.
- 3) Explain the complimentary reciprocity between Public Health and Medicine across different domains, and why these fields now more than ever need to find ways to collaborate for health improvement.

The Public Health Paradox of Precision Medicine

Matthew John Kucmanic, MA, MPH, Case Western Reserve University

This presentation examines the thoughts and opinions of Public Health researchers and practitioners about the Precision Medicine Initiative and its potential impacts on Public Health. Our results showed that several themes were generated that centered around the individual focus of the initiative and lack of focus surrounding social and environmental health.

Attendees will be able to:

- 1) Describe Public Health Professionals' concerns about the precision medicine initiative especially around the themes concerning the individual focus of the initiative and the

- collection of environmental data.
- 2) Describe ways in which Clinicians and Public Health Professionals can collaborate to improve and contribute to precision medicine.

Facilitator: Beverly D. Taylor, MD, MPH, Morehouse School of Medicine

3:15pm – 4:00pm

Panel Session 5B
Wyeth Ballroom A

Incorporating Public Health Law Research into An Undergraduate Drugs and Society Course

Deirdre A. Dingman, DrPH, Temple University; Nicolas Wilhelm, JD, Temple University Beasley School of Law

In this undergraduate class, students were introduced to public health law research methods as they studied the variance in state laws on medical and recreational use of marijuana. The professor worked with a lawyer in the Policy Surveillance Program to create the class project.

Attendees will be able to:

- 1) List the steps necessary to research and code a public health law.
- 2) Create a class project with instructions and grading rubric that compares and contrasts the variance in state laws with regard to several public health issues.
- 3) List several public health laws that would be a good fit for this project.

When Genetic Counseling, Medical Science, Physical Therapy, and Public Health Meet: Interprofessional Case Study Evaluation

Katie I. DiSantis, PhD, MPH, Arcadia University; Amy H. Miller, PT, DPT, EdD, Arcadia University; Amanda Seymour, MA, PA-C, Arcadia University

This presentation will detail an Interprofessional Case Study and provide results of a learning evaluation on over 100 graduate students and a process evaluation based on qualitative interviews of primary faculty involved with designing the case study.

Attendees will be able to:

- 1) Discuss the use of a case study to meet interprofessional learning objectives.
- 2) Differentiate the roles of the various professions participating in the case study.
- 3) Identify opportunities to improve the learning experience for all disciplines involved.

Facilitator: Rosemary M. Caron, PhD, MPH, University of New Hampshire

4:10 pm – 4:55 pm

Panel Session 6A
Wyeth Ballroom C

A Literature-based Method of Teaching Population Health Concepts: A “Novel” Approach

Wendy Doremus, RN, MS, DNP(c), Rhode Island College School of Nursing

This presentation will describe a unique interdisciplinary course that teaches foundational population health concepts through literature rather than traditional textbooks. Course format, content, delivery methods, assignments and highlights of specific literature selections will be explained along with details of cross-curricular skill outcomes and competencies including critical thinking and strengthened reading and writing skills.

Attendees will be able to:

- 1) Describe the use of literature to develop and enhance students' understanding of population health concepts.
- 2) Employ narrative literature and historical fiction as instructional material in population health coursework.
- 3) Apply pedagogical strategies to integrate literature in population health teaching and learning.

Reimagining Behavioral Health Education in the Rural Context: Literature as a Tool for Understanding

Julie A. Ward, MN, RN, PHNA-BC, Oregon Health & Science University

This presentation describes a series of interactive learning sessions, described by undergraduate nursing students as “unexpected and wonderful” and “changed my outlook on mental health.” Designed specifically for a rural learning environment, activities include analytical reading, “book club” discussion, and a live author talk. Broadly relevant teaching tools, strategies, and observed outcomes will be discussed.

Attendees will be able to:

- 1) Describe the creative teaching strategies used to cultivate insight into an individual's experience with chronic mental illness.
- 2) Identify outcomes observed in the participant cohorts related to knowledge and practice changes, professionalism, and student engagement with learning.

Day Three

Facilitator: Billy Oglesby, PhD, MBA, MSPH, FACH, Thomas Jefferson University College of Population Health

4:10 pm – 4:55 pm

Engagement Forum
Wyeth Ballroom A

New Frontiers in Viral Surveillance: Environmental Bioaerosol Monitoring in CAFO *Annette Greer, PhD, MSN, East Carolina University*

This presentation will provide information regarding existing bioaerosol monitoring as an effective approach for the early identification of new disease threats and the mitigation of transmission before broad dissemination swine herds.

Facilitator: Amy E. Leader, DrPH, MPH, Thomas Jefferson University

5:00 pm – 6:30 pm

Business Meeting (Open)
Wyeth Ballroom A

Council of Graduate Programs in Public Health Spring Meeting

This session will include discussion among faculty from graduate public health programs around how public health accreditation changes are affecting graduate programs, program experiences and needs, baccalaureate and online degree trends and challenges, and emerging topics in the curriculum and workforce development

Attendees will be able to:

- 1) Discuss public health accreditation changes and their impact on graduate programs.
- 2) Describe national initiatives and certification programs affecting MPH programs and their students.
- 3) Explore program experiences and needs around student enrollment trends, baccalaureate and online degrees, and workforce development.

6:30 pm – 7:30 pm

Dinner
Sign-up and meet at Registration

Dine Around

Join an optional 'Dine Around' in Philadelphia! Make the most of Teaching Prevention 2018 and connect with colleagues. This is a casual dining experience with fellow attendees who want to enjoy a nice meal and interesting

conversation. APTR has made reservations for up to 12 attendees at several restaurants within walking distance of the conference Hotel. Dine-Around attendees will be responsible to pay for their own meal, drinks, and associated tip.

Wednesday April 11

8:00 am – 9:30 am

Plenary
Wyeth Ballroom C

Teaching to Effect Change

Glenn E. Schneider, MPH, Horizon Foundation

What can the academic community do to frame important policy issues to maximize the likelihood of enactment and implementation? This session will discuss how to communicate and how we engage our students at the community and national level.

Attendees will be able to:

- 1) Learn how to communicate a policy issue and frame it for maximum enactment and implementation.
- 2) Describe the key principles behind building strong and effective coalitions among peers and students.
- 3) Detail the types of activities available at different government and community levels.

Facilitator: Timothy Hickman, MD, MPH, University of Missouri-Kansas City School of Medicine

9:35 am – 10:35 am

Panel Session 7A
Wyeth Ballroom C

Experiential Learning: Going Beyond the Whiteboard and Textbook

Shanta Rishi Dube, PhD, MPH, Georgia State University School of Public Health

This presentation will provide an overview of a hybrid curriculum on trauma-informed care and practices developed by Dr. Dube. The curriculum is informed by the Adverse Childhood Experiences (ACE) Study, philosophy of Ayurvedic Medicine, and adult learning theories and focuses on multi-generational, 3-level prevention approach to address childhood toxic

stress.

Attendees will be able to:

- 1) Identify the difference between explicit and implicit knowledge and the need for both in a trauma-informed care curriculum.
- 2) Describe how a hybrid (in person-online) curriculum can be an important tool for providing explicit and implicit knowledge and learning.

It's a win-win! Evaluation of MPH Program Internships at Rural Underserved Health Departments

Lynelle M. Phillips, RN, MPH, University of Missouri School of Health Professions

This presentation will describe our experience, successes and challenges with MPH internships at rural local public health agencies (LPHAs) in Missouri. We will share results of our evaluation of approximately 15 MPH/LPHA internships, including results from qualitative data reviews of students' and preceptors' internship documents. We will discuss recommendations for successful MPH/rural LPHA internships.

Attendees will be able to:

- 1) Assess the evidence-base and value for MPH internships at rural health departments.
- 2) Assess the evidence-base and value for rural health departments hosting MPH student interns.
- 3) Formulate broader recommendations and guidance for MPH programs interested in cultivating rural health department internship placements.

Recommendations for Training Healthcare Providers on Lethal Means Safety Counseling for Suicide Prevention

Vicka Chaplin, MA, MPH, Educational Fund to Stop Gun Violence

Lethal means safety counseling (LMSC) is a promising approach to firearm suicide prevention, yet few healthcare providers are trained on it. This presentation will review firearm suicide epidemiology, address the role of firearms access, introduce lethal means safety counseling, and provide the Consortium for Risk-Based Firearm Policy's recommendations for training providers on LMSC.

Attendees will be able to:

- 1) Examine firearm suicide epidemiology and be able to articulate why mitigating access to firearms is a critical component of suicide prevention.
- 2) Describe what LMSC is, why it is important for healthcare providers to counsel at-risk patients, and what it

Day Three

looks like.

- 3) Describe current gaps in training on LMSC followed by how healthcare provider training programs can bridge those gaps, including recommendations for the key features of LMSC trainings, and what content such trainings should include.

Facilitator: Andrea Crivelli-Kovach, PhD, MA, MCHES, Arcadia University

9:35 am – 10:35 am

Panel Session 7B
Wyeth Ballroom A

Health Literacy: Getting the Adult Learner to a Healthcare Home

Dena M. Giacometti, MEd, Chicago Citywide Literacy Coalition

The presentation will outline how the Chicago Citywide Literacy Coalition has provided technical assistance, liaised partnerships between adult literacy providers and evaluated a project that connects adult learners with federally qualified healthcare centers near their schools. By presenting seven modules students are connected to a healthcare home and understand preventive care. Attendees will be able to:

- 1) Develop partnerships in communities between Adult Education providers and FQHC's.
- 2) Design participant centered modules in which the audience understands preventive healthcare and its importance.
- 3) Explain the benefits of a healthcare home.

Onsite Health Home for Homeless Men in Recovery from Chemical Addictions

Mary E. Lashley, PhD, RN, PHNCS, BC, CNE, Towson University

This presentation will describe the development of an onsite health home for homeless men in recovery from chemical addictions in a faith-based addiction recovery program in Baltimore City. The presentation will also explore the role of the public health professional in the development of an onsite wellness center. Attendees will be able to:

- 1) Examine the impact of inter-professional collaboration in promoting holistic health care through an onsite health home for the homeless.
- 2) Describe the role of the public health professional in the development of an onsite health home for homeless men

in recovery.

Activity among Homeless Men in Addiction Recovery

Mary E. Lashley, PhD, RN, PHNCS, BC, CNE, Towson University

This presentation will describe the results of an evaluation study on the impact of length of stay in a faith-based, residential addictions recovery program on four quality of life indicators: self-esteem, physical activity, depression, and nicotine dependence.

Attendees will be able to:

- 3) Analyze the impact of length of stay in faith-based, long-term, residential recovery on self-esteem, nicotine dependence, physical activity, and depression.
- 4) Propose directions for future research on the impact of length of stay in residential faith-based recovery on quality of life measures.
- 5) Explore issues surrounding evaluation of faith-based addiction recovery programs.

Facilitator: Woodie Kessel, MD, MPH, University of Maryland School of Public Health

10:40 am – 11:40 am

Engagement Forum
Wyeth Ballroom C

Interprofessional Education & Intersectoral Collaboration to Transform Teaching: Creating a Regional Simulation-Enhanced Team Training Model to Address Population Health

Karen Gehrling, PhD, Walsh University, Holly A. Gerzina, PhD, MEd, Northeast Ohio Medical University; Robert Griffiths, Northeast Ohio Medical University; Cassandra Konen- Butler, MA, LPC, Northeast Ohio Medical University; Erica Stovsky, MD, MPH, Northeast Ohio Medical University

This presentation will explore the collaboration and innovative approach to create a disruptive model of simulation-enhanced team training centered on interpersonal and team communication skills between and among providers and the patient or caregiver. Notably, teaching population health related to the social determinants of health was an integral role provided by the simulated patient caregivers.

Attendees will be able to:

- 1) Discuss best practices in creating a regional collaborative program to teach teams about the impact of

social determinants of health through simulation-enhanced interprofessional education.

- 2) Discuss three benefits of using simulation-enhanced interprofessional healthcare team training with a simulated patient/caregiver to teach about social determinants and population health.

Facilitator: Amy Lee, MD, MPH, MBA, Northeast Ohio Medical University

11:45 am – 12:45 pm

Engagement Forum & Closing
Wyeth Ballroom C

Teaching Climate Change in Health Professions Education: Advancing the Climate Change Policy

Annette Greer, PhD, MSN, East Carolina University; N. Ruth Little, EdD, MPH, East Carolina University Brody School of Medicine

Health Professionals have a crucial role in climate change mitigation. Climate change should be integrated into health professions education and training to prepare students for clinical practice in a climate-changing world. This presentation will engage attendees in a collaborative mechanism for advancing climate change curriculum and advancing the APTR climate change policy statement.

Attendees will be able to:

- 1) Critique the existing climate change policy for editorial needs and supportive evidence from the literature.
- 2) Construct strategies for a climate change toolkit that will serve as an educational and policy resource.
- 3) Discuss methods to nationally promote institutional adoption of the climate change policy.

Facilitator: Carly Levy, DHS(c), MPH, CPH, MCPHS University

2:00 pm – 5:00 pm

Business Meeting (Closed)
Homer Room

APTR Board of Directors Meeting

Meeting of the elected members to the Board of APTR.

Poster Presentations

Student

- Poster 1
High School Students' Attitude toward Substance Abuse and Naloxone Training
Fatima Ali, PharmD(c);
University of the Sciences
- Poster 2
Assessing Pharmacist's Readiness to Administer Naloxone and Respond to Opioid Overdoses
Merissa Andersen, PharmD/MPH(c); Jennifer Pedrazzi; MCPHS
University
- Poster 3
The Association Between Perceived Stress, Anxiety, and Low Birth Weights
Amy L. Bacon, MPH(c);
University of Michigan-Flint
- Poster 4
Evaluating Occupational Injuries among Latino Workers in the Forestry Industry
Ashley N. Berkner, MPH(c);
East Carolina University
- Poster 5
Creating Meaningful Educational and Leadership Experiences for Individuals Affected by HIV/AIDS
Haley Hamann, MPH(c);
Northwestern University;
Anthony Betori, Chicago House and Social Service Agency
- Poster 6
Hypertension in Premature Infants in the Pediatric Office
Jannie Bolotnikov, MPH(c);
Northwestern University
- Poster 7
Student Health Coaches in Safety Net Clinics
Janet R. Buelow, PhD, RN, MSN, MPH; Armstrong
State University
- Poster 8
Can Government Investments in Health and Social Services Lead to Reductions in Help Improve Public and Private Sector Contributions to Preventable Admission Rates?
Kevin Curwick, MS(c);
Arizona State University
- Poster 9
Let's Sleep: Improving Sleep Hygiene in College Students
Whitney M. DebRoy, MPH, MPAS(c); Arcadia
University
- Poster 10
Suicide Prevention
Cordelia R. Elaiho, MPH(c);
Thomas Jefferson
University
- Poster 11
Implementing a Culinary Medicine Program to Target an At-risk Youth Population in Chatham County
Kate P. Elmore; Michael P. Fanning, MD(c); Kendall P. Lewis
Victoria A. Polo; Mercer
University School of
Medicine
- Poster 12
Impact of Trans Health Class Session on Medical Students' Beliefs and Knowledge
Jordana L. Gilman,
MD/MPH(c); SUNY Upstate
Medical University
- Poster 13
A Pilot Study of Role-Play in Improving Faculty Facilitation of Small Group Discussions on Race and Privilege in Medical School
Supreetha Gubbala, MS,
MD(c); University of
Massachusetts
- Poster 14
"The Forgotten Few": Implementing Pre-Exposure Prophylaxis for HIV Prevention in a Southern Rural Clinic: A Descriptive Study
Robin L. Harrison, MD(c);
East Carolina University,
Brody School of Medicine
- Poster 15
Changing Perceptions Towards Treating Transgendered Patients
Megan Herring, MPH(c);
University of Texas -
Medical Branch
- Poster 16
Teaching Health Advocacy to First and Second Year Medical Students
Austin J. Hilt, MPH,
MD/MA(c); Hari S. Iyer,
MD(c); Northeast Ohio
Medical University
- Poster 17
Peer Education for Tobacco Prevention
Jason C. Hirshberg, DO(c);
Midwestern University
Arizona College of
Osteopathic Medicine
- Poster 18
Health Professions and the Theory of Salutogenesis: Reimagining the Place of Health Promotion in Population Health Education, Practice and Research
Yuri T. Jadotte, MD, PhD,
MPH(c); Stony Brook
University School of
Medicine
- Poster 19
Trends in Suicide Prevention Policies on College Campuses: A Survey of the Garrett Lee Smith Memorial Act Campus Grantees
Gregory J. Kirchner, MPH,
MD(c); Drexel University
College of Medicine
- Poster 20
The Geographic Proximity to Pharmacies and the Correlation with Diabetic Control in Clients of an Indigent Health Care Plan
Margaret Hannah; Michigan
State University College of
Human Medicine
- Poster 21
Family Perception of Community Health Worker Cultural Competence: A Secondary Analysis of Patient Satisfaction Surveys
Heidy Nicole Merius, RN,
DNP(c); Stony Brook
University
- Poster 22
Incorporating Short-term Public Health Teams within a CBPR Framework: Preliminary Evaluation of Interest and Need for Water Purification Programs in Rural Nicaragua
Maryann Salib, DO,
MPH(c); Case Western
Reserve University
- Poster 23
Risk Factors for Sickle Cell Nephropathy in Adults by Genotypes SS, SC, and Sβ+ in Eastern North Carolina
Ramatu Kadie. Samura,
MPH(c); East Carolina
University
- Poster 24
The Effect of Prescription Drug Monitoring Programs on Opioid Overdose Mortality
Rahul Shah, MD(c);
University of Texas Medical
Branch
- Poster 25
"Say What You Mean to Say": Unpacking the Complexities of Communication Between Patients and Their Providers
Katelynn Marie. Timony,
MPH/MMS(c); Arcadia
University

Poster Presentations

Poster 26

Associations between Social Capital and Health in Kensington, Philadelphia

Terezia Urban, MPH(c);
Thomas Jefferson University

Poster 27

Telemedicine in Undergraduate Medical Education

Shayan Waseh, MPH,
MD(c); Thomas Jefferson University

Poster 28

Perinatal Goal Attainment, Perceived Self-Efficacy and Postpartum Affect

Elizabeth Wetterer, MD(c);
Georgetown Medical School

Poster 29

Med-Ped Residents Knowledge, Attitudes, and Beliefs in the Treatment of Youth with Special Health Care Needs

Jane Wong, MPH(c); East Carolina University

Poster 30

Success and Limitations of Hepatitis C Screening in the Inpatient Setting

Madalene Zale, MPH(c);
Thomas Jefferson University, College of Population Health

Poster 31

Promoting Health: Enhancing Strategies for Harm Reduction Strategies among IDUs Living in San Juan, Puerto Rico: A Pilot Project

Jessenia Dalyd Zayas-Rios,
MPHE(c); University of Puerto Rico, Medical Sciences Campus

Faculty

Poster 32

AtlantiCare Healthy Schools, Healthy Children Grant: School Wellness Assessment Surveys

Tara L. Crowell, PhD;
Stockton University

Poster 33

This Is Me: Promoting Mental Health Self-Management and Transparency in the Doctor-Patient Relationship

Scott H. Frank, MD, MS;
Case Western Reserve University School of Medicine

Poster 34

Assessing the Role of Public Health in Response to the Growing the Opioid Crisis

N. Ruth Little, EdD, MPH;
East Carolina University, Brody School of Medicine

Poster 35

Interprofessional Active Learning through Self-Reflection Diaries (SRDs) for the Health Professions

Ari Mwachofi, PhD; East Carolina University, Brody School of Medicine

Poster 36

Teaching Health Behavior Theory in an Age of Social Determinants of Health

Marietta Orłowski, PhD;
Wright State University;
Jeffrey S. Hallam, PhD;
Kent State University

Poster 37

Putting a New Face on an Old Disease: APAD, Poorly Understood, Poorly Taught, Poorly Treated

Charles Steven Powell, MD;
East Carolina University, Brody School of Medicine

Poster 38

Qualitative Study of Obesity Risk Perception, Knowledge and Behavior among Hispanic Taxi Drivers in New York

Leandro R. Ramirez, MD;
Lincoln Medical Center;
Zerremi Cagaanan, MD;
NYC Health and Hospitals - Lincoln

Poster 39

Assessing Law Enforcement's Perceptions of the Prevalence of Opioid Misuse in Eastern North Carolina

Leigh H. Saner, MPH;
Edgecombe County Health Department

Poster 40

Teaching Clinical Prevention to Pre-Licensure Nursing Students: Incorporating the CPPH Framework and Beyond

Larry Vitale, BSN, MPA,
MPH; San Francisco State University School of Nursing

Poster 41

Trends in Adolescent Cannabis Use in a Rural Healthcare Setting, Using Emergency Room Toxicology Screens

Sarah R. Wagner, DO;
Geisinger Medical Center

Poster 42

Building National Tracking Capacity: ASTHO's Environmental Public Health Tracking Fellowship

Samantha Williams, MS;
Courtney Youngbar;
Association of State and Territorial Health Officials (ASTHO)

APTR

Poster 43

20 Years of the APTR/CDC Public Health Fellowship Program

Katy H. Bidwell, MPH

Poster 44

Census of Graduate Programs in Public Health: 2000-2017 Retrospective Data Analysis

Michelle Navarro, MPH
Vera Cardinale, MPH

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Thank you for attending
Teaching Prevention 2018.

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

Congratulations to the APTR Awardees

APTR AWARDS LUNCHEON

Tuesday, April 10, 2018
12:30 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.



Andrea Crivelli-Kovach, PhD, MA,
MCHES
Arcadia University

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.



Donald B. Middleton, MD
University of Pittsburgh 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.

Nominate Awardees

www.aptrweb.org/awards

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