



**TEACHING
PREVENTION**

April 1-3

Cleveland, OH

2019

Building a New Paradigm for Population Health

CONVENE

CREATE

STRENGTHEN

DISCUSS

PROGRAM

	ORCHID BALLROOM EAST	CALYPSO	ORCHID BALLROOM-WEST
Monday	8:00 AM	Are Public Health and Primary Care Commodities or Relationships?	
	9:05 AM	Session 1A	Session 1B
	10:10 AM	Session 2A	Session 2B
	11:05 AM	Session 3A	Session 3B
	12:05 PM		
	1:40 PM	Cleveland Health Boundary Spanners & Upstreamists: Using Data, Policy, Advocacy, and Innovation to Improve Health Equity	
	2:45 PM	Emerging Patterns of U.S. Suicides: Contributing Circumstances and Prevention Strategies	
	3:55 PM	Session 4A	Lightning Presentations
	5:00 PM	Welcome Reception & Poster Presentations	
	7:00 PM		

	ORCHID BALLROOM EAST	CALYPSO	ORCHID BALLROOM WEST
Tuesday	7:00 AM	Council of Graduate Programs in Public Health	
	8:00 AM	American Journal of Preventive Medicine: Journal Publishing	
	8:50 AM	Session 5A	Session 5B
	10:25 AM	A Public Health Approach to Violence Prevention: The Cleveland Experience	
	11:35 AM	Session 6A	Session 6B
	12:20 PM	Annual Luncheon & Awards	
	1:40 PM	Session 7A	Session 7B
	2:30 PM	Session 8A	Project Presentations
	4:10 PM	Session 9A	Session 9B
	5:15 PM	Session 10A	Session 10B
6:30 PM			

	ORCHID BALLROOM EAST	CALYPSO	ORCHID BALLROOM WEST
Wednesday	7:00 AM	APTR Policy Committee	
	8:00 AM	Journey from Volume to Value	
	8:50 AM	Session 11A	Session 11B
	10:25 AM	Session 12A	Session 12B
	11:55 PM	Networking Lunch	
	12:25 PM	Session 13A	Session 13B
	1:30 PM	Session 14A	Session 14B
	2:35 PM	Gun Violence Prevention: The Role of The Academic Community	
	3:35 PM	Closing	

Welcome

Conference Goals

CONVENE faculty and students from across the health professions to share teaching strategies and evidence-based approaches for improving population health.

CREATE an environment for prevention, public health, and health professions faculty, students, and leaders to engage around issues of education innovation, prevention science, and social justice.

STRENGTHEN and foster new advocacy and interprofessional collaborations among health professions schools.

DISCUSS innovative teaching, research, practice and evaluation in prevention science.

Complimentary Internet

Network: Westin-Meeting Room | Password: TP2019

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.

Meeting
Evaluation



Continuing Education

Teaching Prevention 2019 has been planned and approved to offer up to **24.25** Continuing Medical Education, Nursing Continuing Education, and Certified in Public Health Education Credits.

Monday: 8.25 | Tuesday: 9.25 | Wednesday: 6.75

To receive credit, conference attendees must: Sign in for CE at the conference registration table; Complete session evaluation forms for all sessions attended; Complete conference evaluation form; Complete and sign an Attendance Verification Form prior to departing the meeting.

Category 1

Creighton University Health Sciences Continuing Education designates this live activity for a maximum of 24.25 *AMA PRA Category 1 Credit(s)*TM. 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 24.25 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 24.25 Certified in Public Health (CPH) Continuing Education Credits. APTR is an approved provider of CPH credits by the National Board of Public Health Examiners. CPH credits are self-reported on the CPH Recertification and Reporting System portal at www.nbphe.org/recert.

Planning Committee

CHAIR

Billy Oglesby, PhD, MBA, MSPH, FACH
Thomas Jefferson University, College of
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Martha A. Wojtowycz, PhD
SUNY Upstate Medical University



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INTERPROFESSIONAL CONTINUING EDUCATION

Featured Sessions

Welcome Remarks

Monday | 8:00am – 9:00am

Merle R. Gordon, MPA

Health Director,
Cleveland Department of Public Health



Brian Kimball

Commissioner of Environment,
Cleveland Department of Public Health



Are Public Health and Primary Care Commodities or Relationships?

Monday | 8:15am – 9:00am

Kurt C. Stange, MD, PhD

Professor of Family Medicine & Community Health, Epidemiology & Biostatistics, Oncology and Sociology
Case Western Reserve School of Medicine



Emerging Patterns of U.S. Suicides: Contributing Circumstances and Prevention Strategies

Monday | 2:45pm – 3:45pm

Alex E. Crosby, MD, MPH

Branch Chief, Surveillance Branch
Division of Violence Prevention,
Center for Injury Prevention and Control,
Centers for Disease Control and Prevention



Cleveland Health Boundary Spanners & Upstreamists: Using Data, Policy, Advocacy, and Innovation to Improve Health Equity

Monday | 1:40pm – 2:40pm

Natoya Walker Minor, MPA

Chief of Public Affairs
City of Cleveland



Earl Pike

Executive Director
University Settlement



Joan Thoman, PhD, MSN, RN, CNS, CDE

Assistant Professor
Cleveland State University



Merle R. Gordon, MPA

Health Director
Cleveland Department of Public Health



Welcome Reception and Poster Presentations

Monday | 5:00pm – 6:30pm

A Public Health Approach to Violence Prevention: The Cleveland Experience

Tuesday | 10:25am – 11:25am

Matthew Kucmanic, MPH, MA

Public Health Specialist,
Case Western Reserve University



Rachel Lovell, PhD

Senior Research Associate, Begun Center for Violence Prevention Research and Education, Case Western Reserve University



Kristina Knight, PhD

Assistant Professor, Social and Behavioral Sciences, Kent State University



Maya Simek, JD

Lecturer in Law,
Human Trafficking Law Project,
Case Western Reserve University



APTR Annual Luncheon

Tuesday | 12:20pm – 1:35pm

Journey from Volume to Value

Wednesday | 8:00am – 8:45am

James E. Misak, MD

Vice Chair of Community and Population Health
Metrohealth System



Gun Violence Prevention: The Role of the Academic Community

Wednesday | 2:35pm – 3:35pm

Monday April 1

8:00am – 9:00am

Plenary

Orchid Ballroom-East

Opening

Tim Hickman, MD, MPH; APTR President
Billy H. Oglesby, PhD, MBA, FACHE;
Meeting Chair; Thomas Jefferson
University College of Population Health

Welcome Remarks

Merle R. Gordon, MPA, Health
Director

Brian Kimball, Commissioner
of Environment; Cleveland
Department of Public Health



Are Public Health and Primary Care Commodities or Relationships?

Kurt C. Stange, MD, PhD
Professor of Family Medicine
& Community Health,
Epidemiology & Biostatistics,
Oncology and Sociology, Case Western
Reserve School of Medicine



Attendees will:

- 1) Describe the relationship of public health and primary care medicine with the communities that they serve.
- 2) Discuss the commoditization of primary care and public health.
- 3) Contrast the consequences of treating primary care and public health as commodities versus as relationships.

9:05am – 10:05am

Session 1A

Orchid Ballroom-East

Facilitator: Donald B. Middleton, MD; University
of Pittsburgh School of Medicine

Integrating Population Health into a Medical School Curriculum

James Plumb, MD, MPH; Rickie Brawer,
PhD, MPH; Jefferson Health Sidney
Kimmel Medical College

This presentation will describe the planning, implementation and evaluation of a longitudinal medical school program - Scholarly Inquiry - Population Health Research (SI-PHR). Components of the program include skill building sessions, and students developing a project, then presenting a literature review, abstract

submission, a poster and oral Capstone presentation.

Attendees will:

- 1) Describe the components of a Scholarly Inquiry in Population Health Research program for medical students.
- 2) Identify the challenges and opportunities in engaging medical students in Population Health research.

The Population Health Transition and the Public Health and Medical Education Continuum: Building a New Didactic Paradigm for Better Population Health Learning

Yuri T. Jadotte, MD, PhD, MPH;
Renaissance School of Medicine at Stony
Brook University

This lecture comprehensively critiques the literature on the definitions of population health and examines its various ascribed meanings in medicine and public health. A didactic framework that facilitates conceptual clarity on population health between these disciplines is proposed to improve the uptake of population health knowledge throughout the medical and public health education continuum.

Attendees will:

- 1) Identify the differences in the definitions of population health as a vision, mission, goal, and conceptual paradigm.
- 2) Describe how the population health transition relates to the epidemiologic transition and the mortality transition, its demographic predecessors.
- 3) Explain the significance of the compression of morbidity and the rectangularization of mortality as foundational concepts for population health education in medicine and public health throughout the learning continuum.

Authors: Jadotte, Y.T., Renaissance School of Medicine at Stony Brook University, Leisy, H.B., McLeod Occupational Health Services; Noel, K., Lane, D.S., Renaissance School of Medicine at Stony Brook University

9:05am – 10:05am

Session 1B

Calypso

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

Integrating Community-Based Projects into Public Health Core Curriculum

Don Allensworth-Davies, MSc, PhD; Amy
F Lee, MD, MPH, MBA, CPH; Northeast
Ohio Medical University

Four community projects were integrated directly as assignments for required courses in an MPH program. Incorporation of these projects provided the framework

to respond to the Council on Education for Public Health (CEPH) competencies on interprofessional teams, negotiation, and leadership. Also, students delivered a product that was a direct request from a community organization.

Attendees will:

- 1) Describe how community-based projects can be integrated in MPH courses.
- 2) Explain how students can demonstrate interprofessional skills, negotiation, and leadership in the framework of community engagement.

Authors: Lee, A., Schneider, C., Northeast Ohio Medical University; Allensworth-Davies, D., Cleveland State University

Integration of Community Partners into a Culminating Project for a Public Health Course

Julie A. St. John, DrPH, MPH, MA; Texas
Tech University Health Sciences Center

This session aims to describe the process, outcomes, and lessons learned from a collaboration between community partners and an MPH course that solicited media projects from community-based organizations for MPH students to work on and demonstrate mastery of MPH competencies. We will engage participants in active participation techniques.

Attendees will:

- 1) Describe the steps involved in developing a hands-on class project with community partners, including the planning required, logistics of organizing the projects, initial contact with community partners, and defining project expectations and scope.
- 2) Identify grading rubric components and describe assessment of student projects.
- 3) Discuss benefits and risks of placing students with community partners for projects.

Authors: St. John, J., Dennis, J.; Texas Tech University Health Science Center

10:10am – 10:55am

Session 2A-Lecture

Orchid Ballroom-East

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

Program Design and Community Collaborations That Result in IP Student Readiness to Improve Community Health Outcomes

David Pole, PhD, MPH; Saint Louis
University School of Medicine

This presentation will introduce an Inter-professional Community Practicum course that demonstrates engagement and effective partnerships with 30 non-profit agencies to improve community health

Monday

outcomes. We will discuss embedding IPEC competencies and university learning outcomes into the IPE course design, assessing multi-level stakeholder benefits, and approaches to documenting students' demonstrable behaviors of collaboration-readiness for population health.

Attendees will:

- 1) Describe attributes of effective community-academic partnerships that contribute to improving outcomes for the community and valuable interprofessional learning experiences.
- 2) Discuss how to link learning outcomes and activities with student behaviors that demonstrate becoming collaboration ready to improve community health.
- 3) Discuss an outcomes matrix that integrates three (3) stakeholders – community partners, students, & faculty – into course activities and resource design as well as driving ongoing improvements and outcomes.

10:10am – 10:55am

Session 2B-Lecture

Calypso

Facilitator: Robin G. Molella, MD, MPH; Mayo Clinic

It's Not Race, It's Racism...Patient Experience, Structural Racism, and Maternal/Infant Mortality

Gina Z. Weisblat, PhD; University Hospitals

This presentation will share the outcomes of patient centered research where we interviewed 100+ women via focus groups, built journey maps on the analysis describing how structural racism affected their experience pre/post pregnancy. Learning from these patient perspectives, University/Cleveland Clinic/Metro Hospital committed to making changes to advance patient outcomes with the first focus on infant mortality.

Attendees will:

- 1) Use evidence-based outcomes to create a mandatory training for caregivers and clinicians, build new policies (i.e. HR), increase patient advocacy practice, engagement and evaluation with on-going collective QI, public participation (i.e. focus on under-resourced) and continued research.
- 2) Describe a new patient-centered protocol for training healthcare teams to collaboratively address the causes and consequences of structural racism on maternal and infant health outcomes.
- 3) Develop contextualized (in community) evidence-based education programs to engage and empower new mothers, fathers, and key family

stakeholders to disrupt the infrastructural racism within the health care environment. Emphasis is placed on understanding the SDOH and their impact; and create a collective and robust accountability process that focuses on healthcare QI and the reduction of racial disparities in maternal and child health outcomes.

11:05am – 12:05pm

Session 3A

Orchid Ballroom-East

Facilitator: Matthew Kucmanic, MPH, MA; Case Western Reserve University

Advocacy: A Method of Teaching and a Measure of Success

Valerie G. Bader, PhD, CNM; University of Missouri Sinclair School of Nursing

Health professions educators are charged with teaching policy advocacy yet have limited guidance on how to do so. This presentation describes coordinated instruction in several undergraduate nursing courses on health policy as a form of advocacy. Effective instructional methods are described, as is the development and implementation of a tool that measures effective instruction.

Attendees will:

- 1) Describe effective health policy and advocacy instruction for students in health sciences.
- 2) Identify elements of a survey to measure effective instruction regarding health policy and advocacy.

Teaching Public Health Students to Use Ethics and Evidence to Foster Social Justice, Advocacy, and Activism

Hope Ferdowsian, MD, MPH; University of New Mexico School of Medicine

This session focuses on how ethical principles and scientific evidence can be used toward social justice advocacy efforts, particularly those aimed at addressing structural contributors to violence and vulnerability. It demonstrates how print, online, and other materials can be used to encourage innovative solutions that foster social justice, advocacy, and activism.

Attendees will:

- 1) Use a new mixed-methods learning model to meet key MPH and DrPH foundational competencies.
- 2) Integrate ethical principles and evidence into existing public health curricula focused on social justice, advocacy, and activism.

11:05am – 12:05pm

Session 3B

Calypso

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

Take the Plunge: An Adventure in Primary Care Population Medicine

Carol Hustedde, PhD; University of Kentucky College of Medicine

This presentation will familiarize attendees with an asynchronous, patient-centered approach to reduce A1C levels in patients in four, diverse Family Medicine clinics. Participants will learn about a straightforward strategy that encouraged patients to engage with their physician for diabetes care. This approach was not resource intensive, but did present challenges expected with any new innovation.

Attendees will:

- 1) Describe three basic steps for planning a population medicine intervention.
- 2) Describe how to stratify a patient population that corresponds with the intended outcome of the intervention.
- 3) Describe the challenges associated with the electronic health record and IT infrastructure of their medical facility.

Targeting Obesity and Hypertension by Using a Shared Decision-Making Model to Improve Sleep Quality in Minority, High-Risk Patients

Zerremi D. Caga-anan, MD; Lincoln Medical Center

Presentation of research findings on Phase II study, a pilot, feasibility study that evaluates the uptake and effect of Shared Decision Making interventions, compared to Usual Decision Making. Discussion of how specifically these interventions affected the study population's sleep quality.

Attendees will:

- 1) Define shared decision making and discover its role in modern medical management.
- 2) Discuss pragmatic techniques to apply shared decision-making techniques to clinical practice.
- 3) Recognize opportunities to use SDM with minority populations to help reduce social determinants of health.

12:05pm – 1:30pm

Lunch Dine-Around

Sign-up and meet at registration

Join an optional 'Dine Around' with fellow attendees. Dine-Around participants are responsible for all costs associated with their meal.

1:40pm – 2:40pm

Engagement Forum

Orchid Ballroom-East

Facilitator: Scott H. Frank, MD, MS; Case Western Reserve University; Amy F. Lee, MD, MPH, MBA, CPH; Northeast Ohio Medical University

Cleveland Health Boundary Spanners & Upstreamists: Using Data, Policy, Advocacy, and Innovation to Improve Health Equity

Natoya Walker Minor, MPA
Chief of Public Affairs, City of Cleveland

Joan Thoman, PhD, MSN, RN, CNS, CDE, Assistant Professor, Cleveland State University

Earl Pike, Executive Director, University Settlement

Merle R. Gordon, MPA, Health Director, Cleveland Department of Public Health

Cleveland leaders speak about programs that showcase efforts of collaborations and partnerships between sectors of the community.

Attendees will:

- 1) List different community entities that can collaborate toward positive health outcomes.
- 2) Explain how partnerships can improve the community's health.



2:45pm – 3:45pm

Plenary

Orchid Ballroom-East

Facilitator: Theresa Green, PhD; University of Rochester Medical Center

Emerging Patterns of U.S. Suicides: Contributing Circumstances and Prevention Strategies

Alex E. Crosby, MD, MPH; Branch Chief, Surveillance Branch; Division of Violence Prevention; Center for Injury Prevention and Control; CDC



Attendees will:

- 1) Identify the components of the National Violent Death Reporting System.
- 2) Characterize patterns of suicide rates and circumstances associated suicides.
- 3) Describe strategies for preventing suicidal behavior.

Authors: Alex E. Crosby; DM Stone, TR Simon, KA Fowler, SR Kegler, K Yuan, KM Holland, AZ Ivey-Stephenson, AE

3:55pm – 4:55pm

Session 4A

Orchid Ballroom-East

Facilitator: Carly Levy, DHS, MPH, CPH; MCPHS University

Designing Courses to Address Public Health Accreditation Requirements

Christine M. Arcari, PhD, MPH; University of Nebraska Medical Center

This presentation will share how Backward design and authentic learning anchored our MPH core redesign to meet the revised CEPH accreditation criteria. We mapped our competencies and created authentic assessments, allowing our students to experience the "real world" with hands on, real world scenarios that test their acquired knowledge and application of knowledge learned.

Attendees will:

- 1) Identify the 3 steps in the Backward design process.
- 2) Discuss the Backward design process in relation to course design.
- 3) Cite examples of authentic learning assessments in public health.

The Health Equity Change Project: Navigating a Four Course Sequence to Put Skills into Practice

Felipe I. Agudelo, EdD, MPH; Hayley Hibbard, MPH(c); Simmons University

This presentation will introduce the audience to the Health Equity Change Project. This is an innovative course sequence developed to design, implement, evaluate and complete the practicum, and the Integrative Learning Experience (ILE) following CEPH requirements, while addressing Health inequities from a structural level.

Attendees will:

- 1) Identify the components of the Health Equity Change Project (HECP), for the implementation of the practicum and ILE for an online MPH program, while addressing CEPH practicum and ILE criteria.
- 2) Identify and describe the challenges of the development of a four courses sequence to prepare MPH students for the design, implementation, completion, and evaluation of their practicum.
- 3) Recognize and review the experience of one of the students in the MPH program at Simmons University while developing their Health Equity Change Project.

3:55pm – 4:55pm

Student Lightning Rounds

Calypto

Facilitator: Kimberly Elliott, PhD, Rosalind Franklin University of Medicine and Science

Attendees will:

- 1) Critique research studies addressing public health topics of national significance.
- 2) Describe model practicum projects and experiential learning experiences for health professions students.
- 3) Assess outcomes of educational or curricular projects pertinent to prevention and population health.

Improving Adherence to Fluoride Varnish Application Guidelines: A Quality Improvement (QI) Study

Gabriela Zambrano-Hill, MD(c); Sareema Adnan, MD; University of Texas Medical Branch at Galveston

Fluoride varnish is an effective method of combating poor dental outcomes in pediatric populations. A student-led quality improvement project was implemented in a pediatric primary care clinic to increase adherence to established guidelines for fluoride varnish application. The first cycle of implementation resulted in improved guideline adherence, further iterations of the improvement cycle are ongoing.

Evolution of Opioid Epidemic in Cuyahoga County, Ohio from 2012 to 2016

Vaishali Deo, MPH(c); Case Western Reserve University

This presentation will compare the socio-demographic characteristics, history of naloxone administration, and history of institutionalization (detoxification, rehabilitation, and incarceration) of heroin overdose victims of 2012 and fentanyl overdose victims of 2016 using mortality data from Cuyahoga County Medical Examiner's office. In addition, it presents the findings of prescription history of the fentanyl decedents of 2016.

Assessing Perception of Health and Wellbeing (Resilience) Among Rural Adolescent Youth in the Southeastern United States

Tia Willis, MPH(c); East Carolina University

Describe current literature findings on assessing the health and wellbeing of adolescents. Discuss factors that may hinder adolescents from having positive self-perceptions of their future health. Pilot study findings of rural at-risk youth attending an enrichment center will be reviewed as well as providing recommendations for larger future studies.

Examining Perceptions of Medication Misuse and Proper Drug Disposal in Greene County, Missouri through Community Engagement

Katie Pennell, PharmD(c); Bailey Mitchel, PharmD(c); Taylor Mize, PharmD(c); Jacob deRonde, PharmD(c); University of Missouri-Kansas City

This project aims to gather community opinions on the current state of drug misuse and means of drug disposal currently available in Greene County, Missouri. The project also hopes to improve community awareness of, and access to, proper drug disposal methods while educating the community on the importance of proper drug disposal.

Running Towards our Goals: Reducing HIV Infection in Adolescent Girls through Sports Based Reproductive Health Education

Sarah Wasser, MPH(c); Cornell University

This presentation will demonstrate the community mobilization, curriculum development, and project implementation process of the Adolescent Girls Empowerment Program (AGEP). This program is a sports-based reproductive health program which aims to increase secondary school graduation rates, reduce the spread of HIV, and empower young women to be leaders in their community.

Disparities in Cervical Cancer Screening Among Arabic-speaking Women Refugees at a Community Health Center

Assim AlAbdulKader, MPH(c); Case Western Reserve University

This presentation will shed some light on a healthcare disparity affecting a vulnerable population. Among women (21-65 years old) who receive medical care at Neighborhood Family Practice, we found that only 41.4% of Arabic-speaking refugees were up-to-date with their cervical cancer screening, compared to 50.9% of their English and Spanish speaking counterparts.

5:00pm – 6:30pm

Reception and Poster Presentations
Orchid Ballroom-West

APTR Welcome Reception

Join your fellow attendees over hors d'oeuvres and drinks and spend time with our student and faculty presenters before heading out to dinner for the evening. Attendees will:

- 4) Critique research studies addressing public health topics of national

significance.

- 5) Describe model practicum projects and experiential learning experiences for health professions students.
- 6) Assess outcomes of educational or curricular projects pertinent to prevention and population health.

7:00pm – 8:30pm

Dinner: Dine-Around

Sign-up and Meet at Registration

Join an optional 'Dine Around' with fellow attendees. Dine-Around participants are responsible for all costs associated with their meal.

Tuesday April 2

7:00am – 8:00am

APTR Council of Graduate Programs in Public Health Meeting
Calypso

CEPH Insights on Competency Implementation

Alisha O'Connell, MPH; Council on Education for Public Health

The Senior Accreditation Specialist from the Council on Education for Public Health (CEPH) will discuss how programs are addressing the new competencies, data on implementation, and insights from the first site visits using the new competencies.

Group Discussion: Dual Degrees, PhDs and Mentoring Needs

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

MPH programs will share challenges and successes of engaging in dual degrees while maintaining CEPH accreditation, the role of doctoral programs in public health education, and mentorship for MPH programs.

Attendees will:

- 1) Interpret the new CEPH accreditation competencies and requirements of MPH programs.
- 2) Discuss examples of how programs are addressing the competencies.
- 3) Explore data on implementation of new competencies.
- 4) Utilize insights from the first site visits using the new competencies.

8:00am – 8:45am

Orchid Ballroom-East

Facilitator: Robin G. Molella, MD, MPH; Mayo Clinic, Department of Preventive Medicine

American Journal of Preventive Medicine: Journal Publishing

Matthew L. Boulton, MD, MPH; Editor-in-Chief, American Journal of Preventive Medicine (AJPM); University of Michigan School of Public Health

Update on the future direction of the American Journal of Preventive Medicine (the official journal of APTR), publishing articles in the areas of prevention research, teaching, practice and policy. Attendees will:

- 1) Describe the future directions, priority topics and new initiatives of the journal.
- 2) Explain the article review process.
- 3) Apply tips for getting published.

8:50am – 10:20am

Session 5A

Orchid Ballroom-East

Facilitator: Felipe I. Agudelo, EdD, MPH; Simmons University

Population Health Content in Occupational Therapy Programs

Elizabeth Domholdt, EdD; Cleveland State University

This presentation will present the results of a study that determined current and desired coverage of clinical prevention and population health concepts within entry-level occupational therapy programs, using the Clinical Prevention and Population Health Curriculum Framework of the Association for Prevention Teaching and Research.

Attendees will:

- 1) Define the elements of the Clinical Prevention and Population Health Curriculum Framework.
- 2) Identify current and desired coverage, as well as coverage gaps, in clinical prevention and population health content in entry-level occupational therapy programs.

Authors: Domholdt, E., Cooper, S., Kleinhoff, R.; Cleveland State University

Population-Based Practice (Pbp) Framework and Its Use in Rehabilitation Disciplines

Suzanne Giuffre, EdD, PT; Elizabeth Domholdt, EdD; Jane Keehan, PT, PhD; Cleveland State University

Rehabilitation disciplines are beginning to examine their potential for engagement in population-based practice. This presentation will present two models useful in expanding the role of rehabilitation professionals in population health: The

Population-Based Practice Model (modified from Keller's public health nursing Intervention Wheel); and the Clinical Prevention and Population Health Curriculum Framework.

Attendees will:

- 1) Describe the Population-Based Practice Model for use in the rehabilitation disciplines.
- 2) Analyze curricula using the Population Health Curriculum Framework.
- 3) Discuss examples from the physical therapy, occupational therapy, and speech language pathology professions that illustrate the application of the models to rehabilitation practice and education.

The Population Health Template: A Roadmap for Successful Health Improvement Initiatives

Michael S. Kobernick, MD, MS-HAS, MS-PopH; Jefferson College of Population Health

Presented is a template guide for population health improvement initiatives. It includes an explanation of its development, evaluation, and how to use it. Examples of template use in initiatives are presented and table exercises provide the attendee with experience in template use. This guide creates a standardized population health approach to project planning and execution.

Attendees will:

- 1) Describe the population health template as a tool designed to assist health systems and population health care organizations to achieve and report on quintuple aim objectives of health improvement initiatives.
- 2) Describe the population health template as an organizing tool for the teaching of population health improvement initiatives.
- 3) Apply the template to health improvement opportunities in group discussion with attention to: Health improvement statement, Population, Applicable social determinants of health, and Metrics that demonstrate value.

8:50am – 10:20am

Session 5B

Calypso

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

Food for Life: Best Practices of Integrating a Food Pharmacy into the Community with Student, Staff and Clinician Engagement and Training

Gina Z. Weisblat, PhD; University Hospitals

Our research and teaching project were to evaluate University Hospitals Food for Life

Market's impact on its patients' health. Our goal was to build an interprofessional educational team of clinicians, staff, and students to impact the overall health of the community.

Attendees will:

- 1) Discuss how to reduce morbidity and mortality associated with adverse Allostatic Markers and chronic health conditions and or related markers of such in the following areas: Diabetes, Hypertension, Cholesterol Profile, BMI, Glucose, Stress, Heart Disease, Smoking, Alcohol Consumption as noted in the patients' chart via utilizing the Food for Life Pharmacy as the center piece for IPE training and development.
- 2) Explain the foundation for a learning continuum in interprofessional competency development across the professions and the lifelong learning trajectory, and prompt dialogue to evaluate the "fit" between educationally identified core competencies for interprofessional collaborative practice and practice needs/demands of individual and community health.
- 3) Describe the importance and role of Community Health Workers in the healthcare team.

Innovative Academic Partnerships Through Expanded Educational Experiences in Telehealth

Lisa Niehaus, MSN, RN; Xavier University

This presentation will explore the experience and process to incorporate telehealth practicum experiences in family nurse practitioner training through the establishment of academic-practice partnerships for rural and underserved populations.

Attendees will:

- 1) Identify processes for establishing academic-practice partnerships to advance population health in rural and underserved communities.
- 2) List resource needs to maintain partnerships that meet the needs of both students and partner sites.
- 3) Discuss potential barriers to partnerships and how to overcome them.

Promotora Perspectives as Partners in the Delivery of Medication Therapy Management Services via a Collaborative, Academic-Community Partnership

Elizabeth A. Hall-Lipsy, JD, MPH; University of Arizona College of Pharmacy

Previous research has assessed the benefits and challenges of promotoras on an interprofessional team, from the pharmacist's perspective. This study explored promotoras' perspectives regarding the

benefits and challenges of providing medication therapy management (MTM) services to patients with hypertension and/or diabetes in rural Arizona counties via a collaborative, academic-community partnership.

Attendees will:

- 1) Describe the opportunities for academic-community partnerships in the provision of interprofessional delivered medication therapy management (MTM) services, which incorporated student pharmacists, pharmacists, academic researchers, community-based providers and clinics, in rural communities.
- 2) State the perceived benefits of establishing an academic-based MTM program for rural patients that was implemented and evaluated using an interprofessional team of student pharmacists, academic researchers, community-based providers and clinics utilizing promotoras.
- 3) Discuss the perceived challenges that occurred in establishing an academic-based MTM program that was implemented and evaluated using an interprofessional team of student pharmacists, academic researchers, community-based providers and clinics utilizing promotoras.

Authors: Hall-Lipsy E., University of Arizona College of Pharmacy; Anderson, E., University of Arizona College of Public Health; Axon D., University of Arizona College of Pharmacy; Taylor, A., University of Arizona College of Pharmacy; Manyoats T. Arizona Department of Health Services; Warholak T., University of Arizona College of Pharmacy

10:25am – 11:25am

Engagement Forum

Orchid Ballroom-East

Facilitator: Scott H. Frank, MD, MS; Case Western Reserve University

A Public Health Approach to Violence Prevention: The Cleveland Experience

Matthew Kucmanic, MPH, MA, Public Health Specialist, Case Western Reserve University

Rachel Lovell, PhD, Senior Research Associate Begun Center for Violence Prevention Research and Education, Case Western Reserve University

Kristina Knight, PhD, Assistant Professor, Social and Behavioral Sciences, Kent State University

Maya Simek, JD, Lecturer in Law, Human Trafficking Law Project; Case Western Reserve University

This session will describe how endemic and epidemic violence contribute



to excess morbidity and mortality nationally and particularly in urban areas. Across a spectrum of violence related behaviors, many have called for a public health approach to prevention and interdiction. The presentation will describe the Cleveland experience in trying to promote primary, secondary, and tertiary approaches to violence prevention. Emphasis will include primary prevention utilizing evidence-based peer to peer violence prevention modules in Cleveland Recreation Centers; integrating trauma-informed practice training for Recreation Center staff; utilization of technology for prevention of domestic violence, sexual assault and sexual harassment; and use of spatial epidemiology and place-based analysis to understand sexual assault, homicide, suicide, and gun deaths. Persistent problems related to mass incarceration will be addressed.

Attendees will:

- 1) Describe the higher level of violence present in urban settings compared to suburban and rural.
- 2) Discuss the components of a public health approach to violence.
- 3) Explore a spectrum of programs related to primary, secondary and tertiary prevention of violence in the Cleveland Community.

11:35am – 12:20pm

Session 6A

Orchid Ballroom-East

Facilitator: David Gregorio, PhD, MS; University of Connecticut Health Center

Healthy Living Fairs: An Interprofessional Collaboration to Educate Communities

Gina M. Baugh, PharmD; Kimeran K. Evans, PT, DPT; Gretchen K. Garofoli, PharmD; Amy M. Rodgers-Smith, MMT; Amy M. Summers, PM; West Virginia University

This session describes an innovative inter-professional education initiative involving students and faculty from schools within a Health Sciences Center, the Department of Communication Sciences and Disorders, and the School of Music at one university. Pharmacy, dentistry, occupational therapy, physical therapy, music therapy, audiology and speech and language pathology collaborated to provide care in rural communities.

Attendees will:

- 1) Outline an innovative, successful IPE practice experience.
- 2) Describe best practices for collaborating with faculty and students from various programs across a university, and ways to overcome challenges with IPE activities.
- 3) Examine ways to measure the impact of IPE experiences from the student,

faculty and community member perspective.

11:35am – 12:20pm

Session 6B-Panel

Calypso

Facilitator: Carly Levy, DHS, MPH, CPH; MCPHS University

Educating Our Future Environmental Public Health Professionals: Is It Still A Priority?

Lynelle M. Phillips, RN, MPH; University of Missouri

This session will 1) explore the importance of emphasizing environmental and One Health (OH) in MPH programs, 2) identify challenges in aligning OH curricula with current CEPH competencies, and 3) discuss future implications of gaps in curricula and strategies to address them. Participants will be encouraged to describe their experience and educational strategies as well.

Attendees will:

- 1) Analyze and compare typical environmental health competencies against CEPH's standard list.
- 2) Discuss environmental health workforce needs in their areas.
- 3) Discuss the relative value and importance of including environmental health competencies in public health curricula.

12:20pm – 1:35pm

Lunch

Orchid Ballroom-West

APTR Annual Luncheon

Join your fellow APTR members and colleagues at this annual luncheon to recognize achievement in the field of prevention and public health education.

1:40pm – 2:25pm

Session 7A

Orchid Ballroom-East

Facilitator: Donald B. Middleton, MD; University of Pittsburgh School of Medicine

Teaching Health Professions Students About Racism

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

This presentation will integrate data from a national survey of medical schools, key informant interviews, literature reviews, and focus groups of medical students to identify key challenges and best practices in teaching health professions students to understand and address racism and its effects. An interactive session will allow other participants to share their

approaches.

Attendees will:

- 1) State why health professionals must understand racism in order to provide optimal care.
- 2) Describe common challenges and promising methods for teaching health professions students to understand and address racism.

1:40pm – 2:25pm

Session 7B

Calypso

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

Global Health in a Public Health Program

Ronald E. Blanton, MD, MS; Charles H. King, MD, MS; Daniel Tisch, PhD, MPH; Peter A. Zimmerman, PhD; Case Western Reserve University

This presentation/forum will highlight approaches to global health training in a Master of Public Health program at an institution with a strong history of medical research on diseases of global importance.

Attendees will:

- 1) Identify and develop competencies for a global health curriculum.
- 2) Develop applied and mentored global health experiences.
- 3) Identify barriers to effective global health training in graduate programs.

2:30pm – 4:00pm

Session 8A

Orchid Ballroom-East

Facilitator: Woodie Kessel, MD, MPH; Koop Institute at Dartmouth

Addressing CEPH Leadership Competencies in Graduate Public Health Education

Laura E. Liang, DrPH, CHES, CPH; Rutgers School of Public Health

The Council on Education for Public Health's revised accreditation criteria emphasize preparing students who can translate their knowledge and skills into practice, thus being 'workforce ready.' The leadership and interprofessional teamwork competencies have presented unique challenges. We will present an innovative course that introduces MPH students to leadership, management and teamwork practices in public health.

Attendees will:

- 1) Describe the process for the development of an innovative course addressing CEPH's leadership and interprofessional teamwork competencies.
- 2) Summarize preliminary assessment results of the innovative course.

Authors: Liang, LE, Kantor, LM, Rutgers School of Public Health

Addressing CEPH'S Requirement for Integrative Learning Experience Through Grant Writing

Dawood H. Sultan, PhD; Nannette C Turner, PhD, MPH; Mercer University

This presentation outlines the planning and successful implementation of an Integrative Learning Experience (ILE) in which MPH degree candidates engaged local community-based organizations and completed competitive grant proposals for the organizations. The ILE was coordinated through an academic health department formed by a university department of public health and a local health district.

Attendees will:

- 1) Create an architecture and processes necessary for successful implementation of an Integrative Learning Experience involving community-based organizations.
- 2) Identify CEPH-required foundational and concentration-specific competencies that could be mastered by MPH degree candidates through an Integrative Learning Experience involving grant proposal writing.

Authors: Sultan, D., Turner, N., Mercer University; Farone, M., DeKalb County Board of Health

Advancing Health Promotion Education for All MPH Students: A Skills-Based Approach

Christine M. Markham, PhD; University of Texas Health Science Center at Houston School of Public Health

This presentation will describe the redesign process and initial implementation outcomes for a core MPH course in health promotion to align with the Council on Education for Public Health's revised accreditation criteria. This provides an example of transforming a mostly didactic course into a practical skill-based course that teaches students how to develop programs and policies. Attendees will:

- 1) Describe at least three elements of instructional design including the development of course units, learning objectives, group-based learning activities, individual assessments, grading rubrics, and peer-based evaluation instruments.
- 2) Describe at least three interactive student-centered teaching methods including use of a flipped classroom, problem-based learning activities, interactive quizzes, and small group discussion.

Authors: Markham, Christine, University of Texas Health Science Center at Houston School of Public Health, Peskin, Melissa, University of Texas Health Science Center at Houston School of Public Health

2:30pm – 4:00pm

Session 8B-Project Presentations

Calypso

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

Increasing Minority Patient Referrals to Lupus Clinical Trials: Evaluation of a Two-Part Provider-Side Model

Nicole I. Wanty, MAA; KDH Research and Communication

This presentation will discuss the evaluation methodology, findings, and feasibility of MIMICT (Materials to Increase Minority Involvement in Clinical Trials) to increase minority referrals to lupus clinical trials and plans for model expansion for Spring 2019.

Attendees will:

- 1) Describe the racial disparities in clinical trials for African Americans with lupus.
- 2) Discuss the research methodologies for evaluating providers' knowledge, attitudes, self-efficacy, and behavioral intentions, and the implementation of the materials in a real-life field study with clinical trial sites.
- 3) Assess the feasibility of a clinical trials recruitment model to increase minority involvement in clinical trials.

Authors: Wanty, N., KDH Research & Communication, McCalla, S., American College of Rheumatology; Lim, S., Emory University; Holtz, K. Twombly, E., KDH Research & Communication

Integrating Experiential Learning into an Introductory Biostatistics and Data Analysis Course Using Rhode Island Prams Data

Annie Gjelsvik, PhD; Brown University

This presentation will provide an example of partnering with a State Department of Health to use Pregnancy Risk Assessment Monitoring System (RIPRAMS) data in an introductory biostatistics and data analysis course to address state Maternal Child Health (MCH) strategic objectives.

Attendees will:

- 1) Discuss opportunities and barriers in using state surveillance data for student projects in an introductory biostatistics and data analysis course.
- 2) Identify methods for integrating use of state-level PRAMS data into an introductory biostatistics and data analysis course.

Population Health Content in Physical Therapy Programs

Suzanne Giuffre, EdD, PT; Cleveland State University

This presentation will present the results of a study that determined current and

desired coverage of clinical prevention and population health concepts within entry-level physical therapy programs, using the Clinical Prevention and Population Health Curriculum Framework of the Association for Prevention Teaching and Research.

Attendees will:

- 1) Identify current and desired coverage, as well as coverage gaps, in clinical prevention and population health content in entry-level physical therapy programs.
- 2) Outline the elements of the Clinical Prevention and Population Health Curriculum Framework.

It Starts Here! Review of The Community Needs Assessment Process in An Urban Federally Qualified Health Center.

Jade Burns, PhD, RN, CPNP-PC; University of Michigan

This presentation will cover the importance of using a needs assessment in Federally Qualified Health Centers to provide a snapshot of the current health issues and existing resources available in a given space. This is phase I of a larger study to assess sexual health service use and clinic access among youth living in Detroit

Attendees will:

- 1) Assess the health priorities and resources that are available to urban adolescents.
- 2) Apply methods for reducing the health disparities among adolescents living in urban areas.

Toxic Stress Among Urban Adolescents: Associations with Health Risk Behaviors, Mental and Physical Health

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

This presentation will describe a metric for toxic stress created by utilizing existing items on the Youth Risk Behavior Survey among an urban high school population. We will review psychometric properties of the toxic stress tool, then examine associations between the toxic stress score and adolescent risk and protective factors; and mental and physical health.

Attendees will:

- 1) Describe factors contributing to adolescent toxic stress and an instrument generated from existing Youth Risk Behavior Survey items.
- 2) Explain adolescent toxic stress and its relationship to physical and mental health outcomes.
- 3) Explore associations between toxic stress and adolescent risk and protective factors.

4:10pm – 5:10pm

Session 9A

Orchid Ballroom-East

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

Development and Assessment of Reflective Writing Assignments and Rubric in a Case Based Prevention Course

Rebekah M. Jackowski, PharmD, MPH; Midwestern University College of Pharmacy-Glendale

This project developed, utilized, and tested the use of standardized reflective writing assignments and grading rubric as an evaluation of an interprofessionally designed, longitudinal, case-based public health and prevention curriculum.

Attendees will:

- 1) Describe the rationale for utilizing reflective writing for evaluating application of concepts within a public health and population course.
- 2) Explain the process and development of standardized reflective writing prompts as an evaluation within a public health and disease prevention curriculum.
- 3) Explain the reliability of a rubric developed to assess student reflective writing as an assessment of student mastery of learning objectives.

Teaching Philosophies: Mirror of Erised or True Reflection?

Rebecca J. Heick, MS, PhD; MCPHS University

This presentation will discuss the idea that teaching philosophies are often a "Mirror of Erised", showing us our deepest desires for student interactions in our classrooms and labs, rather than a true reflection of our daily teaching practice. Conversation will focus on practical steps to create accurate reflections of teaching philosophy in daily instructional practice.

Attendees will:

- 1) Discuss why teaching philosophies are a critical component of our daily work in the classroom or lab.
- 2) Analyze the relationship between teaching philosophy and course syllabi, focusing on areas where philosophy should be reflected in practice by creating a concept map.
- 3) Identify at least two sources of information and inspiration to support evolution of their teaching philosophy and its incorporation into practice.

4:10pm – 5:10pm

Session 9B

Calypso

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

Better Together: How A Technologically Advanced Classroom Can Improve Student Learning Through Peer Evaluation Processes

Alison Oberne, PhD(c); University of South Florida

This presentation will describe peer learning using technologically advanced classrooms. Students often work collaboratively; however, using technology can support a dynamic learning experience by promoting student accountability and transparency. Faculty can engage with students and offer immediate feedback to support student learning.

Attendees will:

- 1) Cite the benefits of incorporating technology into classroom group activities.
- 2) Identify strategies for introducing technology to promote improved student learning.

On-Line Health Care Education: A Brand-New Paradigm

Michele Pedulla, BSN, MSN, DNP; Regis College; Deborah Adell, APRN, PhD; Purdue Global School of Nursing

This presentation is designed for anyone who is interested in pursuing any aspect of the online environment. It is known that there has been an exponential increase in students enrolled in distance education. The recognition of positive and negative attributes for all parties, including students, faculty, support services, and administration is important for success.

Attendees will:

- 1) Distinguish specific faculty characteristics that lead to student success.
- 2) Identify student attributes unique to the on-line environment that impact faculty teaching methods.
- 3) Analyze techniques for faculty integration of work into the home environment for successful performance.

5:15pm – 6:15pm

Session 10A

Orchid Ballroom-East

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

Integrating Health Systems Science into Medical Student Education

James Plumb, MD, MPH; Thomas Jefferson University

This presentation will review the discipline of Health Systems Science (HSS), and describe the planning, implementation and evaluation of an integration of HSS content into a longitudinal systems-based curriculum using multiple pedagogical strategies, including patient panels, seminars, modules, and weekly case-based learning

activities

Attendees will:

- 1) Describe the components of a Health System Science curriculum.
- 2) Integrate Health System Science content into medical school curricula.

Training the Primary Care Pipeline in Occupational and Environmental Medicine

Brian Linde, MD, MPH; Yale School of Medicine

This presentation will describe our initial experience at Yale School of Medicine incorporating public health education into a primary care residency training by way of a 3-part, four-hour longitudinal curriculum in occupational and environmental medicine, highlighting topical issues in environmental medicine and critical skills in occupational medicine.

Attendees will:

- 1) Identify the need for Occupational and Environmental Medicine (OEM) knowledge and skills in primary care.
- 2) Critically assess an OEM teaching model for primary care trainees.

Authors: Linde, B., Pensa, M. Yale Occupational and Environmental Medicine Program

5:15pm – 6:15pm

Session 10B

Calypso

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

Reinventing Public Health Surveillance Through Innovations in Digital and Spatial Epidemiology

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

This presentation will provide a framework for understanding how innovations in digital and spatial epidemiology, the Internet of Things (IoT) "surroundables", and social media analytics can be used to reinvent public health surveillance. This approach can not only enhance surveillance, but also provide opportunities for real-time intervention with individuals and communities.

Attendees will:

- 1) Describe the role of digital and spatial epidemiology in public health surveillance and intervention.
- 2) Discuss opportunities and limitations of IoT surroundables as a component of public health surveillance and intervention.

Redlining and Social Determinants of Health

Joshua C. George, MPH; Medical College of Wisconsin; Matthew Kucmanic, MA, MPH; Case Western Reserve University

This presentation will describe an analysis

of historical redlining practices in Cleveland, OH compared with modern-day social determinants of health. Associations between historically drawn areas to health status, social factors, housing, and crime will be spatially described and statistically examined.

Attendees will:

- 1) Describe the historical practices by home owner loan corporation, today known as redlining, and the breakdown between historic classes.
- 2) Describe the process of digitizing historic maps for the use of spatial epidemiology.
- 3) Explain the field of spatial epidemiology and how it can be used for teaching research and prevention in the future.

Authors: Kucmanic, M., Case Western Reserve University, George, J., Medical College of Wisconsin; Frank, S., Case Western Reserve University

6:30pm

Dinner: Dine-Around

Sign-up and Meet at Registration

Join an optional 'Dine Around' with fellow attendees. Dine-Around participants are responsible for all costs associated with their meal.

Wednesday April 3

7:00am – 8:00am

APTR Membership Meeting

Cattleya

APTR Policy Committee

Meeting of the APTR Policy Committee to review current initiatives in gun violence prevention, and refugee and immigrant health.

8:00am – 8:45am

Plenary

Orchid Ballroom-East

Facilitator: Billy H. Oglesby, PhD, MBA, MSPH, FRSPH, FACHE; Thomas Jefferson University

Journey from Volume to Value

James E. Misak, MD; Vice Chair of Community and Population Health, MetroHealth System



Attendees will:

- 1) Describe MetroHealth's "volume to value" journey and the establishment of their Population Health Innovation

Institute.

- 2) Discuss how population health within a health care system differs from population health to public health professionals.

8:50am – 10:20am

Session 11A

Orchid Ballroom-East

Facilitator: Amy F. Lee, MD, MPH, MBA, CPH; Northeast Ohio Medical University

Product Development as Service-Learning: Building Partnerships to Promote Patient Advocacy

Anna M. Torrens Armstrong, PhD, MPH, MCHES, CPH; University of South Florida, College of Public Health

This presentation will describe the translation of an undergraduate course, Introduction to Health Advocacy, into a topic-focused (cancer advocacy), service-learning course in partnership with two programs (one focused on community outreach screening for cancer, the other an adolescent and young adult quality of life program) at a major comprehensive cancer treatment center.

Attendees will:

- 1) Describe at least two benefits of integrating service learning with a major emphasis on product development.
- 2) Delineate two examples of the impact this service-learning course had on undergraduate PH students.
- 3) Identify 2 benefits of partnership with programs that address a variety of patient advocacy elements.

Authors: Torrens Armstrong, A., University of South Florida, Neely, J., Moffitt Cancer Center, Moffitt Program for Outreach Wellness Education and Resources (M-POWER); Skinner, A., Moffitt Cancer Center, Adolescent and Young Adult Program

Promoting Political Advocacy Skills through a Service-Learning Project

Kelly A. Krumwiede, PhD, MA, RN, PHN; Minnesota State University Mankato

This presentation will describe a two-part experiential learning activity that requires nursing students to complete a community assessment, write and present a policy brief to key stakeholders to address priority health needs within their community. Assignment requirements, lessons learned, implications for public health education, and recommendations on how to implement this activity will be discussed.

Attendees will:

- 1) Describe an experiential learning activity that enhances nursing students' public health knowledge, confidence, and skills in policy development.
- 2) Describe the benefits of utilizing service-learning projects to implement

new policies and system level changes to address priority health concerns.

Promoting Global Health at the Local Level: Teaching Advocacy and Activism Through Experiential Learning In and Out of the Classroom

Janice Hawkins, RN, PhD; Beth Tremblay, RN, MSN; Old Dominion University

The purpose of this presentation is to describe an experiential learning educational module designed to develop advocacy and activism skills in future healthcare workers. The exemplar for this module is a partnership with the United Nations Foundation Shot@Life campaign and includes mentored activism experiences in real world context.

Attendees will:

- 1) Discuss experiential learning opportunities to increase awareness of social justice issues and to develop advocacy and activism skills of future health care workers.
- 2) Describe the components of an experiential learning educational module addressing health disparities and disease prevention of vulnerable populations.
- 3) Demonstrate an advocacy skill aimed at addressing health disparities and disease prevention of vulnerable populations.

8:50am – 10:20am

Session 11B

Calypso

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

Patient-Centered Disease Prevention and Healthcare of African Americans

Gregory L. Hall, MD; Cleveland State University

African Americans have the worst medical outcomes of any racial/ethnic group in America including the highest mortality, worst compliance, and the lowest trust. This presentation will address some of the history behind the poor healthcare of African Americans and highlight some startling examples of differences in prevention, diagnosis, treatment, and approaches to care.

Attendees will:

- 1) Summarize the historical setting for increased African American distrust for healthcare providers and know approaches to gaining trust which will improve their ability to counsel and educate.
- 2) Examine current healthcare disparities data as it relates to African

Americans and the potential impact healthcare providers and educators can have on decreasing these differences.

- 3) Review specific clinical differences with African Americans that can positively impact prevention counseling.

Using the Sphere Project Standards as Tools to Teach Environmental Health While Addressing Cultural Issues That Impact a Refugee Camp

David M. Claborn, DrPH; Missouri State University

This presentation will describe the use of established minimum standards in support of refugees as a way to teach environmental health while concurrently encouraging students to consider how to accommodate important cultural issues in the design of a population-based project.

Attendees will:

- 1) Identify the mission of the Sphere Project.
- 2) Describe how the minimum standards can be used to apply basic environmental health practices to a practical situation.
- 3) Identify several cultural issues that may impact the administration of a refugee camp and describe potential ways to address those cultural issues.

Social Determinants of Health: Knowledge, Attitudes, and Behaviors Among Physician Assistants with Public Health Training

Gayle Cummings, PsyD(c), MPH; Touro University California

This presentation will describe levels of social determinants of health (SDOH) knowledge, attitudes and behaviors among physician assistants (PAs) based on a cross-sectional study assessing PAs who hold MPH degrees in comparison to PAs without the MPH degree.

Attendees will:

- 1) Discuss SDOH knowledge, attitudes, and behaviors among physician assistants.
- 2) Compare levels of knowledge, attitudes and behaviors about the SDOH in PAs with an MPH degree with the knowledge, attitudes and behaviors about SDOH among PAs without an MPH degree.
- 3) Describe the relationship among demographic characteristics (age, gender, race/ethnicity, clinical environment, and geographical work area) and levels of knowledge, attitudes and behaviors about the SDOH.

10:25am – 11:55am

Session 12A

Orchid Ballroom-East

Facilitator: Robin G. Molella, MD, MPH; Mayo Clinic

Altering Views of Poverty Through Student Engagement, Community Intervention, and Interprofessional Collaboration

McKinley Thomas, MEd, EdD; Georgia Southern University

Our presentation will provide an overview of the 2018 “Empower Savannah” program which delivered health care to underserved populations in Chatham County, Georgia via military-based Innovations Readiness Training, health science and public health student involvement, and community support. Program components and quantitative findings regarding how student participation altered their initial views on poverty are shared.

Attendees will:

- 1) Outline the process of planning an interprofessional, student-supported program designed to address the health care needs of those living in poverty.
- 2) Describe the implementation of “Empower Savannah” to include setting, personnel, individual processing, and resources available.
- 3) Evaluate and discuss the impact of the program on patient-centered health care delivery and changes in student attitudes toward poverty.

Authors: Thomas, M., Tillman, P., Buelow, J., Georgia Southern University

Interprofessional Training to Supplement the Data 2000 Waiver Training for Medication Assisted Treatment

Stacey L. Gardner-Buckshaw, PhD, MPA; Northeast Ohio Medical University

This presentation will detail a multidisciplinary educational program to increase access to medication assisted treatment (MAT) for opioid use disorders (OUDs). Most clinical training programs offer limited exposure to patients suffering from OUDs, leaving clinicians unprepared. To address this need, NEOMED and Metro-Health collaborated to offer Medication-Assisted Treatment (MAT) training specifically designed for PCPs.

Attendees will:

- 1) Describe barriers to implementing MAT for OUD in practice settings.
- 2) Discuss the benefits of having a multidisciplinary educational development team create programming for occupationally diverse learners.

The Incident Manager Training and Development Program: CDC’S Collaborative Approach to Improve Response Leader Capacity

Catherine Piper, MPH, Silvia M. Trigos, MPH; Centers for Disease Control and Prevention, Center for Preparedness and Response

This presentation describes the development of an evidence-informed response leader training program through an engagement process with former and current response leaders and discusses how to overcome barriers through the use of partnerships.

Attendees will receive training resources, including a curriculum overview handout, and organizations will be invited to share experiences on leadership development programs.

Attendees will:

- 1) Summarize promising practices from an innovative training model which prepares public health scientists to serve in public health emergency response leader roles.
- 2) Describe activities that facilitate collaboration among learners in a professional training and development program.
- 3) Describe how barriers and challenges to systematic training can be overcome through continuous partner engagement.

Authors: Piper, C., Trigos, S., Hoyer, L., Centers for Disease Control and Prevention, Center for Preparedness and Response

10:25am – 11:55am

Session 12B

Calypso

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

Addressing the Social Determinants of Health in a Year-Long Community Health Course at Morehouse School of Medicine

Carla Durham Walker, PhD; Morehouse School of Medicine

This presentation will describe how the Morehouse School of Medicine (MSM) Community Health Course uses evidence-based teaching methods and interactive activities to train medical students to understand the role of the social determinants of health, effective community collaborations, and policy in achieving health equity.

Attendees will:

- 1) Describe how an undergraduate medical course uses problem-based learning, games, videos, lectures, writing activities, and community engagement to teach students about the

- social determinants of health.
- 2) Describe the various health outcomes achieved as a result of these learning activities and community partnerships.

Teaching Community Health Research in Undergraduate Medical Curriculum Through Multi-Site, Longitudinal, Collaborative Community Health Projects.

Mushfiqur Tarafder, PhD; Geisinger Commonwealth School of Medicine

This presentation will describe the purpose and design of a component of undergraduate medical curriculum that provides students with the opportunity to learn about a particular community, community collaboration, and the methods and complexity involved in community health projects through their active participation. It will also describe the challenges associated with implementing such a program.

Attendees will:

- 1) Describe the design of a component of undergraduate medical curriculum that provides students with the opportunity to learn community health research methods through hands-on experience.
- 2) Recognize the complexity and challenges involved in using collaborative community health projects as a vehicle for student learning.

Authors: Tarafder, M., Kuchinski, E., Rwabukwisi, C., White, M., Geisinger Commonwealth School of Medicine

The Design and Delivery of a Required University-Approved Certificate in Social Determinants of Health and Disparities for all UConn Medical Students

Zita Lazzarini, JD, MPH, David Gregorio, PhD, MS; University of Connecticut Health Center

As part of the new MDelta curriculum at UConn School of Medicine, the CSDH&D integrates into the medical/dental curriculum the knowledge, tools, and skills necessary to identify health disparities in communities and intervene to improve health equity.

Attendees will:

- 1) Describe the challenges and opportunities of integrating public health content throughout the undergraduate curriculum of a School of Medicine.
- 2) Describe key components of a graduate certificate in the social determinants of health and disparities utilized by UCONN School of Medicine.

11:55am – 12:20pm

Networking Lunch - included
Orchid Ballroom-East

12:25pm – 1:25pm

Session 13A

Orchid Ballroom-East

Facilitator: Daniel J. Tisch, PhD, MPH; Case Western Reserve University

Building Capacity and Bridging Education Gaps: Teaching Undergraduate Nursing Students to Work as a Part of an Interdisciplinary Care Team in our Communities.

Beth Tremblay, RN, MSN; Old Dominion University

Student understanding of health care access and barriers, community needs, and SDOH improve when provided the opportunity to work as part of an interprofessional team. This presentation discusses an educational approach that develops a nursing workforce prepared for interprofessional practice.

Attendees will:

- 1) Describe an educational innovation for teaching care of vulnerable populations with a focus on Social Determinants of Health.
- 2) Discuss how health care students can work as interprofessional teams to improve the SDOH of individuals within communities.

Building the Public Health Evidence-Based Approach into Real Interventions Developed by Undergraduate Students

Angela K. Landeen, MS, CHES, CPH; University of South Dakota

The undergraduate PH Project incorporates the evidence-based approach to public health. Students identify health problems through a walking/windshield assessment of their rural communities while defining the determinants behind the issues. Teams implement the project through a website to house education and resources. Lastly, students evaluate each group's project through a class presentation and a reflection.

Attendees will:

- 1) Describe methods used to address community problems through community assessment, research and intervention.
- 2) Incorporate the evidence-based public health approach to assess the problem, identify the cause, consider recommendations, implement and evaluate the overall project.
- 3) Explain the need for integrative team building and partnership among

individuals to create a well-developed project.

12:25pm – 1:25pm

Session 13B

Calypso

Facilitator: Woodie Kessel, MD, MPH; Koop Institute at Dartmouth

Improving Health and Healthcare Access for High Risk 9th-12th Grade High School Students

Susan G. Strobel, DNP, MPH; University of South Dakota

This presentation describes the utility of a school-based health center (SBHC) leveraging technology and social media to market health promotion to an adolescent population. SBHCs can provide an entry point of primary care to adolescents who otherwise have poor access to care. SBHCs serve as a model for better linking health and education and community systems.

Attendees will:

- 1) Apply principles derived from the basic public health sciences to planning, implementing, and evaluating public health programs for a vulnerable population.
- 2) Identify and distinguish public health and prevention strategies from curative strategies in caring for a vulnerable population.
- 3) Describe how Healthy People 2020 is used in a community level program and effective ways to use HP2020 in the evaluation.

Improving Health Literacy of Rural Adolescents with Autism Spectrum Disorder and Their Caregivers

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

The Food Literacy Partners Program is a 6-hour hands on intervention that has been funded by our community hospital foundation. This program uses active learning and engagement principles to teach individuals fundamental nutrition, food safety and disease conditions resulting from unhealthy lifestyle characterized by poor nutrition and physical activity.

Attendees will:

- 1) Describe the prevalence of obesity in rural adolescents in the United States including those with ASD.
- 2) Examine the components of food literacy program intervention.
- 3) Explain pre and post intervention health literacy results for both adolescents and their caregivers.

1:30pm – 2:30pm

Session 14A

Orchid Ballroom-East

Facilitator: Amy F. Lee, MD, MPH; Northeast Ohio Medical University

Developing an MPH in LGBTQ Health

Laura E. Liang, DrPH, CHES, CPH; Rutgers School of Public Health

The Council on Education for Public Health's revised accreditation criteria allow for greater innovation and flexibility based on a school's mission and context. We have developed an MPH in LGBTQ Health concentration to prepare public health students to conduct research or work in public health programs that seek to improve the health of LGBTQ populations.

Attendees will:

- 1) Describe the process for the development of an innovative MPH in LGBTQ Health concentration.
- 2) Outline the competencies of an innovative MPH in LGBTQ Health concentration.
- 3) Describe health disparities faced by the LGBTQ community.

Authors: Liang, L.E., Passannante, M.R., Raymond, H.R., Valera, P., Wei, C., Halkitis, P.N., Rutgers School of Public Health

Process Toward the Development of An Innovative MPH Concentration: Health Equity and Criminal Justice

Gayle Cummings, PsyD(c), MPH; Alexandra L. Hernandez, MPH, PhD; Touro University California

The purpose of this presentation is to describe process and action steps leading to the development of an innovative MPH concentration "Health Equity and Criminal Justice" (HEJC) centered around the impacts of incarceration on individuals, families and communities.

Attendees will:

- 1) Discuss how engagement and collaboration with key stakeholders strengthened the need for the development and implementation of an innovative MPH concentration in Health Equity and Criminal Justice (HECJ).
- 2) Describe how the development and implementation of the HECJ concentration will fill a gap in public health education to train a future generation of public health professionals to address the epidemic of mass incarceration and criminal injustice through a public health lens.
- 3) State the need for MPH training in HECJ, as the SDOH that lead to health inequities are the same determinants that lead to massive criminal justice involvement.

1:30pm – 2:30pm

Session 14B

Calypso

Facilitator: David Gregorio, PhD, MS; University of Connecticut Health Center

Critical Topics in Infectious Disease Control Among Vulnerable Populations

Ruth Carrico, PhD, DNP; William P McKinney, MD; University of Louisville School of Medicine

The program will focus on strategies to achieve 1) successful immunization and latent TB infection treatment among immigrants, and 2) effective control of hepatitis A among persons with substance abuse disorder and/or homelessness who may be employed as food service workers. Best practices for addressing the needs of these groups will be highlighted.

Attendees will:

- 1) Describe the cultural and practical concerns of the immigrant community that may interfere with their completion of immunization schedules as well as latent TB infection treatment strategies.
- 2) Design an appropriate strategy for immunization coverage of food service workers, a group of employees with a risk for housing insecurity and substance abuse disorder, during an ongoing major outbreak of hepatitis A.

2:35pm – 3:35pm

Closing Plenary

Orchid Ballroom-East

Facilitator: Sabrina Neeley, PhD, MPH; Wright State University Booshoft School of Medicine

Gun Violence Prevention: The Role of the Academic Community

Carly Levy, DHS, MPH, CPH, MCPHS University; Kimberly Elliott, PhD; Jaclyn Long, MD(c); Phillip Williams, MD(c); Rosalind Franklin University of Medicine and Science

The purpose of this session is to provide a high-level overview of the scope of gun violence using a public health policy lens and provide resources to participants. The speakers will provide an overview of the scope of the problem, introduce the policy statement, and review the toolkit of resources for educators. In addition, the members of the gun violence prevention subcommittee will show participants how this information could be incorporated into their respective curricula.

Attendees will:

- 1) Describe the scope of the gun violence problem from a prevention and population health perspective (to include the many areas of gun violence such as crime, death by suicide, unintentional injuries, etc.).
- 2) Discuss policy and advocacy options (such as stronger background checks, closing loopholes in legislation, and states and local communities that have adopted exemplary regulations and legislation) as related to gun violence at the community, state level and federal levels.
- 3) Incorporate information from the policy statement and toolkit into their respective curricula and/or education and training initiatives.



Student Posters

Poster 1

Efficacy of Lactin-V Probiotic for Recurrent Bacterial Vaginosis (BV)

Akila M. Nallappan, MPH(c), Case Western Reserve University

Poster 2

Public's Awareness and Perception of Skin Cancer and Use of Sunscreen for Prevention

Shelby Holstein, PharmD(c), University of Maryland Eastern Shore School of Pharmacy & Health Professions

Poster 3

The Evolving Nature and Emerging Trends within the Opioid Epidemic in Cuyahoga County in 2017

Manreet Bhullar, BSc, MPH(c), Case Western Reserve University

Poster 4

Breathe Free: We Share Air

Khyati Patel, BDS, MPH(c), Case Western Reserve University

Poster 5

Conducting a Needs Assessment and Evaluating the Perceived Access to Health Care when Considering Vulnerable Populations

Karen M. Custodio, MS, DO(c), Rowan School of Osteopathic Medicine

Poster 6

Improving Adherence to Fluoride Varnish Application Guidelines: A Quality Improvement (QI) Study

Gabriela Zambrano Hill, MD(c) and Sareema Adnan, MD(c), University of Texas Medical Branch at Galveston

Poster 7

Incorporating Dental Case Management Skills into Medical Case Management for People Living with HIV/AIDS (PLWHA)

Alisha N. Jimenez-Thompson, DMD(c), MPH(c), Case Western Reserve University

Poster 8

Stakeholder Engagements and Implementation Challenges of the Peace of Mind Program

Gayla M. Ferguson, MPH, DrPH(c), University of Texas Health Science Center

Poster 9

Healthy Moms = Healthy Babies

Ashley R. McNeal, MD(c), Mercer University

Poster 10

Conversation Cafés: Creating a Safe Space for Engaging in Relevant Dialogue

Lo P. Tamburro, MD and Rashini Jayaratne, MS, MD(c), Western Michigan University Homer Stryker M.D. School of Medicine

Poster 11

Evolution of Opioid Epidemic in Cuyahoga County, Ohio from 2012 to 2016

Vaishali Deo, MBBS MD, MPH(c), Case Western Reserve University

Poster 12

Informing Best Practices for Developing and Disseminating Shared Curricula in Health Professional Programs: A Qualitative Study

Nervana Elkhadragey, MS, PhD(c), Purdue University

Poster 13

Music Routines to Support Early Childhood Literacy and Pre-academic skills in Immigrant and Refugee Children

Angela Burla, MA(c), St. Catherine University

Poster 14

Assessing Perception of Health and Wellbeing (Resilience) Among Rural Adolescent Youth in the Southeastern United States

Tia A. Willis, MPH(c), East Carolina University

Poster 15

Evaluation of Dana-Farber's Mammography Van Program Using a Mixed-Methods Approach

Qisi Yao, MPH(c), Tufts University School of Medicine

Poster 16

Resiliency Training: A Model for ACEs Education for Caregivers of Children with Allegations of Abuse

Alisha Ching, MD(c), and Thomas Ridella, MD(c), Michigan State University College of Human Medicine

Poster 17

Examining Perceptions of Medication Misuse and Proper Drug Disposal in Greene County, Missouri through Community Engagement

Katie Pennell, PharmD(c), Bailey D. Mitchell, PharmD(c), Taylor D. Mize, PharmD(c), and Jacob E. deRonde, PharmD(c), University of Missouri-Kansas City

Poster 18

Development of an Experiential Public Health and Leadership Rotation in Medical Education

Juan Luis S. Marquez, MD, MPH(c), University of Michigan

Poster 19

Understanding the Role of Pharmacies in the Prevention and Treatment of Opioid Use Disorder

Shane A. Conyers, MPH(c), Cornell University

Poster 20

Running Towards our Goals: Reducing HIV Infection in Adolescent Girls through Sports Based Reproductive Health Education

Sarah A. Wasser, MS, MPH(c), Cornell University

Poster 21

Step It Up: Targeted User Experience Testing and Community Engagement in Development of a Mobile Health Technology-enabled Physical Activity App

Samantha Xu, MPH(c), Case Western Reserve University

Poster 22

Disparities in Cervical Cancer Screening Among Arabic-speaking Women Refugees at a Community Health Center

Assim AlAbdulKader, MD, MPH(c), Case Western Reserve University

Faculty Posters

Poster 23

“Empower Savannah!”: Student Reflections on Patient Needs, Community Resources and Professional Development Resulting from Interprofessional Collaborative Care

McKinley Thomas, MED, EdD, Georgia Southern University

Poster 24

Advocacy Projects in Interprofessional Education

Nethra S. Ankam, MD, Sidney Kimmel Medical College at Thomas Jefferson University

Poster 25

Assessing Mhealth Applications: Strengths, Weaknesses, Opportunities and Threats

Steven Godin, PhD, MPH, University of Utah

Poster 26

Building Bridges: Preparing the Future PHN Workforce in Emergency Preparedness Using Technology and Clinical Simulations

Norah M. Airth-Kindree, DNP, MSN, RN and Pamela L. Guthman, DNP, University of Wisconsin-Eau Claire

Poster 27

Climate Change and Population Vulnerability Among Rural North Carolinians

Gregory D. Kearney, DrPH, MPH, East Carolina University

Poster 28

Developing a Global Public Health Study Abroad Course for Public Health and Medical Students at East Carolina University

Eric J. Bailey, PhD, MPH, East Carolina University

Poster 29

Get with the Programs: Connecting Providers to Community Resources

Susan Hogan, MD, MPH, University of Massachusetts

Poster 30

Identifying Adverse Dietary Choices by Using the Rate Your Plate Survey While Equating A Shared Decision-Making Approach and the Effect on Dietary Improvement

Zerremi D. Caga-anan, MD, Lincoln Medical Center

Poster 31

No Walls, No Borders— Enhance Diabetes Prevention and Control Initiatives through Rural-Urban Collaborations

Konstantinos Panitsas, BEng, MA and Trina Thompson, DrPH, MPH, BSN, Thomas Jefferson University

Poster 32

Ohio Public Health Association's Health and Equity in All Policies (HEIAP) Initiative

Natalie A. DiPietro Mager, PharmD, MPH, Ohio Northern University

Poster 33

Promoting Healthy Living with Youth through Family, School, & Community-based Initiatives

Kelly A. Krumwiede, PhD, MA, RN, PHN, Minnesota State University Mankato

Poster 34

Trending Naloxone Prescriptions for Patients Discharged from an Inpatient Medicine Service in Pennsylvania

Sarah R. Wagner, DO, Geisinger Medical Center

Poster 35

Using Authentic and Group-Directed Research Activities To Teach and Engage Primary Care Faculty

Rebecca Fischbein, PhD, Northeast Ohio Medicine

Poster 36

Using Internet-platform Technology to Train Community-based Researchers in Developing Countries: Lessons Learned from a Caribbean Study

Kamilah B. Thomas-Purcell, PhD, MPH, MCHES, Nova Southeastern University

Poster 37

Who Wants to Be a Millionaire? Publishing 101

*Carolyn A. Klatt, MLIS, Mercer University School of Medicine
McKinley Thomas, MED, EdD, Georgia Southern University*

TeachingPrevention.org

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Complete Session Evaluations



APTR ANNUAL LUNCHEON

Tuesday, April 2
12:20 - 1:35
Orchid Ballroom - West



Margaret Ryan, MD, MPH

University of California San Diego
School of Medicine
Department of Family Medicine
and Public Health

2019

F. MARIAN BISHOP OUTSTANDING EDUCATOR AWARD

Recognizes educators who have contributed to the instruction of students or residents in the field of public health and preventive medicine.

APTR Student Video Competition Finalists

Consortium of Eastern Ohio Master of Public Health Program

Ohio Lead Safety

Despite federal regulations and local response efforts, childhood lead poisoning remains prevalent in Ohio's urban centers. Children in low income families and minority children are at greatest risk, resulting in health inequities that are shocking and tragic, particularly because they could be easily prevented. Cleveland Lead Advocates for Safe Housing, a grassroots community organization, have proposed legislation that would require landlords and daycare proprietors to prove that their rental units and facilities are lead safe. It is our firm belief that this legislation would protect Ohio's most vulnerable children. Our policy brief and video provide our reasons for supporting this policy.

APTR and the Thomas Jefferson University College of Population Health sponsored the 2019 Student Video Competition to support graduate medical and health professions students in thinking critically about how to address local health inequities through policy and legislation. Student teams, consisting of three to four students created a video testimonial and policy brief on a policy aimed at mitigating the impact of health inequities in a chosen locale.



University of Massachusetts Medical School

Combating Public Health Issues through Comprehensive Sex Education Initiative

Currently, in Massachusetts, there is no requirement of comprehensive sex education in the school system. The lack of medically accurate and unbiased sex education also fuels public health issues, such as teen pregnancy, mental health, and transmission of sexually transmitted diseases. The lack of comprehensive sex education leaves youth at increased risk of dating violence. We recommend passing the MA Bill S.2128, or the Healthy Youth Act. The bill requires districts to offer LGBTQ+-inclusive sex education to provide instruction about consent, benefits of delaying sex, how to build healthy relationships, and pregnancy and STI prevention.



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