



# PROGRAM

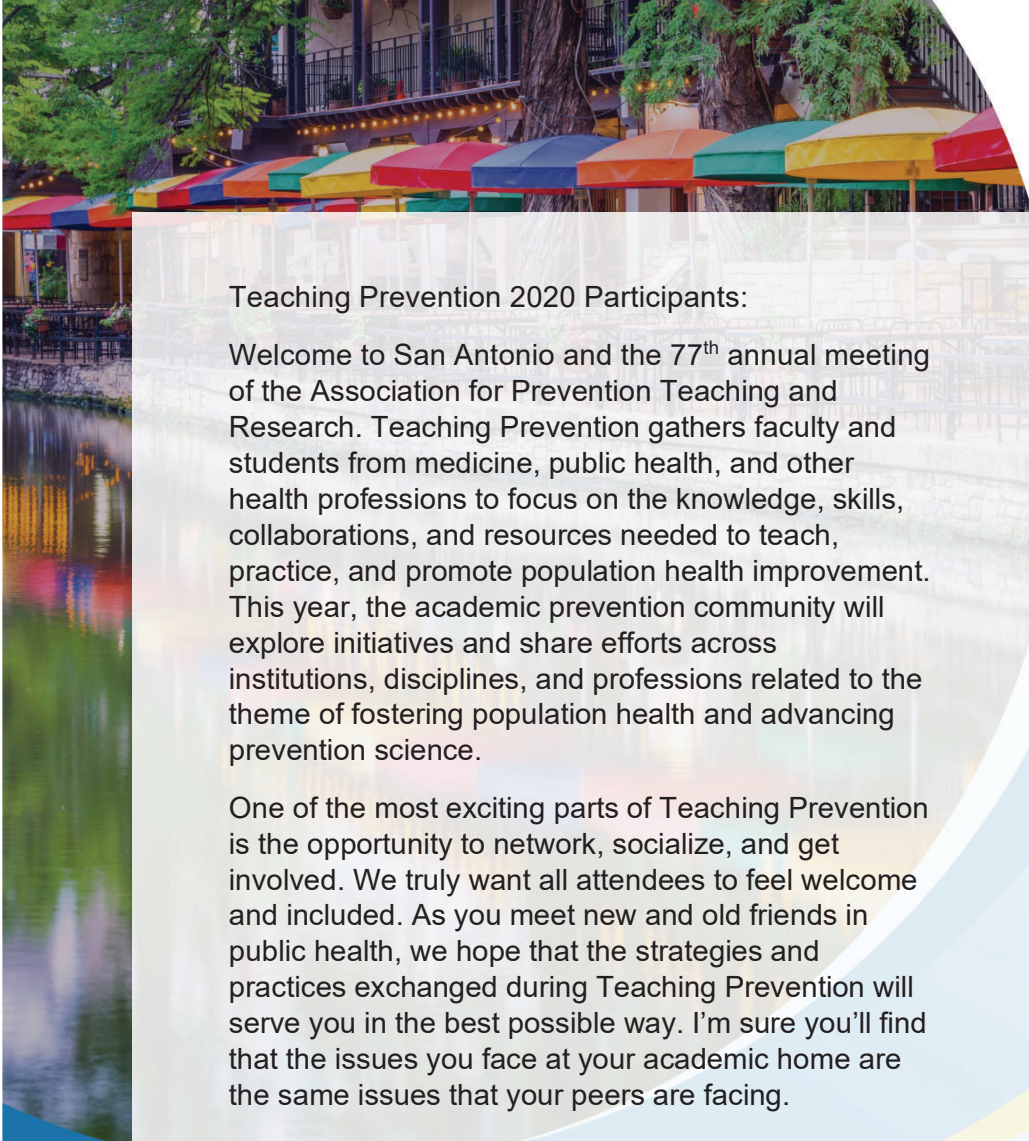
**TEACHING  
PREVENTION**

March 2-4

San Antonio, TX

**2020**

Fostering Population Health & Advancing Prevention Science



Teaching Prevention 2020 Participants:

Welcome to San Antonio and the 77<sup>th</sup> annual meeting of the Association for Prevention Teaching and Research. Teaching Prevention gathers faculty and students from medicine, public health, and other health professions to focus on the knowledge, skills, collaborations, and resources needed to teach, practice, and promote population health improvement. This year, the academic prevention community will explore initiatives and share efforts across institutions, disciplines, and professions related to the theme of fostering population health and advancing prevention science.

One of the most exciting parts of Teaching Prevention is the opportunity to network, socialize, and get involved. We truly want all attendees to feel welcome and included. As you meet new and old friends in public health, we hope that the strategies and practices exchanged during Teaching Prevention will serve you in the best possible way. I'm sure you'll find that the issues you face at your academic home are the same issues that your peers are facing.

Teaching Prevention is an opportunity to ignite your passion for teaching and engage around issues of education innovation, prevention science, and social justice. If you are not an APTR member, please consider joining to strengthen and foster new interprofessional collaborations and to share, learn, grow, and connect with other passionate learners.

During the conference, APTR Board Members, Planning Committee members and staff will be around to welcome and help you, including at the conference registration table when you arrive. We want you to leave the conference feeling like you are a part of this wonderful community!

Sincerely,

*Billy*

Willie H. Oglesby, PhD, MBA, FACHE  
APTR President  
Interim Dean, Jefferson College of Population Health

**PLANNING COMMITTEE**

**CHAIR**

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University of South Dakota School of  
Health Sciences

Martha A. Wojtowycz, PhD  
Department of Public Health and  
Preventive Medicine  
SUNY Upstate Medical University

# General Information

## Registration

The registration desk will open each day at 7:30 am.

## WiFi

HiltonHonors  
Password: TP2020

## Networking

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

## Social Media

Share your experience via social media.



#TP2020  
#APTR

## Presenters

Presenter bios can be found at [TeachingPrevention.org/program](http://TeachingPrevention.org/program)

## Presentations

Slide presentations will be available to meeting participants one week after the close of the conference on the Teaching Prevention website. Access code: TP%2020aptr

## 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 ignite their passion for teaching and engage around issues of education innovation, prevention science, and social justice.

### COLLABORATE

Strengthen and foster new interprofessional collaborations to share, learn, grow, and connect with other passionate learners.

## Continuing Education

Teaching Prevention 2020 has been planned and approved to offer up to **20.25** Continuing Medical Education, Nursing Continuing Education, PT/OT Continuing Education, and CPH Continuing Education Credits.

Monday: **7.50**  
Tuesday: **7.25**  
Wednesday: **5.50**

To receive credit, conference attendees must: obtain the Attendance Verification Form at conference registration; complete the evaluations for all attended sessions; and complete the overall conference evaluation.

Sign-up for CE on the meeting website.

APTR Member: CE: \$50 | CPH: \$0  
Non-Member: CE: \$65 | CPH: \$40

### 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.



JOINTLY ACCREDITED PROVIDER™  
INTERPROFESSIONAL CONTINUING EDUCATION

### Certified in Public Health CE

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 [portal.nbphe.org/recert](http://portal.nbphe.org/recert).

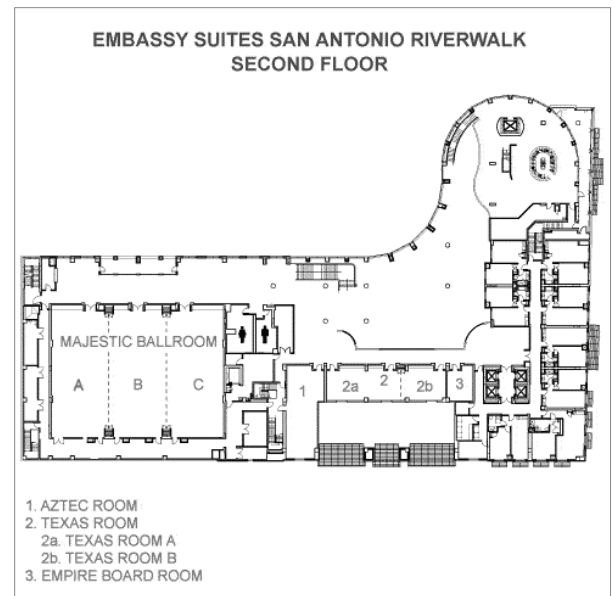
## Conference Evaluations

Participant feedback is important for us to plan and improve future conferences. Please complete the session and overall conference evaluations at [TeachingPrevention.org](http://TeachingPrevention.org).

### Overall Evaluation



### Session Evaluations



# Schedule

Mon. 3/2	8:30 AM	Opening Plenary: A Tale of Two San Antonios - Majestic A/B <i>Carlos Roberto Jaén, MD, PhD, MS, FAAFP; UT Health San Antonio</i>	
	9:40 AM	1A Curriculum & Faculty Development - Majestic A/B	1B Collaboration & Engagement - Texas A/B
	10:50 AM	2A Curriculum & Faculty Development - Majestic A/B	2B Special Topics - Texas A/B
	12:00 PM	NETWORKING LUNCH: DINE-AROUND - OFFSITE	
	1:45 PM	Plenary: Preventing Firearm-related Injury: What Can I Really Do? - Majestic A/B <i>Darren B. Taichman, MD, PhD; Annals of Internal Medicine</i>	
	2:55 PM	3A Technology - Majestic A/B	3B Vulnerable Populations - Texas A/B Project Presentations
	4:00 PM	4A Curriculum & Faculty Development - Majestic A/B	4B Curriculum & Faculty Development - Texas A/B
	5:00 PM	Welcome Reception & Poster Presentations – Majestic C	
	6:30 PM	DINE-AROUND DINNER - OFFSITE	
Tue. 3/3	8:30 AM	Plenary: Humanities and Medicine - Majestic A/B <i>Ruth Berggren, MD; UT Health Science Center San Antonio</i>	
	9:25 AM	5A Vulnerable Populations - Majestic A/B Student Lightning Presentations	5B Vulnerable Populations - Texas A/B Student Lightning Presentations
	10:15 AM	6A Collaboration & Engagement - Majestic A/B	6B Curriculum & Faculty Development - Texas A/B
	11:20 AM	7A Vulnerable Populations - Majestic A/B	7B Special Topics - Texas A/B Project Presentations
	12:05 PM	APTR Annual Luncheon - Majestic C	
	1:25 PM	Plenary: We Are All Homeless – Majestic A/B <i>Willie Baronet, MFA; Southern Methodist University</i>	
	2:35 PM	8A Collaboration & Engagement - Majestic A/B	8B Collaboration & Engagement - Texas A/B
	3:40 PM	9A Curriculum & Faculty Development – Majestic A/B Project Presentations	9B Special Topics/Vulnerable Populations – Texas A/B Project Presentations
	4:45 PM	10A Curriculum & Faculty Development - Majestic A/B Project Presentations	10B Collaboration & Engagement - Texas A/B Project Presentations
	5:30 PM	Signs of Humanity Networking Reception – Pre-function Area	
6:30 PM	DINE-AROUND DINNER - OFFSITE		
Wed. 3/4	7:15 AM	Council of Graduate Programs in Public Health Meeting - Texas A/B	
	8:15 AM	11A Curriculum & Faculty Development -Majestic A/B	11B Curriculum & Faculty Development - Texas A/B
	9:50 AM	12A Technology - Majestic A/B	12B Promising Practices - Texas A/B
	10:55 AM	13A Curriculum & Faculty Development - Majestic A/B	13B Special Topics - Texas A/B
	12:00 PM	Closing Plenary: Being an Effective Change Agent – Majestic A/B <i>Glenn E. Schneider, MPH; Horizon Foundation</i>	



# Monday, March 2

## 8:30am – 9:30am

Welcome and Opening Plenary  
Majestic A/B

### Welcome

Billy Oglesby, PhD, MBA, MSPH, FACHE; APTR President;  
Thomas Jefferson University College of Population Health

### A Tale of Two San Antonios

**Guest Speaker:** Carlos Roberto Jaén, MD, PhD, MS, FAAFP; Holly Distinguished Chair, Patient-Centered Medical Home, Professor and Chair of Family & Community Medicine, and Professor of Population Health; Long School of Medicine, UT Health San Antonio, UTHealth School of Public Health



San Antonio is a city of contrasts. It is the number one tourist destination in Texas with a bustling Riverwalk, the Mission Trail, the Spurs, outstanding museums, great restaurants, live music, and a preferred destination for conferences. It is the 7th largest city in the U.S. and the second largest city in Texas. A diverse city, 64% Hispanic, with growing business and bioscience communities. San Antonio is also a city with significant economic segregation where some residents in poor neighborhoods die 20 years earlier than residents in wealthier neighborhoods, with high prevalence of diabetes and its complications, obesity, food insecurity and other elements of social deprivation. It is also a city that has a robust public health community that is creative and engaging in addressing the main public health threats to our community. A city where a community-responsive advanced primary care practice is demonstrably improving health and health care in the community it serves.

Attendees will:

1. Describe the features that characterize the competing health and socioeconomic aspects of San Antonio.
2. Explore sample initiatives that are effectively addressing community engagement, tobacco initiation and treatment, and childhood obesity.
3. Discuss the experience of a community-integrated family medicine practice that is addressing food insecurity, transportation barriers, and improving diabetes control with the use of community health workers integrated into an advanced primary care team.

## 9:40am – 10:40am

1A Curriculum & Faculty Development  
Majestic A/B

**Facilitator:** Felipe Agudelo, PhD, MPH; Simmons University

### An Active Learning Approach to Deconstructing the Impact of Social Determinants of Health

**Presenter:** Jeanita W. Richardson, PhD; University of Virginia

This presentation describes an exercise designed to deconstruct the impact of social determinants through the assumption of randomly selected personas. Part one involves assessing the individual social determinants at work. Part two involves exploring ways said determinants can enhance community health through collaboration. Assumption of personas unlike one's own facilitates a safer environment for exploration.

Attendees will:

1. Examine a pedagogical strategy designed to deconstruct social determinants and their influence in a culturally sensitive manner.
2. Describe an innovative way to teach the impact of social determinants on population health.
3. Employ how to modify the shared pedagogical strategy to their content areas.

### Civil Dialogue, Critical Reasoning and the Potential of 0° Prevention

**Presenter:** David I. Gregorio, PhD, MS; University of Connecticut

This presentation will consider the shortcoming of conventional health promotion efforts in a context where health science is negatively judged by a hostile public. It proposes options for enhancing critical reasoning and civil discourse in the interest of achieving healthful outcomes for individuals and the population-at-large.

Attendees will:

1. Recognize challenges that undermine the effectiveness of health promotion/education in contemporary society.
2. Identify options to increase critical reasoning and civil dialogue as necessary conditions to the advancement of health promoting efforts within populations.
3. Describe the importance of a social infrastructure as an antecedent to effective health promotion/education efforts.

## 9:40am – 10:40am

1B Collaboration & Engagement  
Texas A/B

**Facilitator:** Margaret Formica, PhD; SUNY Upstate Medical University

### Special Teams for Special Populations: Enhancing Healthcare Education through Interprofessionalism

**Presenters:** Joni Nelson, PhD, MS; Pinar Emecen-Huja, DDS, PhD; Medical University of South Carolina

We will introduce a novel IP clinical rotation composed of dental, occupational therapy, physician assistant and pharmacy students. We will describe strategies to build a team-based learning approach to improve the clinical care of adults with Special Healthcare Needs.

Attendees will:

1. Describe implementation of a novel interprofessional clinical rotation to improve oral and systemic healthcare for adults with special health care needs.
2. Summarize evaluation methods for assessing team-based learning to improve interprofessional oral healthcare for adults with special health care needs.
3. Identify challenges and rewards to implement an interprofessional clinical rotation and summarize lessons learned from our experience.

*Co-authors: Ziegler, M.; Pilcher, B.; Medical University of South Carolina*

# Monday

**10:50am – 11:50am**

## **2A Curriculum & Faculty Development Majestic A/B**

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

### **The Ecological Determinants: Restoring the “Environmental” in Population Health and Prevention Science**

**Presenter:** Yuri Tertilus Jadotte, MD, PhD, MPH; Renaissance School of Medicine at Stony Brook University

This presentation introduces the ecological determinants of health framework, a conceptual model that integrates and equally values both the social and environmental determinants of health as necessary and complementary components of population health and prevention science teaching, practice and research, using real world illustrations to link climate change, urbanization, socioeconomics, education, migration and health disparities.

Attendees will:

1. Describe the components of the ecological determinants of health framework and their relevance to population health and prevention science teaching and practice.
2. State the health and societal impacts of addressing either the social or environmental determinants of health in isolation.
3. Discuss the role of environmental health competencies in preparing the public health and medical professionals of tomorrow for population health and prevention science practice.

### **Understanding Medical Student Perceived Priorities in Addressing the Social Determinants of Health**

**Presenters:** Suzanne Cashman, ScD, MS; Susan Hogan, MD, MPH; University of Massachusetts Medical School

One medical school's Determinants of Health course challenges pre-clinical students to consider the multiple factors that affect health. In required reflective essays, students discuss one determinant of health for which they would screen. Students' reflections were analyzed to understand which social determinants were most frequently discussed and where they would work to effect change.

Attendees will:

1. List the social determinants of health that are currently being discussed and prioritized by first year medical students.
2. Discuss where medical students are currently focused on making change at the micro, meso or macro level.
3. Describe the various ways medical students view themselves as advocates in addressing negative social determinants of health.

**10:50am – 11:50am**

## **2B Special Topics Texas A/B**

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

### **The Frame Game: How Perception Changes the Prevention Picture**

**Presenter:** Rebecca J. Heick, PhD, MS; Augustana College

How we frame public health issues has a significant and dramatic impact on whether we see a “symptom” or a “disease” when looking at our most pressing issues. That “frame” directly impacts our prevention intervention decisions— for better or for worse. Never fear - interior design skills not required for this prevention

approach makeover!

Attendees will:

1. Conceptualize “symptom” and “disease” as related to the framing of public health issues.
2. Identify three ways that the “frame” impacts the development and implementation of prevention interventions with a focus on increased equity and reduced disparity in outcomes.
3. Demonstrate skill in bringing an altered frame to discussions of current public health issues.

### **The Philosophy and Practice of Preventive Medicine in Texas Medical Schools: 1912 to the Present**

**Presenter:** Laura Rudkin, PhD; University of Texas Medical Branch at Galveston

I will describe the evolution of preventive medicine in Texas medical schools, focusing on the Galveston experience. Founded in 1912 the department's specific purpose was “helping in the solution of medico-social problems in Texas,” according to Chair, J.P. Simonds. As academic medicine has changed, preventive medicine has maintained its commitment to health for all.

Attendees will:

1. Describe how the development and expansion of preventive medicine departments reflected changing foci in both academic medicine and academic public health.
2. Identify the enduring philosophies and values of preventive medicine in the face of changing disease patterns, scientific advances, social reforms, and economic and political trends.

**12:00pm – 1:30pm**

## **Networking Sign-up and meet at registration**

### **Dine Around Lunch**

Join friends and colleagues for a casual dining experience with fellow attendees who want to experience great food and interesting conversation. Choose from select San Antonio restaurants. Dine Around attendees will be responsible to pay for their own meal, drinks, and associated tip.

**1:45pm – 2:45pm**

## **Plenary Majestic A/B**

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

### **Preventing Firearm-related Injury: What Can I Really Do?**

**Guest Speaker:** Darren B. Taichman, MD, PhD; Executive Editor, Annals of Internal Medicine



Firearm-related injury is a healthcare crisis and a leading cause of accidental harm and suicide. Healthcare professionals may help to reduce these harms by learning to identify which of their patients are at risk for injury to themselves or others and providing counsel and interventions to minimize or eliminate risks. This talk will provide practical advice to healthcare professionals regarding when to discuss firearm safety with a patient, and how.

Attendees will:

1. Explore epidemiology important to clinical practice regarding firearm-related injury.

2. Describe how to recognize patients who are at risk for firearm-related injury to themselves or others.
3. Discuss firearm-related safety with patients who are at risk for firearm-related injury to themselves or others.

## 2:55pm – 3:55pm

### 3A Technology Majestic A/B

**Facilitator:** Sabrina Neeley, PhD, MPH; University of Dayton

#### Neighborhood Immersion for Compassion and Empathy: Using Virtual Reality to Teach Health Equity

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

The Neighborhood Immersion for Compassion and Empathy (NICE) Simulation is a Virtual Reality (VR) experience designed to influence attitudes and practices toward social determinants of health (SDoH) and approaches to clinical care among underserved, minority populations in distressed neighborhoods. This project aims to demonstrate the potential of VR to promote equity training in healthcare settings.

Attendees will:

1. Describe the value of Virtual Reality as a teaching tool to influence attitudes and empathy.
2. Characterize health risks and asset “discoverables” embedded in the simulation that influence life expectancy.
3. Discuss the construct of accurate empathy and its utilization as a tool to encourage providers to explore patient feelings that lie beneath health symptoms and social conditions.

*Co-authors: Wooster, LE.; Sheon, A.; Rothbaum, A.; Kucmanic, M.; Lewis, J.; Case Western Reserve University; Perzynski, A., Global Health Metrics*

## 2:55pm – 3:55pm

### 3B Vulnerable Populations Project Presentations Texas A/B

**Facilitator:** Susan Strobel, DNP, MPH; University of South Dakota

#### Community Needs Assessment in Impoverished Mountainous Communities in Guatemala

**Presenter:** Oswald M. Attin, PhD, MSHS; Liberty University

This study will bridge the gap in published research to assess community health needs related to diet, food security, and relevant biometrics in rural Zacapa among diverse populations.

Attendees will:

1. Describe food insecurities in an impoverished population.
2. Describe health behavior issues related to extreme poverty.
3. Assess the health status of vulnerable populations.

*Co-authors: Wilson, Victoria, BSPH, MPH*

#### Developing and Implementing an Interprofessional Training Program in the Midst of a Border Crisis

**Presenter:** Elizabeth A. Hall-Lipsy, JD, MPH; The University of Arizona College of Pharmacy

This presentation will describe the creation and implementation of an interprofessional service-learning program that engages students in the community response to a humanitarian crisis. The challenges and benefits of this program will be described.

Attendees will:

1. Explain the rationale and process for the development of an interprofessional education intervention to address an ongoing community crisis.
2. Identify the challenges encountered and solutions identified during the pilot implementation of an interprofessional educational program to address a community border crisis.
3. Identify and characterize the benefit of the pilot interprofessional training program on students and the academic community responding to a community-based humanitarian crisis.

*Co-authors: Milagro Faculty Team*

#### Public Reason, Public Comments, and Public Charge: Moral & Practical Reasoning in Federal Rulemaking

**Presenter:** Rachel E. Fabi, PhD; SUNY Upstate Medical University

A recent proposed rule to change the definition of public charge for immigration purposes sparked the submission of over 250,000 comments from the public. This presentation reviews the findings from an analysis of these comments and identifies the moral and practical reasons commenters gave for supporting or opposing the proposed changes to the rule.

Attendees will:

1. Describe the proposed and finalized changes to the public charge rule and the current state of litigation surrounding the issue.
2. Describe the moral and practical reasons commenters gave for their position on the proposed changes to the public charge rule.

*Co-authors: Zahn, L., SUNY Upstate Medical University*

## 4:00pm – 5:00pm

### 4A Curriculum & Faculty Development Majestic A/B

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

#### From Structural Violence to Systemic Change: Competency Based Milestones for Advocacy in UME

**Presenters:** Rohit Anand, MD(c), Neha Sharma, MD(c), Rachel Cole, MD(c), Kainoa McCauley, MD(c), Vanessa Maier, MD, MPH; Case Western Reserve University School of Medicine

Review the Earnest definition of physician advocacy, the Advocacy Portfolio, methods of teaching physician advocacy, the CWRU SOM longitudinal advocacy curriculum, and the development of our Advocacy Competency Based Milestones. Participants will work in small groups to develop advocacy learning objectives utilizing a structured guide.

Attendees will:

1. Describe examples of physician advocacy as defined by Earnest.
2. Describe how the Advocacy Portfolio, as described by Nerlinger, can be used to document physician advocacy.
3. Generate concise, measurable learning objectives that describe behavior expected of students after curriculum in physician advocacy.

*Co-authors: Gloria Tavera; Sebastian Salas-Vega; Rohit Anand; Neha Gupta; Elaine Lu*

#### Generating Discussions about Racism, Implicit Bias, and Health Equity in Medical School

**Presenter:** Kenneth Lin, MD, MPH; Georgetown University School of Medicine

# Monday

This presentation will review our experience with several innovative teaching strategies to generate learner discussions on race, racism, implicit bias, and health equity.

Attendees will:

1. Incorporate a variety of learning activities on relationships between racism, implicit bias, and health into curricula at their home institutions.
2. Create a supportive environment that allows students to reflect on the effects of racism and implicit bias in their own lives and to appreciate its negative impacts on vulnerable communities and patients.

Co-authors: Kureshi, S.; Cammack, A.; Georgetown University School of Medicine

## 4:00pm – 5:00pm

**4B Curriculum & Faculty Development**  
Texas A/B

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

### Can't Test This: How Eliminating Exams Brought My Undergraduate Public Health Classes to Life

**Presenter:** Rebecca J. Heick, PhD, MS; Augustana College

At the start of the 2018 academic year, a major shift occurred in my public health classes, moving away from textbooks and exams to library books and case studies, engaging students on a different level and evaluating student learning in more diverse ways. The transformation has been remarkable - for me and for my students!

Attendees will:

1. Analyze connections between course objectives/outcomes and methods for the evaluation of student learning in the course.
2. Discuss the limitations of traditional quizzes and exams as the primary means to evaluate student learning.
3. Generate at least one idea for evaluation of a course objective/outcome that incorporates principles of universal design for learning.

### Jumping Around to Meet the Interprofessional MPH Competency: A Trampoline Park Injury Case

**Presenter:** Katie I. DiSantis, PhD, MPH; Arcadia University

This presentation will summarize the design of a two-part inter-professional education experience for physical therapy, public health, and physician assistant students. A detailed description of the lesson as well as student and faculty evaluations will be presented.

Attendees will:

1. Differentiate the roles of the various professions participating in the case study.
2. Discuss the use of a case study to meet interprofessional learning objectives.
3. Assessing whether the experience effectively addresses Foundational Competency 21 of MPH programs.

## 5:00pm – 6:30pm

**Networking**  
Majestic C

### APTR Welcome Reception & Poster Presentations

APTR invites you to the Monday evening Welcome Reception and Poster Presentations. Join your fellow attendees over hors d'oeuvres and drinks before heading out to dinner for the evening. Faculty and student poster awards will be presented at the annual luncheon on Tuesday.

## 6:30pm

**Networking**  
Sign-up and meet at registration

### Dine-Around Dinner

Join friends and colleagues for a casual dining experience with fellow attendees who want to experience great food and interesting conversation. Choose from select San Antonio restaurants. Dine Around attendees will be responsible to pay for their own meal, drinks, and associated tip.

# Tuesday, March 3

## 8:15am – 9:15am

**Plenary**  
Majestic A/B

**Facilitator:** Martha Wojtowycz, PhD; SUNY Upstate Medical University

### Humanities and Medicine

**Guest Speaker:** Ruth Berggren, MD; Director, Center for Medical Humanities and Ethics, UT Health Science Center San Antonio



This session will explore the role of ethics and professionalism in teaching medical students and health professionals, while nurturing empathy and humanitarian values in order to prepare tomorrow's healers to act with compassion and justice. How can educators work to ensure that students are knowledgeable about the principles of medical ethics related to their professional activities? Dr. Berggren will discuss how the UT Health San

Antonio Center for Medical Humanities and Ethics prepares students to identify, analyze and resolve moral conflicts that arise in the care of a patient, helps heighten students' sensitivity to the patient's experience, and preserves their innate empathy.

Attendees will:

1. Explore how educators work to ensure that students are knowledgeable about the principles of medical ethics.
2. Describe how the UT Health San Antonio Center for Medical Humanities and Ethics prepares students to identify, analyze and resolve moral conflicts and preserve their innate empathy.

## 9:25am – 10:10am

**5A Vulnerable Populations**  
**Student Lightning Presentations**  
Majestic A/B

**Facilitator:** N. Ruth Little, PhD; East Carolina University Brody School of Medicine



## A Longitudinal Medical Student Curriculum on Screening Patients for Food Insecurity

**Presenter:** Allison E. Doyle, MPH, MD(c); Georgetown University School of Medicine

The purpose of this study is to design, implement, and evaluate a longitudinal medical student curriculum on screening patients for food insecurity, an often-overlooked social determinant of health in the clinical setting. Our analysis demonstrates that participation in a curriculum on screening for food insecurity improves medical students' knowledge, skills, and self-efficacy in screening.

Attendees will:

1. Define food insecurity and discuss how food insecurity shapes population health.
2. Identify how frequent screening for food insecurity in the clinical setting can improve overall population health and expedite patient linkage to community resources.
3. Discuss the efficacy of our food insecurity curriculum in increasing medical students' knowledge and skills in screening for food insecurity and referring to community resources in the clinical setting.

*Co-authors: Jarris, Y.; Chen, C.; Kureshi, S.; Mishori, R.; Saint Laurent, M-L.; Georgetown University School of Medicine*

## Accountable Health Communities Model: 2-Step Integrated Training Method

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

This presentation will describe a method of training research collaborators to optimize collaborator engagement, research implementation fidelity, and sustainability. The presentation will expose and address common pitfalls of research implementation with regards to staff training and workflow integration.

Attendees will:

1. Describe key components of an effective training and the advantages of each component.
2. Describe the benefits of individualized on-site training.
3. List key participants for a successful training session and the utility of each participant.

*Co-authors: Highfield, L., University of Texas Health Science Center*

## Association Between Mental Health Status and Cancer Prevention Screenings

**Presenter:** Chelsea Edirisuriya, MD(c); Sidney Kimmel Medical College - Thomas Jefferson University

This project analyzes and compares the differences in breast cancer, colorectal cancer, and cervical cancer screening rates among those currently diagnosed or treated with a mental disorder and the general population within Southeastern PA.

Attendees will:

1. Evaluate the necessity of preventative healthcare within the mental health community.
2. Compare the disparities in cancer prevention between the mental health community and the general population of Southeastern PA.
3. Discuss health barriers that the mental health community must overcome in Philadelphia that possibly extend to other metropolitan cities in the US.

*Co-authors: Edirisuriya, C., Sidney Kimmel Medical College; Leader, A., Thomas Jefferson University*

## Residency Transition Education and Training for Adolescents with Special Needs

**Presenter:** Rajit Prasad, MPH; East Carolina University

Children transition from pediatric to adult providers by the age of

21. This is problematic for individuals with ASD, who are chronologically of age to transition but due to cognitive delays are not as developed. There is a sparsity of literature that investigates training for med/ped residents who have responsibility to ensure this population transitions.

Attendees will:

1. Describe the problems and need for transition services for adolescents and young adults from pediatric to adult care.
2. Discuss the published literature regarding med/ped residents' education and training to prepare them for transitioning young adults with ASD from pediatric to adult care.

*Co-authors: Schellinger, J.; Imai, S.; Brake, M.; East Carolina University*

## 9:25am – 10:10am

### 5B Vulnerable Populations Student Lightning Presentations Texas A/B

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

### Addressing Perinatal Mortality

**Presenters:** Saralyn Margetts, MPH(c), Jamal-Jared Alexander, MA, PhD(c); Utah State University

Perinatal mood and anxiety disorders (PMADs) are the most common complication of childbirth, and suicide and drug overdose are among the top causes of maternal death. We present a program template that can be applied to create a perinatal-specific inpatient unit targeting prevention of maternal mortality. Provider training is a cornerstone of our program template.

Attendees will:

1. Determine gaps in treatment availability and access to perinatal-specific inpatient care in your community.
2. Apply an evidence-based program template to create an intervention protocol for secondary prevention of maternal mortality via provider education, new pharmacological treatment, and family-friendly care within a perinatal-specific inpatient unit.
3. Create a community outreach, information dissemination, and coalition building plan to support and improve community uptake of inpatient services targeting secondary prevention of maternal mortality.

*Co-authors: Dasgupta, D., Utah State University*

### Approaching Food Insecurity in a Small Private Liberal Arts University in Boston

**Presenter:** Katie R. Shapiro, BS(c); Simmons University

A study conducted in the summer of 2019 demonstrates why appropriate prevention strategies need to be developed for college food insecure students' health. Strategies, informed by data include, restructuring the meal plan, creating a food alert system, and addressing other inequalities that occur in the populations at risk for food insecurity.

Attendees will:

1. Explore college food insecurity as something that cannot be solved only by on campus food pantries. Discuss the systematic changes needed to reduce college hunger.
2. Explore strategies to implement in their institutions. The strategies proposed will explain the types of need associated with each intervention making them widely applicable.
3. Recognize at-risk students in their own colleges and universities. As risk factors are common among most schools, the findings presented should be easily applicable.

# Tuesday

## Telecommunication Preferences and Potential to Improve Health Outcomes in a Medicaid MCO

**Presenter:** Thomas W. Frederick, MD(c); Georgetown University School of Medicine

Our project investigates the ideal communication strategies including email, social networks, text-messaging, and phone calls, for a Medicaid managed care organization. We performed a literature review researching the effectiveness of each technology to improve health outcomes, and surveyed members of the Medicaid population to determine their communication preferences and habits.

Attendees will:

1. Explore the preferred communication preferences and habits of an underserved population in the District of Columbia.
2. Describe the costs and benefits of using different telecommunication methods such as text-messaging, email, and social networks to improve outreach for healthcare organizations.

*Co-authors: Toye, P., MedStar Family Choice*

## Treatment of Chronic Hepatitis C Virus (HCV) in an Outpatient Family Medicine Residency Clinic

**Presenter:** Jessica R. Krueger, MD; University of Pittsburgh Medical Center St. Margaret

Our primary objective was to develop a collaborative, resident and learner-driven model for the treatment of chronic hepatitis C virus (HCV) for use within our outpatient primary care clinics.

Attendees will:

1. Increase screening rates for hepatitis C virus (HCV)
2. Identify good candidates for chronic hepatitis C virus (HCV) treatment.
3. Consider treating patients with chronic hepatitis C virus (HCV) in primary care offices, rather than referral to subspecialists

*Co-authors: Hall, A.; Murga, G.; Prater, J.; Proddatur, S.; University of Pittsburgh Medical Center (UPMC) St. Margaret*

## 10:15am – 11:15am

### 6A Collaboration & Engagement Majestic A/B

**Facilitator:** Joyce Nieman, MHS, PA-C; University of Colorado Anschutz Medical Campus

## Engaging Medical Learners with Population Health and the Community: Lessons Learned

**Presenters:** Carly Ellman, LCSW; Elizabeth Kuchinski, MPH; Geisinger Commonwealth School of Medicine

This presentation will review the Longitudinal Community Health Intervention Projects (L-CHIPs), a required component of the first-year MD curriculum at Geisinger Commonwealth School of Medicine (GCSOM) completed in close collaboration with community agencies. Strengths, limitations, and challenges in the collaboration and partnership process will be described.

Attendees will:

1. Identify the challenges involved in using experiential learning community health projects through a collaborative process.
2. Describe strategies of overcoming challenges involved in collaborative community health projects as a vehicle for student learning.

## Teaching Health Equity: A Medical School and Community-Based Research Center Partnership

**Presenter:** Maureen Benjamins, PhD; Sinai Urban Health Institute

Persistent health disparities and an increased recognition of the broad determinants of health necessitate a shift in undergraduate medical education. Here we describe a unique, long-term partnership between the Chicago Medical School at Rosalind Franklin University of Medicine and Science (RFUMS) and the Sinai Urban Health Institute, a community-based research center, that addresses these issues.

Attendees will:

1. Explain the role of partnerships between public health institutions and medical education for providing educational opportunities and promoting health equity.
2. Describe the range of interprofessional activities that grew from one such partnership.
3. Outline the benefits of this partnership including student and faculty experiences, and future directions.

*Co-authors: Bunting, S., Rosalind Franklin University of Medicine and Science, Chicago Medical School*

## 10:15am – 11:15am

### 6B Curriculum & Faculty Development Texas A/B

**Facilitator:** Martha Wojtowycz, PhD; SUNY Upstate Medical University

## Outbreak Simulation: A Cross-Institutional IPE Experience

**Presenters:** Sabrina M. Neeley, PhD, MPH; University of Dayton; Zach Jenkins, PharmD, BCPS; Cedarville University School of Pharmacy

This presentation will describe the development, implementation, and evaluation of a cross-institutional IPE experience that was designed to fulfill both IPEC, as well as other disciplinary competencies for interprofessional education.

Attendees will:

1. Describe the process by which multiple health professions programs from different institutions collaborated to develop an IPE experience.
2. Describe two potential evaluation tools for IPE experiences.
3. Discuss the major challenges to creating a multi-institution IPE experience.

*Co-authors: Paton, S., Wright State University; Ellison, S., Public Health Epidemiologist; Hall, S., University of Dayton; Lachecki, C., Wright State University*

## 11:20am – 12:05pm

### 7A Vulnerable Populations Majestic A/B

**Facilitator:** Robin Molella, MD, MPH; Mayo Clinic

## Role of Academia in Addressing the Health Needs of Migrant Populations

**Presenters:** Shanta Rishi Dube, PhD, MPH; Georgia State University, School of Public Health; Rachel E. Fabi, PhD; SUNY Upstate Medical University

APTR calls upon post-secondary educational institutions in the United States—particularly health professions schools and their academic units that teach prevention and public health—to proactively increase knowledge about the health needs of migrants (refugees, asylum seekers, and other migrant populations) and to teach about the scientific and evidence-based perspectives on migrant health. This session will seek input on the role of academia and introduce the Migrant Health Teaching Toolkit.

Attendees will:

1. Describe the unique health needs of migrant populations.
2. Evaluate the role that academic institutions have in increasing learners' knowledge of migrant population health needs.
3. Analyze toolkit resources.

## 11:20am – 12:05pm

### 7B Special Topics Project Presentations Texas A/B

**Facilitator:** Margaret Formica, PhD; SUNY Upstate Medical University

### Clergy's Practices Regarding Firearm Safety and Suicide

**Presenter:** Amy S. Hedman-Robertson, PhD; University of St. Thomas

This presentation will inform audience members about a research study (pilot project) aimed to learn more about a sample of clergy's suicide prevention attitudes and practices, specifically related to firearm access and safety. Results will inform suicide prevention efforts and educational programming targeted toward clergy populations.

Attendees will:

1. Identify two clergy attitudes associated with their likelihood to inquire about firearm access and safety, among the clergy sample surveyed.
2. Describe clergy's level of confidence to inquire about parishioners' suicidal thoughts and plans, among the clergy sample surveyed.
3. Provide three recommendations to consider when developing suicide education and training materials tailored to clergy.

### Restorative Justice and the School-to-Prison Pipeline: A Prevention Conceptual Model

**Presenters:** Felipe Agudelo, PhD, MPH; Sarah Gallant, BSc(c); Simmons University

This presentation will introduce a conceptual model of restorative justice to reduce racial and ethnic disproportionality in the school-to-prison pipeline. This research identifies major restorative justice practices in schools in order to develop a conceptual model that theorizes how these practices could decrease school actions that are considered risk factors for the school-to-prison pipeline.

Attendees will:

1. Explain the use of Restorative Justice as a method of prevention.
2. Identify how schools can be places where health inequities like incarceration can be built and reproduced.

### Understanding Firearm Violence in the US: A Public Health Perspective-A Ready-made Teaching Resource

**Presenter:** Elizabeth M. Weist, MA, MPH, CPH; Association of Schools and Programs of Public Health

This presentation will showcase "Understanding Firearm Violence in the U.S.: A Public Health Perspective," an off-the-shelf curriculum for faculty/instructors to educate public health students about firearm violence from a public health perspective. The speaker will discuss the instructional materials and how they can be adapted to individual curricular needs.

Attendees will:

1. Identify the topics covered in the five modules of the curriculum.
2. Describe the different curricular materials available in course.

3. Reflect upon how the course could be used in one's teaching repertoire.

*Co-authors: Mack, P., Association of Schools and Programs of Public Health*

## 12:05pm – 1:20pm

### Networking Majestic C

### APTR Annual Luncheon

APTR members and colleagues recognize achievement in the field of prevention and population health education at this annual luncheon.

## 1:25pm – 2:25pm

### Plenary Majestic A/B

**Facilitator:** Billy Oglesby, PhD, MBA, MSPH, FACHE; Thomas Jefferson University College of Population Health

### We Are All Homeless

**Guest Speaker:** Willie Baronet, MFA; Professor in Creative Advertising, Southern Methodist University



This long-term art project WE ARE ALL HOMELESS, and the subsequent documentary SIGNS OF HUMANITY explores inter-related themes of home, homelessness, compassion, and humanity. Artist and professor, Willie Baronet has purchased more than 1,800 homeless signs since 1993, and he uses this collection to create installations to raise awareness about homelessness. During the month of July 2014, Willie and three filmmakers drove across the country, interviewing more than 100 people on the streets and purchasing over 280 signs. SIGNS OF HUMANITY is a film about that trip. Willie collaborated with Dr. Rosie Frasso at UPenn on a research project about his work that was published Fall 2017 in the American Journal of Public Health, and in another project with Dr. Frasso and her grad students at Thomas Jefferson University in Philadelphia, PA.

## 2:35pm – 3:35pm

### 8A Collaboration & Engagement Majestic A/B

**Facilitator:** Kelly Krumwiede, PhD, MA, RN, PHN; Minnesota State University Mankato

### Signs of Humanity: A Researcher and Artist Collaboration

**Presenters:** Rosemary Frasso, PhD, MSc, MSc, CPH; Thomas Jefferson University; Willie Baronet, MFA; Southern Methodist University

The Signs of Humanity Project is a researcher-artist collaboration designed to explore the interactions between people using signs to ask for help and those who pass by. While not everyone who panhandles is experiencing homelessness, these situations frequently co-occur. While people who panhandle (PWP) are often "counted" they are rarely heard.

Attendees will:

1. Describe how advocacy can take many forms and how it can result from both research and artistic endeavors.
2. Describe how to engage people who are experiencing homelessness in research and advocacy work.

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3. Describe how art can be used to engage stakeholders in critical conversations about challenging topics – like poverty and homelessness.

## 2:35pm – 3:35pm

### 8B Collaboration & Engagement Texas A/B

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

#### An Interprofessional, Interdisciplinary Initiative to Advance Evidence-based Social Innovation

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

This presentation will demonstrate a model initiative established to identify, scale, expand, and accelerate interventions that advance critical social change and related health outcomes. It shows how collective leadership, innovative problem solving, rigorous social impact measurement, and ongoing assessment and improvement can be leveraged to create meaningful impact, particularly for vulnerable populations.

Attendees will:

1. Create an interprofessional, collaborative process to advance impact-driven, rights-based population health interventions.
2. Incorporate design thinking and results-oriented processes toward measurable, meaningful outcomes for particularly vulnerable populations.
3. Integrate grassroots, policy, and systems-level interventions to support models of social change that fuel population health and wellbeing.

#### Mindful Public Health: An Intentional Paradigm for Interprofessional and Community Collaboration

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

Mindful Public Health represents a paradigm for intentional integration of mindfulness principles into public health education, practice, and research. While mindfulness interventions have been increasingly implemented as a public health tool, Mindful Public Health emphasizes both using mindfulness and being mindful. It is an inclusive paradigm that supports interprofessional agency, community collaboration, and collective impact.

Attendees will:

1. Describe the value and utility of a mindful approach to public health.
2. Discuss mindfulness principles that simultaneously support professional agency, public health program development, public health education, and collective impact.

## 3:40pm – 4:40pm

### 9A Curriculum & Faculty Development Project Presentations Majestic A/B

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

#### Enhancing Faculty Instructional Effectiveness through Case-based Teaching

**Presenter:** Elizabeth M. Weist, MA, MPH, CPH; Association of Schools and Programs of Public Health

This presentation will showcase ASPPH's new eLearn course, An

Introduction to Case-based Teaching and Learning, for public health faculty to develop knowledge and skills via three competency-based modules and an accompanying teaching activity. The goal for the course is that learners, upon completion, could feel confident to begin implementation of case-based teaching and learning methods.

Attendees will:

1. Outline the competencies faculty aim to acquire in completing the course.
2. List the main features of the course.
3. Describe how the course could contribute to enhancing faculty instructional effectiveness in support of Council on Education for Public Health (CEPH) criteria.

#### Making Social Determinants and Cultural Humility Visible: Best Practices for Bedside Teaching

**Presenter:** Simone A. Seward, MPH; SUNY Upstate Medical University

We present findings from a qualitative study that involved in-depth interviews with clinical faculty identified by students and colleagues as excellent teachers of the social determinants of health (SDH) and cultural humility (CH) at the bedside. We present the themes that emerged from these interviews as "best practices" for clinical SDH and CH teaching.

Attendees will:

1. Describe the challenges and barriers that clinician-educators face when teaching social determinants of health in clinical training spaces.
2. Develop and apply strategies for overcoming these challenges in clinical education.

*Co-authors: Caruso Brown, A.; Fabi, R.; Germain, L.; Nye, C.; Botash, A.; Khoury, N.; Stewart, T.; SUNY Upstate Medical University*

#### Poster Presentation as an Active Learning Strategy in Public Health Curriculum

**Presenter:** Kelly Ann Krumwiede, PhD, MA, RN, PHN; Minnesota State University Mankato

This presentation will highlight an innovative teaching strategy developed to enlighten undergraduate nursing students about societal health issues and challenge them to identify evidence-based interdisciplinary interventions to address issues at the community and systems level.

Attendees will:

1. Describe an innovative teaching strategy poster assignment to promote and evaluate public health nursing competencies.
2. Discuss the benefits of utilizing a poster assignment to enhance students' public health nursing knowledge in addressing priority health concerns at the community and system level.
3. State lessons learned from the process of implementing a poster assignment.

#### Successful Group Projects in an Online MPH Program: Challenges and Opportunities

**Presenter:** Julie Gast, PhD; Utah State University

Group projects are especially critical in public health courses in which the learning focus is team-oriented and skills-based such as in health program planning and qualitative research courses. We identify challenges and opportunities for effective facilitation of student learning and present evidence from two graduate-level online public health courses that incorporate semester-long project-based group work.

Attendees will:

1. Identify key challenges for the teaching of online courses incorporating project-based group work.

2. Identify key strategies to address challenges faced in the teaching of online courses incorporating project-based group work.
3. Apply key strategies to effectively design components for the teaching of project-based group work in online courses.

Co-authors: Das Gupta, D., Utah State University

## 3:40pm – 4:40pm

### 9B Special Topics/Vulnerable Populations Project Presentations Texas A/B

**Facilitator:** Billy Oglesby, PhD, MBA, MSPH, FACHE; Thomas Jefferson University College of Population Health

### Emerging Respiratory Health Challenges - Is 3D Printing the New Asbestos?

**Presenter:** Tracy L. Zontek, PhD, MSPH; University of Tampa

Emissions from desktop and large-scale 3D printing will be described, specifically focusing on particulate matter from academic and research field studies. The particulate matter emitted is classified as ultrafine, able to penetrate to alveoli. Health effects will be compared to outdoor pollution, focusing on students and children as the primary populations at risk.

Attendees will:

1. Discuss the components of 3D printing emissions and their potential risk to human health, specifically students and children.
2. Describe how to minimize the risks from 3D printing.
3. Compare potential health effects from 3D printing to those from outdoor air pollution (there are no specific regulations for 3D printing).

### Improving Health/Health Literacy of Young Adults with Autism Spectrum Disorder and Their Caregivers

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

Individuals with ASD are at risk of becoming obese and being diagnosed with type two diabetes and related co-morbid conditions. These individuals often require caregiver support. Separate focus groups were conducted with ASD young adults and their caregivers providing hands on nutrition education to assess health and health literacy comprehension.

Attendees will:

1. Distinguish between factors contributing to the prevalence of obesity in young adults with ASD.
2. Describe the research intervention for assessing health and health literacy.
3. Explain pre and post focus group results for both young adults with ASD and their caregivers.

### Poverty and Health: Changing Students' Beliefs about Poverty through a Simulated Activity

**Presenter:** Cara L. Pennel, DrPH, MPH; University of Texas Medical Branch

Simulation exercises are effective learning tools for health professions trainees but are typically limited to clinical skills. An interprofessional group of faculty and staff at an Academic Health Center in Texas planned and facilitated four Poverty Simulations for health professions students on campus in 2019.

Attendees will:

1. Describe the key ways in which poverty simulations can benefit health professions students.

2. Identify the constructs most changeable for health professions students after participating in poverty simulations.

Co-authors: Stalnakar, L.; Hansen, G.; Satterfield, C.; Smith, S.; University of Texas Medical Branch

### The Association between Nicotine Consumption and Mental Health among Adolescents

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

This study examines the relationship between cigarette, cigar, hookah, and electronic vapor use and mental health among middle and high school students in an urban Midwestern county. Mental health outcomes include depressive symptoms, self-harm, and suicidal behaviors. Use of nicotine products in conjunction with other substances was also examined in relationship to mental health.

Attendees will:

1. Describe the relationship between nicotine and mental health among adolescents.
2. Examine the co-morbid use of multiple nicotine products or nicotine with other substances of abuse and their association with mental health among adolescents.
3. Recognize shared demographic risk factors between nicotine use and mental health.

Co-authors: Iyengar, A. Case Western Reserve University

## 4:45pm – 5:30pm

### 10A Curriculum & Faculty Development Project Presentations

**Facilitator:** Sabrina M. Neeley, PhD, MPH; University of Dayton

### A Pragmatic Approach to Curriculum and Course Review for a Public Health Program

**Presenter:** Cara L. Pennel, DrPH, MPH; University of Texas Medical Branch

The 2016 CEPH accreditation criteria included changes that obligated accredited schools and programs of public health to revise their curriculum. This presentation will discuss a pragmatic course and curriculum review process, undertaken by a Public Health Program, to verify compliance with CEPH requirements and evaluate and improve all courses and curricular plans for accredited degrees.

Attendees will:

1. Describe a curriculum and course review process to verify compliance with CEPH requirements and improve curricular plans.
2. Employ strategies to improve curricular plans.

### Population Health Instruction Model Using Collaborative Tools That Promote Critical Thinking

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

Population health management allows for assessing the effectiveness of healthcare delivery with an overarching goal to keep populations healthy via preventive measures. This presentation will examine the interactions among multiple determinants of health over the population's life course with the aim of analyzing feasible population health approaches using hypothesis and Padlet.

Attendees will:

1. Discuss the utility of collaborative pedagogical tools in critically analyzing the peer-reviewed literature and communicating evidence-based public health interventions.
2. Describe one population health management skill required of

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a public health/health management/medical student preparing to practice in this new era of healthcare.

3. Describe one system component, leadership attribute, and partnership characteristic of a population health management example.

## Pre-clinical Medical Student Reflections on Implicit Bias: Implications for Learning and Teaching

**Presenter:** Suzanne Cashman, ScD, MS; University of Massachusetts Medical School

This presentation will document an approach taken by one medical school to teach implicit bias to pre-clinical medical students. Through summarizing students' personal reflections on the experience of taking the Implicit Association Test, it concludes that the IAT can be a useful tool for expanding student understanding of this very human tendency.

Attendees will:

1. Explain at least one way the Implicit Association Test (IAT) can be used effectively in the educational setting to introduce students to implicit bias.
2. Describe the results of students' reflections on their IAT results.
3. Define implicit bias and explain how the IAT can help learners and faculty understand it.

*Co-authors: Motzkus, C., Indiana University; Sabin, J., University of Washington; Allison, J., University of Massachusetts Medical School*

## 4:45pm – 5:30pm

### 10B Collaboration & Engagement Project Presentations Texas A/B

**Facilitator:** Susan Strobel, DNP, MPH; University of South Dakota

## A Collaborative Among Learners, Researchers, Community Organizations, and Universities

**Presenters:** Gina Weisblat, MACHS, PhD; Tiffany Cousino, LISW; Odiri Omobien, MSSA, LSW; University Hospitals

The presentation illustrates community and multiple partners' success in remediating health concerns. Our model focuses on assets that exist in the community. Multiple assets, if defined and utilized, can blend together to help organizations reach their capacity and provide a foundation for the CHW program to become a change agent.

Attendees will:

1. Describe how bridging cultural mediation between communities and the health care system can be established by identifying shared assets and a champion.
2. Provide culturally appropriate and accessible health education and information, often by using popular education methods that can be shared easily with existing free assets (i.e. live binder).
3. Discuss methodologies on how advocating for individuals and communities within the health and social service systems can be done with an established health care system and small community organizations.

## Community Collaboration for Environmental Justice and Integration in Public Health Teaching for Action

**Presenter:** Trina Mackie, PhD, MSPH; Touro University California

Vallejo Community Air Monitoring Network is expanding community knowledge and engagement as residents advocate to reduce health and environmental disparities. It provides lessons for continued and new partnerships, and opportunities for students to learn from and participate in social justice advocacy and activism.

Attendees will:

1. Describe the opportunities for environmental justice stemming from citizen science.
2. Discuss the strengths of community based participatory action and research.
3. Identify examples and opportunities for integrating environmental justice advocacy and activism into a public health classroom.

*Co-authors: Piotrowski, N., Capella University; Szutu, K., Vallejo Community Air Monitoring Network*

## Opportunities to Foster Community Engagement During Clinical Rotations

**Presenter:** Elizabeth A. Hall-Lipsy, JD, MPH; The University of Arizona College of Pharmacy

This presentation will focus on the learner outcomes of a community health assessment activity during clinical rotations in rural communities.

Attendees will:

1. Describe the rationale of, current requirements for, and opportunities presented by regular community health needs assessments.
2. Articulate the design for rotation students/trainee community assessment activities.
3. Explain the benefits of student community assessment activities for students and communities.

## 5:30pm – 6:30pm

### Networking Pre-function Area

## Signs of Humanity Networking Reception

The reception will feature the art project WE ARE ALL HOMELESS and the subsequent documentary SIGNS OF HUMANITY, which explore inter-related themes of home, homelessness, compassion, and humanity. Mingle with artist and professor, Willie Baronet and his collaborator Dr. Rosie Frasso of Thomas Jefferson University, and discuss how art can be used to engage stakeholders in critical conversations about challenging topics like poverty and homelessness.

*Sponsored by Thomas Jefferson University College of Population Health.*

## 6:30pm

### Networking Sign-up and meet at registration

## Dine-Around Dinner

Join friends and colleagues for a casual dining experience with fellow attendees who want to experience great food and interesting conversation. Choose from select San Antonio restaurants. Dine Around attendees will be responsible to pay for their own meal, drinks, and associated tip.

# Wednesday, March 4

## 7:15am – 8:15am

**Business Meeting**  
Texas A/B

### **Council of Graduate Programs in Public Health Meeting**

**Presenters:** Rosemary M. Caron, PhD, MPH; University of New Hampshire; Cara L. Pennel, DrPH, MPH; University of Texas Medical Branch; James R. Ebert, MD, MBA, MPH, CPH, FAAP; Wright State University

Annual meeting of the APTR Council of Graduate Programs in Public Health. Graduate Program Directors and faculty are invited to join in discussions about approaches to meeting CEPH accreditation requirements, environmental health curriculum integration, policy and advocacy priorities for MPH Programs, and Council objectives for the coming year. There will also be an update on the NBPHE and CPH exam.

Attendees will:

1. Describe innovative approaches to meeting CEPH Accreditation requirements.
2. Discuss ways to integrate environmental health into the MPH curriculum and advocate for continued inclusion.
3. Identify policy and advocacy needs of MPH Programs.
4. Describe new developments in the Certified in Public Health (CPH) exam and certification process.

## 8:15am – 9:45am

**11A Curriculum & Faculty Development**  
Majestic A/B

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

### **Addressing the Lack of Foundational Environmental Health Competencies**

**Presenters:** Carly Levy, DHS, MPH, CPH; MCPHS University; Lynelle Phillips, RN, MPH; University of Missouri School of Health Professions

This session will address the concern that the lack of a competency focused on environmental health may result in MPH programs and schools offering fewer courses and tracks in environmental health, at a time when environmental health is greatly impacting the practice of public health. The session will explore strategies to support public health programs in maintaining or enhancing environmental health course work in their curriculum.

Attendees will:

1. Discuss methods for integrating environmental health into the MPH curriculum.
2. Explore advocacy measures for promoting the continued inclusion of environmental health in the MPH curriculum.

### **Assessment of CEPH Competencies Using an Outcomes Dashboard**

**Presenters:** Amy F. Lee, MD, MPH, MBA, Kristin Baughman, PhD; Northeast Ohio Medical University

In 2016, the Council on Education for Public Health (CEPH) revised their accreditation criteria that included required competencies. The Consortium of Eastern Ohio Master of Public Health

program created a competency outcomes dashboard to assess 13 CEPH-required competencies for Capstone Project I. This dashboard also provides guidance on competencies the program needs to better address.

Attendees will:

1. Describe how accreditation competencies can be assessed and displayed in a visual interface.
2. Explain how use of a dashboard can inform program improvements.

*Co-authors: Fischbein, R.; Trowbridge, K., Northeast Ohio Medical University*

### **Switching It Up: Faculty as Students in Online Teaching Course**

**Presenters:** Analisa McMillan, MSED, Christine Arcari, PHD, MPH; University of Nebraska Medical Center

This presentation will share how the College of Public Health successfully designed and delivered a 4-week online course geared at teaching faculty the skills to teach in the online learning environment. During the 4-week course, faculty participated as students and learned about teaching online learners, course design, developing content, course delivery, engagement, and teaching presence.

Attendees will:

1. Describe how an online faculty development course works.
2. Describe examples of quality content in an online teaching course.

## 8:15am – 9:45am

**11B Curriculum & Faculty Development**  
Texas A/B

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

### **A Statewide Initiative to Integrate Population Health into the Nursing Curriculum: Lessons Learned**

**Presenter:** Susan W. Salmond, EdD, RN; Rutgers University

This presentation will describe an academic-practice partnership model approach to preparing nurse faculty and clinicians with the knowledge, skills and attitudes to practice in a value-based and population health framework. The lessons learned and innovative educational strategies used for this development during a multi-year grant program will be presented.

Attendees will:

1. Identify common gaps in knowledge, skills and attitudes of nurse faculty and clinicians specific to total population health and population health management.
2. Describe innovative educational approaches that can be used to advance the role of nursing in both total population health and population health management.

### **Promoting Multi-institutional Partnerships through Interactive e-Learning Modules**

**Presenter:** Kelly Ann Krumwiede, PhD, MA, RN, PHN; Minnesota State University Mankato

This session describes the multi-institutional collaborative process in developing the Partnership for Informatics in Nursing Education (PINE) Case-Based Scenario Framework for an innovative inter-

# Wednesday

professional teaching strategy of interactive e-learning modules.

Attendees will:

1. Describe the attributes of effective partnerships between public health nursing education and nursing informatics across academic institutions.
2. Explore use of the Partners for Informatics in Nursing Education Case-Based Scenario Framework in developing interactive e-Learning Modules.
3. Discuss the effectiveness of an interactive e-learning module in building student competency in the areas of electronic health record use, evidence-based practice, and outcomes evaluation within the context of a public health nursing framework.

*Co-authors: Garner, L., Southeast Missouri State University; DeBlicek, C., New Mexico State University; Eardley, D., Metropolitan State University*

## Serving the Underserved: Teaching Nursing Students Through Community Health Promotion

**Presenter:** Julia Mattingly, DNP, RN, PHCNS-BC; Indiana University Southeast

Baccalaureate nursing students participate in an experiential learning immersion with the Oglala Lakota of the Pine Ridge Reservation annually. This program provides an opportunity for students to implement health promotion with an underserved population. This presentation will provide an overview of the program, with discussion on the students' perspective and the population impact.

Attendees will:

1. Describe how the use of non-traditional classroom settings can be effective in teaching health promotion and population health in nursing.
2. State the potential impact that a student-implemented health promotion initiative can have on population health.

## 9:50am – 10:50am

**12A Technology**  
**Majestic A/B**

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

## Using Digital Journey Mapping to Build Healthier Communities

**Presenter:** Gina Weisblat, MACHS, PhD; University Hospitals

This presentation will share how we have created an electronic journey map learned from the research we completed on Infant mortality. It includes a variety of teaching materials, such as a stage and phase learning related to healthy choice points for women during their pregnancy, as well as the role for men throughout the process.

Attendees will:

1. Describe how a digital journey map can be utilized for both patients and teaching.
2. Demonstrate how messaging can ignite change in infant mortality by allowing health systems to leverage a resource that are ready, willing and able to vastly improve quality and lower costs.
3. Explain how health providers will have unprecedented reach and the information shared will turn into actionable intelligence for health and academic systems, who will use it to predict and prevent events (like hospitalizations or falls) that contribute to the impact of the SDoH.

## 9:50am – 10:50am

**12B Promising Practices**  
**Texas A/B**

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

## Healthy People 2020: Progress Toward Health Insurance Targets and Elimination of Disparities

**Presenter:** Mark J. Montgomery, MPH; Centers for Disease Control and Prevention

Analyze and describe progress toward Healthy People 2020 targets and elimination of disparities among population subgroups for three health insurance objectives.

Attendees will:

1. Describe the Healthy People 2020 initiative, including specific targets and the progress status of three health insurance objectives over the decade.
2. Summarize the disparities in health insurance rates that exist among different population subgroups.

*Co-authors: Ryskulova, A., Division of Analysis and Epidemiology, National Center for Health Statistics, Centers for Disease Control and Prevention*

## Statewide Insurance Provider Collaboration with Undergraduate Students to Improve Prediabetes Prevention

**Presenter:** Angela Kae Landeen, MS, CHES, CPH; University of South Dakota

Through a CDC Diabetes Prevention grant, a university interprofessional health education center recruited students to research and work as provider liaisons. The work blossomed from creating a comprehensive brochure to working with the state and providers to develop a statewide plan for the National Diabetes Prevention Program and patient education piece approved by all insurers.

Attendees will:

1. Understand the purposes of the project and how it relates to prevention for prediabetes and education for those with diabetes.
2. Illustrate how students can be incorporated into a statewide community project with business, government, and academia.
3. Describe the student-led education and research elements leading to business and community involvement experience.

## 10:55am – 11:55am

**13A Curriculum & Faculty Development**  
**Majestic A/B**

**Facilitator:** Robin Molella, MD, MPH; Mayo Clinic

## From Principles to Practice: A Curriculum Approach to Increase Trauma-Informed Care Adult Learning

**Presenter:** Shanta Rishi Dube, PhD, MPH; Georgia State University, School of Public Health

This presentation will provide adult trainees' self-reflective learning and application of The Why and How of Trauma-Informed Care (WHOTIC)© curriculum developed by Dr. Dube. The self-reflective activity provides an important structure to the curriculum to promote explicit and implicit learning to carry out practices that include the core TIC principles and strategies with students.

Attendees will:

1. Explain the four principles and six strategies of trauma-informed care.





2. Describe the difference between explicit and implicit learning in a trauma-informed care curriculum.
3. Summarize applications of the principles and strategies of TIC using evaluations of a self-reflective activity.

## Opioids in the ED: Assessing ED Perceptions Related to OUD Patients

**Presenters:** Madalene Zale, MPH, Hannah Smith, PhD; Thomas Jefferson University

This presentation will describe how an interdisciplinary team from multiple departments across an academic, medical institution created a robust set of online training curricula aimed at increasing levels of empathy, resiliency, and trauma sensitive skills for those professionals being affected by the opioid epidemic in a prominent, urban Emergency Department.

Attendees will:

1. Assess ED staff's levels of empathy and attitudes toward trauma-informed care as it pertains particularly to opioid use disorder patients.
2. Discuss the importance of multi-disciplinary collaboration and approaches to learning.
3. Evaluate successes and/or areas for improvement of online training curricula.

*Co-authors: DiDonato, Stephen; Shaffer, Kathy; Weinstein, Lara; Papanagnou, Dimitri; Thomas Jefferson University*

## 10:55am – 11:55am

**13B Special Topics**  
**Texas A/B**

**Facilitator:** Billy Oglesby, PhD, MBA, MSPH, FACHE; Thomas Jefferson University College of Population Health

## Epidemiology of Alcohol and Drug Screening Among Pedestrian Fatalities in the U.S., 2014–2016

**Presenter:** McKinley Thomas, MED, EDD; Georgia Southern University

Our presentation will provide information on the prevalence of alcohol and substance use screening among pedestrian fatalities in the United States over a three-year period. Ten-year mortality rate increases among vulnerable road users will be discussed as will drug-specific, positive screening results. Implications for policy change and prevention will also be addressed.

Attendees will:

1. Discuss increasing rates of mortality among pedestrians in the United States.
2. Examine the scope of screening for alcohol and drugs among pedestrian fatalities in relation to data quality and state-specific variations.
3. Identify prominent drugs present among pedestrian fatalities between 2014 and 2016.

*Co-authors: Riemann, B.; Jones, J.; Georgia Southern University*

## Vaccine Hesitancy and Risk Communication: Perspectives from the US Military

**Presenter:** Margaret Ryan, MD, MPH; University of California San Diego

Vaccine hesitancy creates challenges to protecting people from infections worldwide. Although the US military is a highly vaccinated population, military members often express concerns about immunizations. The military's unique experiences with anthrax vaccine and smallpox vaccine will be described. Strategies for risk communication and response to vaccine concerns will also be reviewed.

Attendees will:

1. Describe factors contributing to vaccine hesitancy challenges worldwide.
2. Apply understanding of the US military's unique experiences with anthrax vaccine and smallpox vaccine to the topic of vaccine hesitancy.
3. Demonstrate knowledge of strategies for risk communication and response to vaccine concerns.

## 12:00pm – 1:00pm

**Closing Plenary**  
**Majestic A/B**

**Facilitator:** Suzanne B. Cashman, ScD, MS; University of Massachusetts Medical School

## Being an Effective Change Agent

**Guest Speaker:** Glenn E. Schneider, MPH; Chief Program Officer, Horizon Foundation



Changing the policies and systems that stand in the way of better health is not easy but it's more than doable when you strategically employ time-honored advocacy tactics. This session will give you the tools you need to change the world around you for the better.

Attendees will:

1. Define the "Rule of the Thirds" and be able to apply it to your projects.
2. Describe how to best build a coalition of supportive organizations and people who can help you achieve systemic change.
3. Complete a strategy chart describing key parts of an organizing campaign.

**Outstanding Educational Program Award**

UNIVERSITY OF KENTUCKY  
COLLEGE OF MEDICINE  
DEPARTMENT OF FAMILY AND COMMUNITY MEDICINE

**PRIMARY CARE TRAINING  
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# Poster Presentations

Poster presentations offer participants the opportunity to learn from students and faculty about preventive medicine and population health initiatives. This year's call for abstracts went out to the community in August 2019. The Conference Planning Committee selected posters for presentation.

## Student Posters

Poster 1

### **A Longitudinal Medical Student Curriculum on Screening Patients for Food Insecurity**

Allison Doyle, MPH, MD(c), Georgetown University School of Medicine

Poster 2

### **A Systematized Review of Med/Ped Residency Transition Education and Training for Adolescents with Special Health Care Needs as they Transition into Adult Care**

Rajit Prasad, MPH(c), East Carolina University

Poster 3

### **Accountable Health Communities Model: 2-Step Integrated Training Method**

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

Poster 4

### **Accountable Health Communities Model: Effective Patient Navigation**

Ariel Harrison, MPH, PhD(c), University of Texas Health Science Center

Poster 5

### **Active Minds and Bodies: A Healthy Living Course for Seniors**

Ariana Mora, MD(c), PhD(c) and Janice Marks, DNP, FNP-BC, RN, Emory University School of Medicine

Poster 6

### **Addressing Perinatal Mortality**

Saralyn Margetts, MPH(c) and Jamal-Jared Alexander, MA, PhD(c), Utah State University

Poster 7

### **Approaching Food Insecurity in a Small Private Liberal Arts University in Boston**

Katie Shapiro, BA(c), Simmons University

Poster 8

### **Barriers to Diabetes Self-Management Education in an Urban Safety Net Hospital**

Emi Hayashi, MPH(c), MD(c), Case Western Reserve University

Poster 9

### **Difficult Conversations: A Quality Improvement Project for Advance Care Planning in Primary Care**

Luisa Taylor, MPH, DNP(c), Creighton University

Poster 10

### **Extension for Community Healthcare Outcomes (ECHO) as an HIV/Hepatitis C Co-Infection Educational Tool in South Texas**

Trung Vu, MD, University of Texas Health San Antonio

Poster 11

### **Is Alcohol Education in College Students Beneficial in an Arkansas Dry County?**

Carly Noel, BSPH, MPH, DO(c), New York Institute of Technology College of Osteopathic Medicine

Poster 12

### **Navigating US Healthcare as a Refugee: Understanding a Need Within Atlanta's Clarkston Community**

Elizabeth Soffer, MD(c), Emory University School of Medicine; Olivia Egen, MPH, DrPH(c), East Tennessee State University

Poster 13

### **Promotion of Colorectal Cancer Screening in UTMB Clinics: A Quality Improvement Study**

Bistees George, MD(c), University of Texas Medical Branch

Poster 14

### **Telecommunication Preferences and Potential to Improve Health Outcomes in a Medicaid MCO**

Thomas Fredrick, MD(c), Georgetown University School of Medicine

Poster 15

### **The Association Between Mental Health Status and Cancer Prevention Screenings**

Chelsea Edirisuriya, MD(c), Sidney Kimmel Medical College at Thomas Jefferson University

Poster 16

### **The Importance of Advocacy Training in Medicine: A Student-Organized and Community-Engaged Health Professional Conference**

Marcia Lange, MD(c), Icahn School of Medicine at Mount Sinai

Poster 17

### **Treatment of Chronic Hepatitis C Virus (HCV) in an Outpatient, Family Medicine Residency Clinic**

Jessica Krueger, MD, University of Pittsburgh Medical Center - St. Margaret

## Faculty Posters

Poster 18

### **Bridging the Language Gap: The Spanish Community Interpreter Project**

Maria Militzer, PhD, Center for Research on Ethnicity, Culture, and Health, University of Michigan School of Public Health

Poster 19

### **Creating Inclusive Courses for an Online MPH program**

Julie Gast, PhD, Utah State University

Poster 20

### **Creating a Low-fidelity Community-focused Disaster to Address Vulnerable Population Care**

Daphnee Stewart, DNP, RN, CPNP-PC, Mercer University

Poster 21

### **Increasing the Capacity for 21st Century Engagement Between Public Health and Medicine**

Robin Molella, MD, MPH, Mayo Clinic

Poster 22

### **Integrating Experiential and Clinical Learning in Population Health for Nursing Students**

Loren Kelly, MSN, University of New Mexico College of Nursing

Poster 23

### **Medicaid Expansion and Access to Primary Care and Preventive Screening**

Rashmita Basu, PhD, Brody School of Medicine at East Carolina University

Poster 24

### **The Alliance of Nurses for Healthy Environment (ANHE) Fellowship Program – Promising Results**

Lynelle Phillips, RN, MPH, University of Missouri

Poster 25

### **We're Only Human: Teaching Human Factors Science to Reduce Medical Errors and Improve Patient Safety**

Joyce Nieman, MHS, PA-C, BS, MLS(ASCP), University of Colorado Anschutz Medical Campus; McKinley Thomas, MED, EdD, Georgia Southern University

## APTR Poster

Poster 26

### **Clinical Prevention and Population Health in Health Professions Education: Healthy People 2020 Results**

Vera Cardinale, MPH; Association for Prevention Teaching and Research





ASSOCIATION FOR PREVENTION TEACHING AND RESEARCH

Advancing Academic Prevention & Population Health

## Mission

To lead innovation in population health and prevention education

## Vision

Population health and prevention are integral parts of every health professional's education.

The Association for Prevention Teaching and Research is the national membership association of medical and health professions faculty, students, and their institutions advancing prevention and population health education, training, and research.

Founded in 1942 by medical academicians and public health professionals, (as the Association of Teachers of Preventive Medicine), APTR is dedicated to advancing individual and community disease prevention and health promotion in the education of physicians and other health professionals. APTR Individual and Institutional members represent multiple disciplines concerned with population health. Institutional membership is comprised of academic units in medical schools, nursing schools and other health professions schools, public health graduate programs, and preventive medicine residency programs. The APTR Council of Graduate Programs in Public Health supports accredited and emerging graduate programs across the U.S.

## What We Do

APTR develops curricular resources, professional development programs and tools for its diverse membership. Through cooperative agreements with such federal agencies as the Centers for Disease Control and Prevention, Office of Disease Prevention and Health Promotion, and the Agency for Healthcare Research and Quality, APTR and its members conduct a wide range of educational, training, and research projects needed to teach, practice, and promote population health improvement.

The official APTR journal, *American Journal of Preventive Medicine*, publishes articles in the areas of prevention research, teaching, practice and policy. Original research is published on interventions aimed at the prevention of chronic and acute disease and the promotion of individual and community health. The journal also periodically publishes supplements and special theme issues devoted to areas of current interest to the prevention community.

We bring together individuals and institutions  
devoted to health promotion and disease prevention  
to redefine how we educate the health professions workforce.

[www.APTRweb.org](http://www.APTRweb.org)

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