TEACHING PREVENTION 2019
April 1-3 Cleveland, OH
Building a New Paradigm for Population Health

CONVENE CREATE STRENGTHEN DISCUSS

PROGRAM
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**Monday**

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<td>American Journal of Preventive Medicine: Journal Publishing</td>
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<td>A Public Health Approach to Violence Prevention: The Cleveland Experience</td>
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<td>Annual Luncheon &amp; Awards</td>
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<td>Gun Violence Prevention: The Role of The Academic Community</td>
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**Wednesday**
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.

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  I  Tuesday: 9.25  I  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.
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

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 secularization 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 Sciences 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 interprofessional Community Practicum course that demonstrates engagement and effective partnerships with 30 non-profit agencies to improve community health.
11:05am – 12:05pm  
Session 3B  
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.  
3) Discuss pragmatic techniques to apply shared decision-making to foster social justice, advocacy, and activism.  
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11:05am – 12:05pm  
Session 3A  
Orchid Ballroom-East  
Facilitator: Gina Z. Weisblat, PhD; University Hospitals  
**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 ongoing collective QI, public participation (i.e. focus on under-sourced) 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.
Monday

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 with suicide.
3) Describe strategies for preventing suicidal behavior.

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
Calypso
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 sociodemographic 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 decrements of 2016.

Assessing Perceived 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.

Tuesday

April 2

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:
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.
4) Critique research studies addressing public health topics of national significance.

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 (AJPIM): 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:
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.
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 AllostaticMarkers 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 experiences 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.
This session describes an innovative interprofessional collaboration 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 6A – Panel**

**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. Summers, PM; West Virginia University

This session describes an innovative interprofessional 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) Describe the 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 6B – Panel**

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

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

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

This session will explore the importance of emphasizing environmental and One Health (OH) in MPH programs, identify challenges in aligning OH curricula with current CEPH competencies, and discuss future implications of gaps in curriculum 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.

**12:00pm – 1:35pm**

**Session 7A – Panel**

**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**

**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**

**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
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 (PRAMS) 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.

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.

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

Meeting the Challenge of Adapting an Introductory Biostatistics and Data Analysis Course toentry-level Physical Therapy Programs
Jade Burns, PhD, RN, CPNP-PC; University of Michigan

This presentation will provide an example of adapting an introductory biostatistics and data analysis course for entry-level physical therapy programs.

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.

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3) Explore associations between toxic stress and adolescent risk and protective factors.
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.

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

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

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

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.

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.
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 these 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

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 MetroHealth 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. Trigoso, 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., Trigoso, S., Hoyer, L., Centers for Disease Control and Prevention, Center for Preparedness and Response
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.
Mushfigur 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.

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 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.

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) 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.
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” (HECJ) 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.

Critical Topics in Infectious Disease Control Among Vulnerable Populations
Ruth Carnico, 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.

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

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<th>Poster 1</th>
<th>Efficacy of Lactin-V Probiotic for Recurrent Bacterial Vaginosis (BV)</th>
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<td>Akila M. Nallappan, MPH(c), Case Western Reserve University</td>
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<th>Poster 2</th>
<th>Public’s Awareness and Perception of Skin Cancer and Use of Sunscreen for Prevention</th>
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<td>Shelby Holstein, PharmD(c), University of Maryland Eastern Shore School of Pharmacy &amp; Health Professions</td>
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<th>The Evolving Nature and Emerging Trends within the Opioid Epidemic in Cuyahoga County in 2017</th>
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<td>Manreet Bhullar, BSc, MPH(c), Case Western Reserve University</td>
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<th>Breathe Free: We Share Air</th>
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<th>Poster 6</th>
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<td>Gabriela Zambrano Hill, MD(c) and Sareema Adnan, MD(c), University of Texas Medical Branch at Galveston</td>
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<td>Gayla M. Ferguson, MPH, DrPH(c), University of Texas Health Science Center</td>
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<td>Ashley R. McNeal, MD(c), Mercer University</td>
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<td>Vaishali Deo, MBBS MD, MPH(c), Case Western Reserve University</td>
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<td>Sarah A. Wasser, MS, MPH(c), Cornell University</td>
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<td>Assim AlAbdulkader, MD, MPH(c), Case Western Reserve University</td>
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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  
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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

Complete Overall Evaluation

Complete Session Evaluations
Margaret Ryan, MD, MPH
University of California San Diego
School of Medicine
Department of Family Medicine
and Public Health

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.

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

APTR Student Video Competition Finalists

Consortium of Eastern Ohio Master of Public Health Program
Ohio Lead Safety

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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