



NCEAS

**2023 ANNUAL
CONFERENCE**

**Developing the future
healthcare workforce
to foster safety
and prevent violence**

Northwestern



**NATIONAL COLLABORATIVE FOR
Education to Address
the Social Determinants
of Health**

Welcome

FEBRUARY 2023

Dear guests and presenters,

Welcome to the 2023 National Collaborative for Education to Address the Social Determinants of Health (NCEAS) Annual Conference. Our conference theme this year is Developing a Future Healthcare Workforce to Foster Safety and Prevent Violence. We are excited to learn and share work on this topic by educators, students, and leaders from around the country.

Over the course of our three-day conference, you will hear from our distinguished plenary speakers, Drs. Reshma Jagsi, Nancy Denizard-Thompson, Angela Amar and Gary Slutkin. The program also includes 8 workshops, 2 symposiums, 13 oral presentations and a poster session.

We would like to invite you to use and share any SDOH resources or curriculum you discover on our [website](#). Visit our [curriculum collection](#) to find a host of contemporary teaching materials or submit your own institution's SDOH curriculum to us to share with others. Follow us on [Twitter](#) and subscribe to our newsletter to hear of our upcoming events and the latest in SDOH news.


Thank you for attending the NCEAS Annual conference and bringing your expertise, experiences, and perspectives. We hope you enjoy the program over the next three days.

Sincerely,



Stephen Persell, MD, MPH

DIRECTOR OF NCEAS



1	Plenary Speakers
6	Workshops
11	Symposiums
13	Oral Presentations
22	Poster Presentations

Plenary Speakers

Reshma Jagsi, MD

Chair of the Department of Radiation Oncology at Emory University



“Promoting Equity for Women in Academic Medicine: An Evidence-Based Approach”

Monday, February 27, 2023, 1:00-2:00pm

Reshma Jagsi, MD, DPhil, is the Chair of the Department of Radiation Oncology at Emory University. Gender equity in academic medicine has been a key area of her scholarly focus, a subject to which she brings her perspective as a physician and social scientist to promote evidence-based intervention. Author of over 400 articles in peer-reviewed journals, including multiple high-impact studies in journals such as the *New England Journal of Medicine*, the *Lancet*, and *JAMA*, her research to promote gender equity has been funded by R01 grants from the National Institutes of Health as well as large independent grants from the Doris Duke Foundation and several other philanthropic foundations. She has mentored dozens of others in research investigating women’s under-representation in senior positions in academic medicine and the mechanisms that must be targeted to promote equity. Active in organized medicine, she has served on the Steering Committee of the AAMC’s Group on Women in Medicine in Science and now serves on the National Academies of Science, Engineering, and Medicine’s Committee on Women in Science, Engineering, and Medicine. She was part of the *Lancet*’s advisory committee for its theme issue on women in science, medicine, and global health, which served to foster additional research. Also an internationally recognized clinical trialist and health services researcher in breast cancer, her work is frequently featured in the popular media, including coverage by the *New York Times*, *Wall Street Journal*, and NPR. Frequently invited as a keynote speaker, she has delivered countless invited talks to other institutions and professional societies, including the AAMC, the NIH, and the National Academy of Medicine and National Academy of Sciences. Her contributions have been recognized with her election to the American Society of Clinical Investigation and Association of American Physicians, the Leadership Award of the AAMC’s Group on Women in Medicine and Science, LEAD Oncology’s Woman of the Year Award, AMWA’s Woman in Science Award, and AMSA’s Women Leaders Award. She is a fellow of ASCO, ASTRO, AAWR, and the Hastings Center.

Nancy Denizard-Thompson, MD

Associate Professor of General Internal Medicine at Wake Forest School of Medicine



“Equipping Tomorrow’s Care Teams – Perspectives on Developing and Teaching a Health Equity Curriculum”

Tuesday, February 28, 2023, 8:00-9:00am

Dr. Denizard-Thompson is an Associate Professor of General Internal Medicine at Wake Forest School of Medicine. She joined the faculty in 2006 after completing a residency and chief residency at Vanderbilt and, almost immediately, assumed important leadership roles in the residency program, first as Director of Ambulatory Education and then as Associate Program Director. Dr. Denizard-Thompson has played large roles in institutional efforts to promote diversity and in developing innovative curricula in ambulatory medicine and curricula to address social determinants of health and healthcare disparities. These latter efforts have been supported by awards from the AMA, ACP, AHEC, and Fullerton Foundation. She currently co-directs the Longitudinal Health Equity curriculum at the School of Medicine, a Health Equity elective for 4th year students, and a Health Equity Certificate program for the Medical Center. In July she was appointed Vice Chair of Faculty Development for the Department of Internal Medicine. Her efforts have been recognized by a number of awards, including the WFBH Hero Award for Diversity and Inclusion, the Department of Internal Medicine Educator Award, and the Leonard Gold Humanism Faculty Award.

Gary Slutkin, MD

Associate Professor of General Internal Medicine at Wake Forest School of Medicine



“Treating Violence as a Contagious Disease”

Tuesday, February 28, 2023, 11:00 - 12:00pm

Gary Slutkin is a World Health Organization (WHO) physician and epidemiologist who led efforts to combat epidemics in over 25 countries in east and central Africa, Latin America, and Asia. At the WHO he founded the Intervention Development Unit, which designed innovations and new innovations in epidemic control. He then adapted epidemic control methods to violence—founding and leading Cure Violence Global, rated as the #9 NGO in the world, and rated the #1 NGO for reducing violence in the world. Dr. Slutkin is credited with discovering and revealing the basis for fully re-diagnosing violence—as a contagious disease and for proving by multiple independent studies—that treating violence as an epidemic disease is scientifically shown to work.

Dr. Slutkin received his MD from the University of Chicago, and completed his residency, and infectious disease training at University of California San Francisco (UCSF) and San Francisco General Hospital, where he was also Chief Resident in Medicine. He then served as Director of Tuberculosis Control for the City of San Francisco. Following wars in East Africa, he moved to Somalia to help guide efforts to reverse epidemics of tuberculosis and cholera in 40 refugee camps, leaving when civil war threatened Somalia. He was then recruited as one of the founding members of the WHO Global Program on AIDS where he was assigned to start the country-wide program in Uganda, the most heavily affected country in the world. Then continued this work in 12 other countries in central and east Africa that were at the epicenter of the global epidemic. At WHO, he was also assigned to design and set up the system used for estimating the magnitude and trends of HIV globally and for setting the priorities for the joint TB and AIDS global collaboration.

On returning to the U. S. in the mid-1990s, Dr. Slutkin saw violence as a standard health epidemic and designed the methods now used in much of the United State and Latin America for reversing violence epidemics. His work with Cure Violence Global has achieved 40-70% drops in violence, sometimes to 100%, using epidemic control methods.

Dr. Slutkin is currently focused on more broadly educating the public on this fundamentally new view of violence and these new methods, including the writing of the book, “The End of Violence.” He is currently working with former UN staff and senior mediators of the Harvard Project on negotiation and others to interrupt the war in Europe.

Dr. Slutkin’s work has been featured as the *New York Times Sunday Magazine* cover story, the award-winning documentary film, “The Interrupters” and in over a dozen books. He has appeared on CNN, 60 Minutes, BBC The PBS News Hour, and dozens of other television and radio stations. He has been quoted in the *New York Times*, *Wall Street Journal*, *Financial Times*, *The Economist*, *Washington Post*, *USA Today*, *The Guardian*, *US News and World Report*, *New Scientist*, *Wired*, and other leading publications. Dr. Slutkin speaks regularly at global, national, and local forums including The World Bank, Institute of Medicine, World Economic Forum, the UN, the White House, Dept of Justice, State Department, Pentagon, and multiple universities including Harvard University School of Law, MIT Saxe Lab, UCSF, UC Berkley, Johns Hopkins and others, as well as corporate, religious, health and other conferences.

Angela Amar, PhD, RN, FAAN

Dean and Professor in the School of Nursing at the University of Nevada, Las Vegas



“Using an Intersectional Lens in Violence Education ”

Wednesday, March 1, 2023, 1:00-2:00pm

Angela Amar, PhD, RN, FAAN is Dean and Professor in the School of Nursing at the University of Nevada, Las Vegas. Prior to this, she was Associate Dean for Undergraduate Education at Emory University and was on the faculty in the schools of nursing at Boston College and Georgetown University. Dr. Amar has dedicated her career to enhancing diversity in nursing leadership and to improving care and support for survivors of violence and trauma, particularly increasing help seeking behavior with dating violence. She is a noted scholar on dating violence and sexual assault who has conducted funded research and published many articles and book chapters related to violence and diversity. Dr. Amar is a fellow in the American Academy of Nursing, a Distinguished Fellow with the International Association of Forensic Nurses, and a Fellow in the National League for Nursing’s Academy of Nursing Education. Dr. Amar is on the Board of Directors of the American Academy of Nursing, the Finance Committee of the National League of Nursing, and the chair of the Governance Committee of the American Association of Colleges of Nursing. Dr. Amar was co-author on an award winning book, *A Practical Guide to Forensic Nursing*. Dr. Amar’s family relocated in January and are enjoying their recently adopted boxer puppy, Brody. She is originally from New Orleans, enjoys travel and is an avid reader.

Workshops

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Putting it into Practice: Clinical Application and Reflection Activity on the Social Determinants of Health for Family Medicine Clerkship Students

Monday, February 27, 2:00-3:00pm

FACILITATORS

Rebecca Bernstein, MD | Associate Professor, Dept of Family and Community Medicine | Co-Director Division of Medical Student Education at the Medical College of Wisconsin

Leslie Ruffalo, MD | Associate Professor, Co-Director of Medical Student Education, Dept Family and Community Medicine at the Medical College of Wisconsin

DESCRIPTION

Medical students at the Medical College of Wisconsin currently complete a required 4-week family medicine clerkship which features active student learning about the social determinants of health. This curriculum takes students beyond the classroom to apply their learning in patient care and yields deep personal self-reflection in learners. The workshop will describe and share tools needed to implement a similar curriculum, including 1) student orientation and preparation for the activity, 2) student-directed application activity suitable for a variety of clinical settings, 3) group reflection activity, and 4) individual written reflection assignment utilizing structured self-reflection tool.

Teaching Upstream: Strategies for Trauma-Informed Health Professions Education

Monday, February 27, 3:00-4:00pm

FACILITATOR

Emily Wilson, PhD, MPH, MS, CHES | Research Consultant | University of Massachusetts Chan Medical School, Tan Chingfen Graduate School of Nursing

DESCRIPTION

The COVID-19 pandemic imposed a collective trauma upon health professions education, the healthcare workforce, and the communities we serve. As new challenges emerge and centuries of disparities persist, the need for high-quality trauma-informed health professions education and professional development cannot be understated. This workshop will explore how traumatic experiences can profoundly disrupt our ability to learn and thrive, and introduce practices that center equity, meet people where they are, acknowledge lived realities, and create resilience-oriented learning environments. Through bite-sized strategies and resource-sharing, participants will build their understanding of trauma and gain actionable strategies they can incorporate in their own practice.

Poverty Changes the Brain, Which Changes Everything

Monday, February 27, 3:00-4:00pm

FACILITATOR

Linda Riddell, MS | Founder of Health Economy LLC

DESCRIPTION

Come and play Gettin' By, the game that puts your brain into poverty. You will see how your own thinking and decision-making respond to scarcity. After playing, you will learn the basics of the brain science. You will understand what some take for granted ("give no thought to") and how that differs for people and children coping with poverty. With so many things crowding the brain, people in poverty respond to certain kinds of communication and not others. In this workshop, you will learn how to listen and respond effectively, improving your work with low-income students and families.

Training Socially Accountable Physicians: A Case Study of a Regional Medical Campus-Community Partnership in Northwest Indiana

Tuesday, February 28, 9:00-10:00am

FACILITATORS

Baraka Muvuka, Assistant Professor | Director of Research | Co-Director of Urban Medicine and Health Care Disparities Scholarly Concentration at the Indiana University School of Medicine-Northwest

Jonathan Guerrero, Assistant Professor of Clinical Pharmacology and Toxicology at the Indiana University School of Medicine-Northwest

Elizabeth Ryan, Associate Dean | Center Director of the Northwest Campus | Clinical Professor of Family Medicine at the Indiana University School of Medicine-Northwest

DESCRIPTION

This interactive workshop will engage participants to reflect on longitudinal, experiential, and community-engaged approaches to Social Determinants of Health (SDOH) education in health professions using a case study of a regional medical campus-community healthcare system partnership. The workshop will start with a discussion of the partnership building and collaborative SDOH research process using Community Based Participatory Research (CBPR) principles. This will be followed by an interactive case-based learning activity where participants will apply CBPR principles to address a priority SDOH in their institution. The workshop will conclude with an interactive discussion of lessons learned, recommendations, and questions.

The Voices Program: Teaching SDOH via a Community Engaged Curriculum

Tuesday, February 28, 10:00-11:00am

FACILITATORS

Lawrence Rosen, MD | Assistant Director, Human Dimension Course | Hackensack Meridian School of Medicine

Carmela Rocchetti, MD | Director Human Dimension | Hackensack Meridian School of Medicine

DESCRIPTION

The Voices Program is a longitudinal undergraduate medical education program embedded within the Human Dimension curriculum at Hackensack Meridian SOM. Students work with individuals from historically marginalized communities to develop longitudinal relationships over a series of home visits. Students learn to apply concepts of health systems science, cultural humility, health inequity and health coaching through facilitated sessions. Join Course Director Carmela Rocchetti and Assistant Course Director Lawrence Rosen as we role-play and debrief community experiences, exploring key principles as well as opportunities and challenges to implementing a Community Engaged Medical Curriculum at your own institution.

Health Equity Discussion Facilitation Training: A Novel Student-led Theater-Based Workshop

Tuesday, February 28, 10:00-11:00am

FACILITATORS

Alexander Ellyin, Medical Student at Rosalind Franklin University of Medicine and Science

Neha Basti, Medical Student at Rosalind Franklin University of Medicine and Science

Abigail Pont, Medical Student at Rosalind Franklin University of Medicine and Science

Caroline Madigan, Medical Student at Rosalind Franklin University of Medicine and Science

Nahae Kim, MPH, Chicago Medical School

Maria Mercurio, Medical Student at Rosalind Franklin University of Medicine and Science

Lauren Gard, Medical Student at Rosalind Franklin University of Medicine and Science

Emily Terlap, Medical Student at Rosalind Franklin University of Medicine and Science

Viral Mistry, PhD Candidate at Rosalind Franklin University of Medicine and Science

Melissa Chen, MD | Health Equity Course Director at Rosalind Franklin University of Medicine and Science

Heather Kind-Keppel, MD | Executive Director of Diversity and Inclusion | Deputy Title IX Officer at Rosalind Franklin University of Medicine and Science

DESCRIPTION

In this session, participants will explore effective small-group facilitation skills through a series of scenarios related to topics including decentering and antiracism. This model is currently used to train near-peer and faculty facilitators for a longitudinal health equity course at Chicago Medical School. An interprofessional team of students created this unique approach to facilitator development using theater-based principles to help lead effective conversations. After completing the workshop, individuals will gain skills in leading meaningful conversations—including navigating nuances and avoiding harmful student-facilitator interactions—in a compassionate and productive way.

Optimizing Care for Older Adults: Integrating SDoH in a Multifaceted Geriatrics Workforce Enhancement Program

Wednesday, March 1, 2:00-3:00pm

FACILITATOR

Memoona Hasnain, MD, MHPE, PhD | Professor of Family and Community Medicine | Associate Head for Faculty Development and Research | Associate Dean for Faculty Development at the University of Illinois Chicago

Valerie Gruss, Associate Professor at the College of Nursing at University of Illinois Chicago

DESCRIPTION

The older adult population in the U.S. is growing rapidly, with concomitant need for training the health workforce to provide comprehensive patient-and family centered geriatric care. The presenters will share their journey and lessons learned in developing and implementing University of Illinois' HRSA-funded Geriatrics Workforce Enhancement Program [ENGAGE-IL](#). Participants will engage in analyzing challenges in creating transformative interprofessional education designed to integrate geriatrics into primary care, discuss approaches to building campus community partnerships, SDoH educational programming, and learning communities without walls utilizing technology and innovative instructional methods, to develop a cadre of leaders, scholars and change-agents in primary care geriatrics.

Implicit Bias and Workplace Violence: Evidence for a Novel Approach to Addressing Age-Old Problems using Virtual Environments and Intelligent Agents for Learning and Practice

Wednesday, March 1, 3:00-4:00pm

FACILITATORS

Frederick Kron, MD | Adjunct Assistant Professor at the Yale School of Medicine

Memoona Hasnain, MD, MHPE, PhD | Professor of Family and Community Medicine | Associate Head for Faculty Development and Research | Associate Dean for Faculty Development at the University of Illinois Chicago

Ginger S. Watson, PhD | Director, Cognition & Performance Laboratory, Virginia Modeling Analysis & Simulation Center at Old Dominion University

Symposiums

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Pilgrimage to Alabama: Immersing Health Care Leaders in the Emotions and History of Racism

Monday, February 27, 3:00-4:00pm

FACILITATORS

Jeffrey Ring, PhD | Coach/Educator | Racism Dismantler

Isoke Femi | Maven of Transformation at the GLIDE Center for Social Justice

Michael Lezak | Rabbi at the GLIDE Center for Social Justice

DESCRIPTION

There are many pathways to dismantling racism in medicine. This presentation highlights an innovative program for health care practitioners and leaders that entails a journey to Alabama from Birmingham to Selma to Montgomery. The goal for the trip is to assist the participants in understanding the through line from slavery to racism to mass incarceration to environmental injustice to health inequities and disparities in both illness and healthcare. The travel and exposure to human narrative invites deep reflective practice for mind and emotions regarding the cruelty and destruction of our nation's racist history. Participants bring back deep emotional understanding with tangible impacts on leadership, medical education and care delivery where they work.

How Can We Help You? Assessing Patients Thoughts on Health Clinic Resources

Wednesday, March 1, 2:00-3:00pm

FACILITATORS

Stephanie Miles, MD | Resident Physician at Northwestern University, Feinberg School of Medicine

Tanner Nissly, MD | Assistant Professor at the University of Minnesota Department of Family Medicine and Community Health

Cassandra Smith, MD | Resident Physician at Northwestern University, Feinberg School of Medicine

Joyce King, MD | Instructor of Family and Community Medicine at Northwestern University, Feinberg School of Medicine

DESCRIPTION

At the completion of the workshop, providers will be more equipped with the skills outlined by the PRAPARE protocol, and will be able to accomplish the following goals:

1. Define and document the increased complexity of patients
2. Discover ways to build community partners to transform health care
3. Empower providers to demonstrate the value they bring to patients and community
4. Advocate for change at the community and national levels (PRAPARE, 2019)
5. Interact and brainstorm with other providers to discuss what successful practices are currently being used in their clinics to address SDOH

Oral Presentations

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Oral Presentation Session 1

Monday, February 27, 2:00-3:00pm

Teaching Pediatric Residents Structural Competency Through Experiential, Self-Guided Community Tour: North Nashville Black History Tour

PRESENTERS

MacKenzie Wyatt, MD | Pediatric Resident Physician at Vanderbilt University

Kenji Tanaka, MD | Pediatric Resident Physician at Vanderbilt University

Ombeni Idassi, Medical Student at Meharry Medical College

Natalia Sidhu, MD | Hospital Medicine Fellow at the Children's Hospital Los Angeles

Tara Minor, Education Specialist at Vanderbilt University

Rosemary Hunter, MD | Assistant Professor at Vanderbilt University

DESCRIPTION

Structural competency is the concept that social determinants of health and health systems affect patients' health and disease. This differs from cultural competency and humility which focuses primarily on individual biases. To address the knowledge gap of structural competency in pediatric residents, we developed a tour of North Nashville, which is a historically Black community to show policies and social determinants of health that impact these patients. Multimodal and experiential learning is shown to be a model for teaching social determinants of health.

North Nashville was a thriving Black community, but faced gentrification, redlining, and lack of resources. Now, the zip code is one of the highest incarcerated populations in the U.S. Despite this, the community has been resilient and initiated the Civil Rights Movement with the Nashville sit-ins. We created a tour that takes residents to different locations in the community to demonstrate social determinants of health such as food and medical deserts, adverse childhood experiences, and adultification leading to the school-to-prison pipeline. The policies that affected the community such as the Federal Highway Act of 1956 are shown with the interstate and how it intersected and disrupted the thriving community and led to food deserts that can affect patients' health. Pediatric residents are encouraged to take the tour in small groups during their advocacy course rotation or elective time. A pre-set google map (Figure 1) is given to them and they read along to a slideshow that teaches them about each location they go to that tie in to various concepts of social determinants of health.

Evaluating Mental Health and Other SDOH at High-Volume Urban Free Clinic

PRESENTERS

Sara Ma, Medical Student at Wayne State University School of Medicine

Jennifer Schmidt, Medical Student at Wayne State University School of Medicine

Tejas Karun, Medical Student at Wayne State University School of Medicine

Robert Sherwin, MD | Professor of Emergency Medicine at Wayne State University

DESCRIPTION

Cass Clinic is a student-run community clinic serving patients in the Detroit community. Established in 1981, the clinic has provided longitudinal healthcare to many patients with chronic disease, such as diabetes and hypertension. Services include free basic medical services as well as limited prescriptions and over-the-counter medications to its patients. However, current services do not address any mental health concerns. The objective of this study is to understand the current patient demographics of Cass Clinic and evaluate the ongoing mental health needs of its patient population. To do so, an anonymous survey was implemented to understand current mental health needs, ongoing mental health concerns, attitudes towards mental health services, and social determinants of health that may affect mental health.

THRIVE: Closing the Digital Divide

PRESENTERS

Michelle Lazar, BS | Medical Student at the Boston University Aram V. Chobanian & Edward Avedisian School of Medicine

Saaz Mantri, BA | Medical Student at the Boston University Aram V. Chobanian & Edward Avedisian School of Medicine

Eileen Liu, BS | Medical Student at the Boston University Aram V. Chobanian & Edward Avedisian School of Medicine

Edwin Qiu, BS | Medical Student at the Boston University Aram V. Chobanian & Edward Avedisian School of Medicine

Yilan Jiangliu, BS | Medical Student at the Boston University Aram V. Chobanian & Edward Avedisian School of Medicine

Hannah Tang, BS | Medical Student at the Boston University Aram V. Chobanian & Edward Avedisian School of Medicine

Breanna Biondi, MPH | Boston University School of Public Health, Department of Health Law Policy and Management

Pablo Buitron De La Vega, MD, MSc at the Boston University Aram V. Chobanian & Edward Avedisian School of Medicine

DESCRIPTION

The accelerated digital transformation in healthcare due to the COVID-19 pandemic exacerbated disparities in care for marginalized communities. This digital divide is heightened by factors such as: lack of internet connectivity, inability to afford technologies needed to obtain telehealth services, and a limited understanding of how to use available technologies. Boston Medical Center (BMC) is an urban academic center that serves as the largest safety net hospital in the New England area. All patients at BMC have access to MyChart to view their electronic health record (EHR), but there remains unequal enrollment in this online platform. The dependence of health literacy on digital literacy has become increasingly apparent, highlighting the parallels between the digital divide and healthcare inequities in our communities. Social determinants of health (SDOH) impact both digital and health literacy, intensifying the health disparities faced by marginalized communities. Therefore, ensuring that patients have access to their EHR is critical.

Implementing a Food Insecurity Screening Tool in an Urban Adult Emergency Department

PRESENTER

Krista Brooks, FNP-DNP Student University of Maryland Nursing

DESCRIPTION

Problem: Baltimore City residents experience a high rate of poverty with one third of households earning less than \$25,000 a year, which is associated with unmet medical and social needs, including food insecurity. The implementation site, an urban, adult emergency department (ER) has a catchment area with patients living in Healthy Food Priority Areas, meaning that many patients visiting this ER are at a high risk of food insecurity. Currently, the ER does not regularly screen patients for food insecurity. Food insecurity leads to high ER utilization, repeat visits, longer hospital stays, and worse health outcomes.

Purpose: The purpose of this quality improvement project (QI) was to implement the two-question Hunger Vital Sign Screening Tool in a busy, adult emergency department. The QI project aimed to identify patients that were experiencing food insecurity and connect them to local community food resources and a social worker.

Oral Presentation Session 2

Tuesday, February 28, 9:00-10:00am

Amplifying SDOH and Health Equity Interprofessional Education Through a Multi-Stakeholder, Cross-Institution Collaboration.

PRESENTER

Sarah McAdoo, MD | Director of Health Equity Education and Practice at the University of Massachusetts Chan Medical School- Baystate Health

Julie Berrett-Abebe, MD | Assistant Professor at Fairfield University

Melissa Mattison, MD | Executive Director of Professional Affairs at Western New England University College of Pharmacy and Health Science

Kelly Lamas, Mobile Health Equity Program Coordinator/Manager at Baystate Health

DESCRIPTION

It will take the collaborative efforts of health, public health, behavioral health, and social service providers across disciplines and sectors to realize the goal of health equity and addressing social determinants of health (SDOH). However, our current systems in the U.S. are fragmented and siloed. Each profession practices and educates its students separately. We know that one strategy that can promote change is interprofessional education (IPE), or students from different disciplines learning from and with one another (WHO, 2010). Evidence suggests that IPE programs can lead to confidence in future practice change (Fusco & Fultz-Ramos, 2018) and a forum to present material on health equity and SDOH that is often not part of standardized health professions curricula (Stubbs et al., 2017).

Despite interest in IPE, there is limited literature about building a sustainable coalition of educators, practitioners and community members across institutions to engage in IPE programming (Greenhalgh et al., 2016). In addition, very little is written about the process to build effective collaborations that are essential in health equity and SDOH education. The purpose of this project is to describe and offer preliminary evaluation of a process to create a multi-stakeholder, cross-institution collaboration to amplify SDOH and Health Equity education in health professions programs.

Addressing Rising Gun Violence in the Adult Primary Care Setting

PRESENTERS

Elizabeth Adams, Medical Student at Northwestern University, Feinberg School of Medicine

Mia Andreoli, Medical Student at Northwestern University, Feinberg School of Medicine

Evan Edwards, Medical Student at Northwestern University, Feinberg School of Medicine

Tyler Gillikin, Medical Student at Northwestern University, Feinberg School of Medicine

Elizabeth Engman, MD | Instructor of General Internal Medicine at Northwestern University, Feinberg School of Medicine

Kristine Cieslak, MD | Emergency Medicine Physician at Ann and Robert H. Lurie Children's Hospital

DESCRIPTION

Firearm ownership is associated with risk for many adverse health outcomes including suicide, accidental injury, and violent trauma. Since the COVID-19 pandemic began, gun-related violence has increased exponentially in the United States and in Chicago. Healthcare professionals have the ability to confidentially identify unsafe firearm storage and intervene. Here, we describe the first report of adult primary care firearm screening and safety intervention.

Informing the Illinois Mental & Behavioral Health System Through the Lived Experiences and Voices of Boys and Young Men of Color (BYMOC)

PRESENTER

Erick Masias, Medical Student at Northwestern University, Feinberg School of Medicine

DESCRIPTION

Through an already existing partnership between the community based organization Communities United (CU) and Strengthening Chicago's Youth (SCY), a Lurie Children's Hospital violence prevention organization, this project aims to answer: (1) What are the challenges young men of color face? (2) What are the resources they need to support our mental health and well-being? (3) What are some barriers to access of mental and behavioral health services that fully respond to the mental health needs of boys and young men of color?

The Impacts of the COVID-19 Pandemic on Youth Violence: Insights from Professional Key Informants

PRESENTERS

Mohamed Aldallal, BS | Medical Student at Indiana University School of Medicine

Deeb Omari, Medical Student at Indiana University School of Medicine

Baraka Muvuka, MD | Assistant Professor of Clinical Family Medicine | Director of Research at Indiana University School of Medicine-Northwest

Elizabeth Ryan, Associate Dean | Center Director of the Northwest Campus | Clinical Professor of Family Medicine at the Indiana University School of Medicine-Northwest

DESCRIPTION

The COVID-19 pandemic has had drastic effects on youth violence protective and risk factors by isolating many at risk youth. While youth violence is a growing global health problem, there are limited studies exploring youth violence during the COVID-19 pandemic. Lake County in Northwest Indiana presents an opportunity for youth violence research and prevention given its socio-demographic context and its limited youth violence data. This study explored the COVID-19 pandemic's impacts on youth violence and its risk factors from the perspectives of professional youth-serving key informants in Lake County, Indiana. This study was designed and conducted by two medical students mentored by two faculty at the Indiana University School of Medicine- Northwest-Gary (IUSM-NW) regional campus. It was a pilot study for a longitudinal community-engaged youth violence research thread established within the Urban Medicine and Healthcare Disparities Scholarly Concentration.

Oral Presentation Session 3

Wednesday, March 1, 3:00-4:00pm

Screening and Addressing Patients' Medical Home Needs within Northwestern Medicine

PRESENTERS

Cecile Schreidah, Brown University Student

Teresa Pollack, Program Director of Quality Operations at Northwestern Medicine

DESCRIPTION

Social Determinants of Health (SDOH), the circumstances in which people live and work, strongly impact the health of individuals. The SDOH that are often recognized include food, housing, employment, and transportation. However, the medical home, or one's relationship with a primary care physician, is an additional important SDOH that is characterized as an approach to providing comprehensive and high-quality patient care. The lack of a medical home is crucial as it can delay diagnosis and impede chronic disease management, in association with the other, more recognized social determinants. Current evidence shows that an estimated 13-27% of emergency department (ED) visits are preventable and could have been managed in a primary care setting as it is more timely and cost-effective.

UConn Health Leaders: A Pre-Professional Health Program Able to Screen for and Address Social Determinants of Health

PRESENTERS

Erin Cova, Medical Student at the University of Connecticut School of Medicine

Nivedha Natchiappan, Medical Student at the University of Connecticut School of Medicine

Zoha Sarwat, Medical Student at the University of Connecticut School of Medicine

Henry Siccardi, Medical Student at the University of Connecticut School of Medicine

Veronica Schmidt, MD | Resident Physician in Family Medicine at WellSpan York Hospital

Christopher Steele, MD | Assistant Professor of Medicine at University of Connecticut School of Medicine

DESCRIPTION

Social determinants of health (SDOH) account for about 80% of the health of a population.¹ Multiple professional societies including the American Academy of Pediatrics, American Academy of Family Physicians, and the American College of Obstetricians and Gynecologists currently recommend or are considering recommending universal screening for SDOH.² Unfortunately, there are many barriers to screening and addressing SDOH in the clinical setting including time constraints, large patient volume, lack of adequate training, lack of confidence in ability to address needs, and lack of resources to address needs.^{2,3} Meanwhile, those interested in careers in medicine frequently lack direct patient care opportunities when learning more about their field. The University of Connecticut Health Leaders (UCHL) program was created to better screen for and address patients' SDOH while providing meaningful experience to those interested in medical careers.

Student Consulting Initiative Improves Patient Turnover and Workflow Efficiency of Community Clinic

PRESENTERS

Sara Ma, Medical Student at Wayne State University School of Medicine

Sadaf Hashemian, Medical Student at Wayne State University School of Medicine

Stefanie Hilton, Medical Student at Wayne State University School of Medicine

Anuj Kavi, Medical Student at Wayne State University School of Medicine

Kayvon Sanjasaz, Medical Student at Wayne State University School of Medicine

Lauren Hamel, MD | Associate Professor of Medicine at Wayne State University School of Medicine

DESCRIPTION

The Robert R. Frank Student-Run Free Clinic serves uninsured patients in Detroit primarily by an appointment basis. However, they reported a notable difficulty in predicting patient turnout and turnaround time, as many patients do not keep their appointments. Additionally, the clinic reported an inability to efficiently accommodate patient capacity, which creates additional burden on all members of the clinic staff, especially when walk-in patients occur. The Robert R. Frank clinic collaborated with DetroitX Innovations & Consulting, a newly formed student-driven consulting initiative based out of Wayne State University School of Medicine, on a project aimed to elucidate the current clinical operations, specifically the patient capacity, and identify actionable ways to improve efficiency of their clinical program.

Childhood Opportunity Index, Chronic Health Conditions, and Vaccination Status in Children Hospitalized with COVID-19

PRESENTERS

Rohan Shah, Medical Student at Northwestern University, Feinberg School of Medicine

Shan Sun, PhD | Data Analyst at Ann and Robert H. Lurie Children's Hospital of Chicago

Sameer Patel, MD | Attending Physician, Infectious Disease at Ann and Robert H. Lurie Children's Hospital of Chicago

DESCRIPTION

Background: Increasing evidence suggests that social and behavioral determinants of health are more likely to affect health outcomes than care received within the healthcare system. Thus, it is more important than ever that primary care providers (PCPs) are trained well in recognizing SDH and in advocating for patients and communities. Provider driven acts of advocacy can be categorized as agency—working the system by linking patients to community resources—and activism to change the system and public policy. Training PCPs, future healthcare leaders and community health advocates must include robust training in SDH and advocacy but overloaded curriculum in physician assistant (PA) and medical schools are not able to provide the time and space needed. Thus, continued professional development is an important way to promote growth in SDH-related knowledge and skills.

Towards a Trauma-Informed Medical School

PRESENTERS

Niki Messmore, Director of Medical Service Learning at Indiana University School of Medicine

Sabria Abufares, Medical Student at Indiana University School of Medicine

Jayden Dover, Medical Student at Indiana University School of Medicine

Kelsey Farris, Medical Student at Indiana University School of Medicine

Brett Hopf, Medical Student at Indiana University School of Medicine

Katie Wong, Medical Student at Indiana University School of Medicine

Janie Zeh, Medical Student at Indiana University School of Medicine

DESCRIPTION

The call to action for medicine to build in wellness efforts for trainees has grown since the pandemic. There is also a call to action for medicine to improve the experiences of marginalized patients who experience trauma when they seek healthcare. It is time for medicine to fully adopt trauma-informed (TI) practices. As a systems practice, TI supports the wellbeing of patients, trainees, and healthcare professionals through trainings, policy, and pedagogy. In practicing TI, it is assumed that it is likely that patients and colleagues have already experienced trauma within their lifetime. Therefore, policies, procedures, and practices within the organization and the clinic are crafted with this in mind. Through implementing TI, there are goals of developing trust, building relationships, providing patients with choices, empowering patients, and fostering safety (Menschner & Maul, 2016). In order to truly educate trainees on the social determinants of health (SDOH), we must help them understand the role of trauma on patient health and how TI practices can help improve patient outcomes.

Poster Presentations

The Role of a Student-Run Street Medicine Clinic in Providing Primary Care for Detroit's Homeless Population

PRESENTER

Bridget Croniger, Medical Student at Wayne State University School of Medicine

Institutional Racism and Health: An Ecological Analysis of Racial Mortgage Discrimination and Gonorrhea Infections in Baltimore, Maryland

PRESENTERS

Sophia Zweig, Medical Student at SUNY Downstate College of Medicine

Jacky Jennings, PhD, MPH | Professor at Johns Hopkins School of Medicine

Jessica Duchen, PhD Student

Christina Schumacher, Professor

Ravikiran Muvva, Epidemiologist

Factors Associated with Suicide Mortality Among Childbearing-Aged Women: A Case-Control Study

PRESENTER

Katerina Furman, Wayne State University

Breast Cancer Screening Rates: Assessing the Role of Social Determinants of Health and Correlations with Colorectal Cancer Screening in Rural Pennsylvania and New York

PRESENTERS

Hera Mukhtar, BS | Student at The Guthrie Clinic

Victor Kolade, MD at The Guthrie Clinic

DetroitX Innovations & Consulting: Supporting Students and Local Communities

PRESENTERS

Sara Ma, Medical Student at Wayne State University School of Medicine

Stefanie Hilton, Medical Student at Wayne State University School of Medicine

Lauren Hamel, MD | Associate Professor at Wayne State University School of Medicine

Developing a Longitudinal Health Equity Course: A Faculty-Student Collaboration

PRESENTERS

Caroline Madigan, Medical Student at Rosalind Franklin University of Medicine and Science

Alexander Ellyin, Medical Student at Rosalind Franklin University of Medicine and Science

Shashank Sandu, BS | Medical Student at Rosalind Franklin University of Medicine and Science

Emily Terlap, Medical Student at Rosalind Franklin University of Medicine and Science

Lauren Gard, Medical Student at Rosalind Franklin University of Medicine and Science

Nahae Kim, MPH at Rosalind Franklin University of Medicine and Science

Melissa Chen, MD | Health Equity Course Director at Rosalind Franklin University of Medicine and Science

Development of a Health Equity and Advocacy Conference Series in an Internal Medicine Residency Program

PRESENTERS

Joseph Fuchs, MD | Resident Physician at Northwestern University, Feinberg School of Medicine

Avni Bavishi, MD | Chief Medical Resident at Northwestern University, Feinberg School of Medicine

Jeffrey Fuchs, MD | Resident Physician at Northwestern University, Feinberg School of Medicine

Biana Lavelle, MD | Resident Physician at Northwestern University, Feinberg School of Medicine

Aashish Didwania, MD | Vice Chair for Education | Professor of Medical Education at Northwestern University, Feinberg School of Medicine

Maria Hernandez, MD | Resident Physician at Northwestern University, Feinberg School of Medicine

Previn Ganesan, MD | Resident Physician at Northwestern University, Feinberg School of Medicine

Jing Gao, MD | Resident Physician at Northwestern University, Feinberg School of Medicine

Elizabeth Scharle, MD | Assistant Professor of Medicine, Division of General Internal Medicine and Geriatrics at Northwestern University, Feinberg School of Medicine

Examining Hispanic/Latinx High Utilizers of Hospital Behavioral Health Services During COVID-19

PRESENTER

Yudilyn Jaramillo, MPH | DrPH Student at Rutgers University School of Public Health

Food Insecurity Education Through Undergraduate Medical Service-Learning Experiences

PRESENTERS

Kinan Sawar, BS | Medical Student at Wayne State University School of Medicine

Gautham Pavar, BS | Medical Student at Wayne State University School of Medicine

Nicole Xu, BS | Medical Student at Wayne State University School of Medicine

Jennifer Mendez, PhD at Wayne State University School of Medicine

Impact of Conducting Student-Led Developmental Disability Educational Programs in a Virtual Versus an In-Person Setting

PRESENTERS

Ahmad Chouman, Medical Student at Wayne State University School of Medicine

Saranya Madan, Medical Student at Wayne State University School of Medicine

Katya Parker, Medical Student at Wayne State University School of Medicine

Jennifer Mendez, PhD at Wayne State University School of Medicine

Shagane Kotacharian, Medical Student at Wayne State University School of Medicine

Benjamin Sliwinski, Medical Student at Wayne State University School of Medicine

Investigating LGBTQ+ Experiences in Pediatric Palliative Care Through Multi-Informant Perspectives

PRESENTERS

Bridget Dorsey, Medical Student at the University of Utah

Katie Gradick, MD | Assistant Professor at the University of Utah

Screening Mammography and Social Determinants of Health (SDOH) at Erie Family Health Center

PRESENTERS

Carla Salazar, MPH | Research Study Coordinator at Northwestern University, Feinberg School of Medicine

Mita Goel MD | Professor of Medicine at Northwestern University, Feinberg School of Medicine

Andrew Cooper, Senior Database Systems Engineer at Northwestern University, Feinberg School of Medicine

Lacey Johnson, Social Determinants of Health Manager at Erie Family Health Center

Josephine Llaneza, Director of Patient Programs and Health Equity at Erie Family Health Center

Paula Carcamo, Research and Academic Partnerships Coordinator at Erie Family Health Center

Paula Rusca, Research and Academic Partnerships Manager at Erie Family Health Center

Bridget Wagner, Director of Patient Programs and Health Equity at Erie Family Health Center

Natalie Rodriguez, MPH

Service Learning and its Impact on Student Professional Identify Formation

PRESENTERS

Dana Kabbani, MD | Physician at Wayne State University School of Medicine

Jennifer Mendez, PhD at Wayne State University School of Medicine

Serving an Urban Community Via a Free Interdisciplinary Diabetes Education Clinic

PRESENTER

Priya Sharma, Medical Student at Wayne State University School of Medicine

Street Kicks: A Detroit Based Shoe Initiative

PRESENTERS

Nina Bourdeau, Medical Student

Susan Wager, BS | Medical Student at Wayne State University School of Medicine

Katherine Keith, Medical Student at Wayne State University School of Medicine

Teaching Psychosociocultural Themes of Medicine Through Films, Collaboration, and Expert- and Peer-Facilitated Small Group Discussions

PRESENTERS

Kathy Lu, Medical Student at Wayne State University School of Medicine

John Lloyd, Medical Student at Wayne State University School of Medicine

Rubab Imtiaz, Medical Student at Wayne State University School of Medicine

Michael McLeod, JD, MPH | Professor at Wayne State University School of Medicine

Jennifer Mendez, PhD at Wayne State University School of Medicine

The Effectiveness of Insulin Pump Therapy Compared to Multiple Daily Insulin Injections in Predominantly African American Patients with Type 1 and Type 2 Diabetes Mellitus – A Continuation Study

PRESENTERS

Anthony Mrocko, Wayne State University

Berhane Seyoum, MD | Physician/Professor in the Division of Endocrinology at Wayne State University School of Medicine

Beth DeWitt Morrison, MD | Physician in the Division of Endocrinology at Wayne State University School of Medicine

“That Was Then, This Is Now”: A Succinct Reference to Inclusive, Patient-Centered Language for the 21st Century

PRESENTERS

Melissa Chen, MD | Health Equity Course Director at Rosalind Franklin University of Medicine and Science

Rosanne Oggoian, DO | Assistant Professor at Chicago Medical School

Carl Lawson, Director of Global Health at Chicago Medical School

Barriers to Accessing LGBTQ+ Inclusive Healthcare in Underserved Communities

PRESENTER

Sarah Emerick, Medical Student at Indiana University School of Medicine

The Impact of COVID-19 on Vulnerable Populations

PRESENTERS

Aramandla Ramesh, PhD | Associate Professor at Meharry Medical College

Donald Alcendor, PhD | Associate Professor at Meharry Medical College

Paul Juarez, PhD | Professor at Meharry Medical College

Katherine Brown, EdD | Assistant Professor at Meharry Medical College

Mohammad Tabatabai, PhD | Professor at Meharry Medical College

Patricia Matthew-Juarez, PhD | Professor at Meharry Medical College

Utilizing a Team-Based Approach to Enhance Social Determinants of Health Curriculum in Undergraduate Medical Education

PRESENTERS

Latia Skerving, BS | Medical Student at SUNY Downstate Health Services University

Kelita Waterton, BS | Medical Student at SUNY Downstate Health Services University

Grace Shadid, Medical Student at SUNY Downstate Health Services University

Alexandra Greenberg, Medical Student at SUNY Downstate Health Services University

Joya Ahmad, Medical Student at SUNY Downstate Health Services University

Carla Boutin-Foster, MD | Associate Dean for Diversity Education and Research at SUNY Downstate Health Services University

Christopher Roman, PhD | Associate Professor of Cell Biology and Medicine at SUNY Downstate Health Sciences University

Cameron Page, MD | Assistant Director of Clinical Competencies at SUNY Downstate Health Sciences University