



NCEAS

**2025 ANNUAL
CONFERENCE**

**Healthcare Delivery
Steps Up to Social Care:
Implications for Health
Professions Education**

Welcome

February 2025

Dear guests and presenters,

Welcome to the 2025 National Collaborative for Education to Address the Social Determinants of Health (NCEAS) Annual Conference. Our conference theme this year is Healthcare Delivery Steps Up to Social Care: Implications for Health Professions Education. 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 two-day conference, you will hear from our distinguished keynote speakers, Drs. Rishi Manchanda and Laura Gottlieb. The program also includes ten workshops, an oral presentation session, a panel with distinguished speakers, 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 two days.

Sincerely,



Stephen Persell, MD, MPH
Director of NCEAS



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Keynote Speakers

Rishi Manchanda, MD, MPH

CEO at HealthBegins



“Promise, Peril, & Opportunity: Navigating the Journey Upstream to Advance Health Equity in Challenging Times”

Monday, February 24, 2025, 1:00-2:00pm (CST)

Dr. Rishi Manchanda is CEO at HealthBegins, a national mission-driven strategy and implementation firm that helps Medicaid-serving managed care plans, health systems, and social sector clients to exceed health care equity and social needs performance requirements, and achieve long-term impact for people and communities harmed by societal practices. Dr. Manchanda's areas of expertise include building and scaling value-based care models for historically marginalized populations, embedding and advancing equity in clinics and communities, and designing and leading national and regional policy initiatives to improve population health.

Dr. Manchanda served as the founding director of social medicine for a network of community health centers in south central Los Angeles, as the first lead physician for homeless veterans at the Greater Los Angeles VA, and as the chief medical officer for a multi-billion dollar employer with a large rural agricultural workforce. In his 2013 book - *The Upstream Doctors* - and TED Talk, he introduced “Upstreamists”, a new model of healthcare professionals and leaders who improve outcomes by addressing the social and structural drivers of health equity - patients’ social needs, community-level social determinants of health, and structural determinants of health equity including structural racism. Based in Los Angeles, Dr. Manchanda serves as a board member and advisor for several national nonprofits, companies, and initiatives that promote health equity, economic opportunity, and participatory democracy.

Laura Gottlieb, MD, MPH

Professor of Family and Community Medicine at the University of California, San Francisco.



"What we know (and don't know) about social care integration: Evidence from US healthcare settings"

Tuesday, February 25, 2025, 9:00-10:00am (CST)

Laura Gottlieb MD, MPH is a Professor of Family and Community Medicine at the University of California, San Francisco. Dr. Gottlieb's research explores health care sector programs and policies related to identifying and addressing social risk factors in the context of care delivery. She is the founding co-director of the Social Interventions Research and Evaluation Network, a national research network that advances research on health care strategies to improve social conditions. Dr. Gottlieb is also Associate Director of the Robert Wood Johnson Foundation Evidence for Action National Program Office.

Expert Panel Discussion

Innovations in Curricular Models for Experiential, Community-Engaged Medical Education: An Expert Panel Discussion

Monday, February 24, 4:00-5:00pm (CST)

EXPERT PANEL

- Loel Solomon, PhD, MPP | Professor Health Systems Science | Kaiser Permanente, Bernard J. Tyson School of Medicine
- Cheryl Dickson, MD, MPH | Professor of Pediatric Adolescent Medicine | Western Michigan University, Homer Stryker MD School of Medicine
- Matt Longjohn, MD, MPH | Assistant Professor of Family and Community Medicine | Western Michigan University, Homer Stryker MD School of Medicine
- Emma Anselin, MD | Assistant Professor of Pediatrics | Northwestern University, Feinberg School of Medicine

LEARNING OBJECTIVES:

Participants will be able to:

- Compare different curricular models for teaching medical students about community engagement, advocacy, and health systems
- Describe how different institutions approach engaging with community partners in medical education
- Discuss how community-based experiences can lead to transformative learning for medical students

WORKSHOPS

Engaging Future Physicians: Experiential Learning and Health Equity through Community Partnerships

Monday, February 24, 2:00-3:00pm (CST)

FACILITATORS

- Austin Dalgo, MD, MA, FAAP | University of Tennessee Health Science Center
- Kristen Bettin, MD, MEd, FAAP | University of Tennessee Health Science Center
- Darell Kiner, Jr., MSW | University of Tennessee Health Science Center
- Steven Joseph, MSc, MD Candidate | University of Tennessee Health Science Center

SUMMARY

This interactive workshop explores strategies for integrating health equity education into medical curricula through experiential learning and community partnerships. Participants will discover how to design module-based health equity instruction, incorporating topics such as structural competence, implicit bias, and patient experiences. The session highlights innovative approaches, including volunteer fairs that connect students with organizations addressing health disparities. Through presentations, small group discussions, and case-based activities, attendees will gain practical tools for implementing volunteer-driven learning programs that enhance medical education while fostering meaningful student engagement with underserved communities.

Transforming a SDOH Research Question into Robust Background Sections: A User-Friendly Scientific Strategy

Monday, February 24, 2:00-3:00pm (CST)

FACILITATORS

- Shahrzad Bazargan-Hejazi, PhD | Assistant Dean for Research Education | Alice Walton School of Medicine

SUMMARY

This virtual workshop is designed for health professionals to enhance their scientific writing skills, particularly focusing on social determinants of health (SDOH). It introduces structured strategies such as EDP and PICO frameworks to help participants formulate research questions and craft detailed, coherent background sections in a four-paragraph format, from global contexts to specific research aims. The workshop aims to empower attendees to effectively integrate SDOH into their research and communicate their findings clearly. Participants will engage in interactive activities, peer reviews, and case studies, applying what they learn to improve their research proposals on SDOH.

Addressing Systemic Racism in Healthcare Through Storytelling and Community Dialogue

Monday, February 24, 2:00-3:00pm (CST)

FACILITATORS

- Ellen Tattelman, MD | Assistant Professor, Family and Social Medicine | Albert Einstein College of Medicine/Montefiore Medical Center
- Tanya M. White-Davis, Psy.D | Associate Professor, Family and Social Medicine | Albert Einstein College of Medicine/Montefiore Medical Center
- Ekua Ansah-Samuels, MPH | Residency Education Program Manager, Family and Social Medicine | Albert Einstein College of Medicine/Montefiore Medical Center
- Heather Archer-Dyer, MPH, CHES | Assistant Professor, Family and Social Medicine | Albert Einstein College of Medicine/Montefiore Medical Center
- Melanie Lambert, MPH | Medical Student | Albert Einstein College of Medicine
- Vivian Kim, BA | Medical Student | Albert Einstein College of Medicine
- Kawther Coppin, BS | Medical Student | CUNY School of Medicine

SUMMARY

The ARCCH project is a longitudinal community collaborative plan designed to address structural racism by centering and integrating community voices into medical training. We honor the stories gathered in Community Conversations between healthcare workers and community members. This presentation will describe our process of developing these collaborations and will review the themes and recommendations from the conversations. We will use a storytelling framework to reflect on the stories and integrate our learning into practice. We will discuss future directions for this work in other healthcare institutions.

Social Mission Alliance, George Washington Mullan Institute for Health Workforce Equity

Monday, February 24, 2:00-3:00pm (CST)

FACILITATORS

- Isabel Chen, MD, MPH | Program Director | Social Mission Metrics Initiative at the Social Mission Alliance
- Toyese Oyeyemi, MPH, MCHES | Executive Director at Social Mission Alliance
- Katie Webster, MS | Institute Associate | Social Mission Alliance
- Finn Dobkin | Research Associate | Social Mission Alliance

SUMMARY

Join us to learn how the Social Mission Alliance (SMA), dedicated to advancing social accountability in health professions, is transforming education through the Social Mission Metrics Initiative Survey (SMMI). This workshop will introduce the SMA, provide an overview of the SMMI tool, and highlight innovative curricular practices identified from our findings of a recent national delivery of the survey tool. We will further discuss how institutions can use this self-assessment to measure and promote their commitment to social mission across key areas of health education. Participants will participate in lecture and discussion-based activities to improve their understanding of social mission assessment and applications in their institutions to drive the national movement.

Sometimes a meaningful conversation is all you can offer: Providing support to patients, even when you can't provide any resources

Monday, February 24, 3:00-4:00pm (CST)

FACILITATORS

- Ariel Singer, MPH, | Principal | Waterwheel Health Consulting

SUMMARY

Many healthcare professionals express concerns about screening for issues they cannot address. The unfortunate reality is that few communities have enough resources and services to meet all the social needs disclosed through screening. There is, however, increasing evidence that even when they are unable to make resource connections, professionals can still make a difference in improving health engagement and outcomes by providing emotional support to patients. Collaborative Screening is a process improvement framework and curriculum for preparing the healthcare workforce to conduct social needs screening using trauma-informed and evidence-based interpersonal skills that enable rapid and meaningful relational support.

Partnering with Community, Patient, and Learner Voices in Health Equity Curriculum Assessment

Monday, February 24, 3:00-4:00pm (CST)

FACILITATORS

- DeLawnia Comer-HaGans, PhD, MS, MBA | Director of Research and Education | Dell Medical School at The University of Texas at Austin
- John Luk, MD | Assistant Dean for Interprofessional Integration, Associate Professor of Pediatrics | Dell Medical School at The University of Texas at Austin
- Kelly Kovaric, MD | Assistant Professor of Pediatrics | Dell Medical School at The University of Texas at Austin

SUMMARY

While the LCME requires medical schools to provide curricula that addresses health equity, there does not appear to be an assessment standard for health equity learning within a curriculum. This workshop identifies a collaborative and interprofessional strategy to address health equity by providing context for its need in medical education, an opportunity for group synthesis, and a tool for including communities and learners to assess your institution's health equity curricula.

Be Trauma I.N.F.O.R.M.E.D: Building Trust through Trauma Informed Care

Monday, February 24, 3:00-4:00pm (CST)

FACILITATORS

- Revika Singh BA | MD/MPH Candidate | Feinberg School of Medicine of Northwestern University
- Marlise Pierre-Wright MD MPA | Internal Medicine Resident Physician | McGaw Medical Center of Northwestern University

SUMMARY

Trauma, including adverse childhood experiences (ACEs), profoundly impacts health outcomes and healthcare use, yet inpatient clinicians often lack training to address it effectively. This interactive workshop introduces an evidence-based communication toolkit to help trainees and practitioners deliver trauma-informed care and build trust. Through case-based role-play, participants will practice strategies to recognize trauma's impact and integrate trauma-informed approaches into daily workflows. The session emphasizes actionable techniques to strengthen patient-provider relationships and address systemic inequities. *Note: This toolkit is currently piloted with Northwestern internal medicine residents; residents participating in the pilot study should not attend.*

Bridging Healthcare and Education: Interdisciplinary Partnerships to Address Social Determinants of Health in K-12 Communities

Tuesday, February 25, 10:00-11:00pm (CST)

FACILITATORS

- Katheryn D. Hudon, DO | Associate Professor of Clinical Medicine | Pacific Northwest University COM

SUMMARY

Medical education doesn't stop in the classroom—it thrives in the community. This workshop explores how integrating medical students into real-world settings enhances their understanding of social determinants of health (SDOH) while making a tangible impact on underserved populations. Through the case study of a free sports physical program, attendees will learn how interdisciplinary partnerships can remove healthcare barriers and promote equitable access to wellness. Join us for actionable insights on implementing community-based initiatives that improve student learning, foster collaboration, and create lasting public health impact for children and families.

Building Bridges: Language Equity in Healthcare Practice

Tuesday, February 25, 10:00-11:00pm (CST)

FACILITATORS

- Melanie Menning, MD, MPH | Associate Professor of Family Medicine | University of Nebraska Medical Center
- Aleisha Nabower, MD | Associate Professor of Pediatrics | University of Nebraska Medical Center
- Shirley F. Delair, MD, PhD, MPH | Professor of Pediatrics | University of Nebraska Medical Center

SUMMARY

Language barriers in healthcare lead to disparities in access, communication, and outcomes. With 1 of every 5 U.S. residents speaking a language other than English at home, ensuring linguistically and culturally appropriate care is essential. This interactive session introduces the concept of language equity as a social determinant of health and explores a multi-faceted approach to language equity including development and recruitment of bilingual health professionals, system-wide process interventions, effective interpreter utilization, and strategies for rare languages. Through real-world case studies, small group discussions, and shared best practices, participants will gain practical tools to improve language access in their settings.

Building healthcare-community partnerships to reduce youth mental health disparities

Tuesday, February 25, 10:00-11:00pm (CST)

FACILITATORS

- Heather Huszti, PhD | Chief Psychologist | Children's Health of Orange County
- Michael Weiss, D.O. | Vice President of Population Health | Children's Health of Orange County
- Terri Iler, Ed.D., | Director of Community Clinical Outreach | Children's Health of Orange County
- Sheila Modir, Ph.D. | Pediatric Psychologist | Children's Health of Orange County

SUMMARY

With only 12.7% of students receiving mental health services, innovative approaches are needed to bridge gaps in care. The WellSpace Initiative is a multi-tiered, school-based mental health model designed to provide prevention, early identification, and targeted interventions where youth need them most. Using the California Multi-Tiered System of Support (MTSS) framework, this workshop explores strategies for forming community partnerships, securing funding, and implementing a multi-tiered approach to address youth mental health disparities. Attendees will gain concrete steps to develop sustainable collaborations that extend mental health services beyond traditional clinical settings and into schools, where they can have the greatest impact.

ORAL PRESENTATIONS

Oral Presentation Group 1

Tuesday, February 25, 12:00-1:00pm (CST)

Internal Medicine Residents' Perspectives on Trauma-Informed Care

PRESENTERS

- Uma Thachapuzha, BA | Medical Student | Feinberg Medical School

SUMMARY

Background: Trauma-informed care (TIC) is a healthcare practice that acknowledges the events, experiences, and effects of trauma on an individual. Research increasingly shows that TIC approaches to patient care may improve both patient engagement and long-term health outcomes. However, TIC education is poorly integrated into both undergraduate and graduate medical education. We sought to understand internal medicine resident's knowledge, opinions, and perceived competence regarding managing patients with trauma histories, and desires for future TIC training and implementation.

Interdisciplinary Team Members & Perspectives on Trauma-Informed Care in Resident Teaching Services

PRESENTERS

- Yashoswini Chakraborty | Undergraduate Student | Northwestern University
- Uma Thachapuzha, BA | Medical Student, Northwestern University Feinberg School of Medicine
- Revika Singh, BA | Northwestern University Feinberg School of Medicine
- Muriel Jean-Jacques, MD, MAPP | Associate Vice Chair for Diversity Equity and Inclusion at Department of Medicine | Northwestern University Feinberg School of Medicine
- Marlise Pierre-Wright, MD, MPA | Resident Physician | Northwestern Memorial Hospital

SUMMARY

Background: Nearly 64% of adults have experienced at least one adverse childhood experience (ACE). This study explored the perspectives of an interdisciplinary inpatient team's perspective on how resident internal medicine physicians work with them to manage the needs of patients who experience(d) trauma. Our objective was to explore ways to improve collaboration and communication between the interdisciplinary team and resident physicians to better care for patients with histories of trauma.

Developing a Course on Advancing Health Equity through Nursing History and Theory: Process and Ongoing Pedagogical Innovation

PRESENTERS

-
- Ashley Darcy Mahoney, PhD | Professor and Neonatal Nurse Practitioner | George Washington School of Nursing
 - Adriana D. Glenn PhD, MA, MN, RN, FNP-BC, CNE | Assistant Professor, Nursing Interim Associate Dean for Diversity, Equity, and Inclusion | George Washington School of Nursing
 - Sofia Andreoli | Instructional Designer | The George Washington University School of Nursing

SUMMARY

This abstract describes the process of developing the “Advancing Health Equity through Nursing History and Theory” course for first-semester pre-licensure nursing students as an ongoing pedagogical innovation. Delivered online, the course features asynchronous video discussion boards, AI interviews of nursing historical figures, and podcast-style lectures to create an engaging, flexible learning environment. The course addresses systemic racism and health inequities in nursing, examining historical events such as the American Nurses Association’s exclusion of Black nurses from 1916-1964, while exploring modern theoretical frameworks like critical race theory, feminist theory, and ethics. Aligned with the Future of Nursing report and AACN Essentials, it emphasizes social responsibility and inclusive environments that challenge racism in nursing education. The course development involved collaboration with nursing historians and integrated social determinants of health content across all modules. While outcomes are pending, this course aims to prepare future nurses to address health disparities across diverse settings.

Pedagogical Innovation in Health Professions Education: Leveraging AI to Explore Nursing History and Address Bias

PRESENTERS

- Sofia Andreoli | Instructional Designer | The George Washington University School of Nursing
- Ashley Darcy Mahoney, PhD | Professor and Neonatal Nurse Practitioner | George Washington School of Nursing
- Adriana D. Glenn PhD, MA, MN, RN, FNP-BC, CNE | Assistant Professor, Nursing Interim Associate Dean for Diversity, Equity, and Inclusion | George Washington School of Nursing

SUMMARY

This abstract presents a novel assignment designed to integrate artificial intelligence (AI) technologies into a nursing history course for pre-licensure students, aimed at promoting critical engagement with AI’s capabilities and limitations. Students conduct simulated interviews with historical nursing figures using AI technologies, such as ChatGPT and Microsoft Co-Pilot, and compare AI-generated responses with course readings and discussions. This pedagogical approach emphasizes the examination of embedded biases in AI and highlights how AI can be leveraged for good while recognizing its limitations. Through a Diversity, Equity, and Inclusion (DEI) framework, students critically analyze AI outputs, considering both the ethical implications of AI in scholarly work and the broader impact on nursing practice. This innovative assignment advances health professions education by preparing students to engage with emerging technologies, encouraging reflective thinking about AI’s role in healthcare.

Oral Presentation Group 2

Tuesday, February 25, 12:00-1:00pm (CST)

Population Health Career Pathways: A Community Health Worker Specialty Training and Workforce Development Program

PRESENTERS

- Patricia Labellarte, MPH | Senior Evaluator | Sinai Urban Health Institute
- Yesenia Cervantes, MBA | Director of Community Workforce Development | Sinai Urban Health Institute
- May Dartez, M.Ed, MPH | Learning Development Manager | Sinai Urban Health Institute
- Ricky Pesantez, MPH | Research Specialist | Sinai Urban Health Institute
- Stacy Ignoffo, MSW | Executive Director of Community Health Innovations | Sinai Urban Health Institute

SUMMARY

Community health workers (CHWs) are a vital public health, population health, and healthcare workforce, bridging gaps between communities, individuals, and too often disconnected systems. CHWs bring shared lived experience with individuals and communities, create trust, provide culturally competent education and interactions, and serve as connectors between communities and systems. A growing body of evidence demonstrates that CHWs are effective in improving health outcomes and addressing social determinants of health and health equity.

Sinai Urban Health Institute (SUHI), the community-engaged research and action arm of Sinai Chicago, Illinois' largest private safety net health system, has developed, implemented, and evaluated CHW interventions in a variety of settings and content areas for over 24 years. Building on this experience amassed over more than two decades, SUHI has gained expertise in the training and integration of CHWs into a variety of systems, providing core competency training based on the widely recognized C3 Core Consensus Project, digital health literacy and other content specific trainings to meet the training needs of CHWs and their employers.

Partnering with Community Resources to Address Food Insecurity in the Pediatric Inpatient Setting

PRESENTERS

- Monica Joseph-Griffin, MD | Visiting Professor of Clinical Pediatrics | University of Illinois College of Medicine at Peoria
- Reanna Saroop, MD | Pediatric Resident | University of Illinois College of Medicine at Peoria

SUMMARY

Food insecurity is defined as a lack of consistent access to enough food for every person in the household to live an active healthy life. (FRAC.org) Childhood food insecurity in our catchment area is as high as 16%. Poverty is even higher at 27.3%. Our aim is to identify patients with food insecurity in a pediatric inpatient unit using the Hunger Vital Signs and provide resources through community partnerships. Nursing, case management, and physicians engaged in Rapid Improvement Model process. They defined a workflow and formed a community partnership with the Peoria Area Food Bank to provide emergency food kits which will feed a family of four for three to four days. Within the first month, screening rates for food insecurity increased from 0% to greater than 90%. Of those screened, 2.45% endorse food insecurity. In the last nine months, 54 food kits have been distributed, feeding 250 people. This initiative has been well received by both staff and families. Addressing food insecurity improves the health and well-being of pediatric patients and their families, reduces healthcare use, and enhances their overall quality of life. With increased screening for Social Determinants of Health, health providers must work together with families and community to find solutions to prevent hunger.

Identifying Community Needs and Social Determinants of Health in Detroit through Observation and Reflection

PRESENTERS

- Kathleen Young, BS | 4th Year Medical Student | Wayne State University School of Medicine
- Bridget Croniger, MHCM | 4th Year Medical Student | Wayne State University School of Medicine
- James Mo, BS | 4th Year Medical Student | Wayne State University School of Medicine
- Rima Charara, Pharm.D., | Co- Director of Service Learning | Wayne State University School of Medicine
- Jennifer Mendez, Ph.D., | Associate Professor Emeritus and Co- Director of Service Learning | Wayne State University School of Medicine

SUMMARY

Introduction: Social determinants of health (SDoH) impact 80-90% of health outcomes in the U.S. To address SDoH, innovative teaching is needed. At WSUSOM, first-year medical students participated in the Service Learning curriculum, assessing community needs in specific Detroit zip codes.

The Impact of Neighborhood and Built Environment on Cardiovascular Health

PRESENTERS

- Sarah Choudhury, BE | Medical Student | Jacobs School of Medicine and Biomedical Sciences
- Jennifer K. Lang, MD, FAHA, FACC | Associate Professor of Medicine | Jacobs School of Medicine and Biomedical Sciences

SUMMARY

Background: Cardiovascular disease (CVD) has been the leading cause of death in the U.S. for over a century. Despite progress in identifying risk factors and treatments, health disparities driven by social determinants of health (SDOH) remain underexplored. One key SDOH is the neighborhood and built environment, which influences cardiovascular health through behaviors and access to healthy food. This project aims to examine how housing cost burden, a measure of neighborhood environment, affects cardiovascular risk behaviors and outcomes in Erie County and New York State (NYS). Identifying these patterns by zip code can improve screening and intervention strategies.

Oral Presentation Group 3

Tuesday, February 25, 12:00-1:00pm (CST)

Addressing social determinants of health in river-communities of Loreto to improve maternal health access

PRESENTERS

- Shanon Agbeve, BS | Medical Student | Florida International University Herbert Wertheim College of Medicine
- Elizabeth Burgess, BS | Medical Student | Florida International University Herbert Wertheim College of Medicine
- Rosemary Wright, MPH | Medical Student | Florida International University Herbert Wertheim College of Medicine
- Mahalah Joseph, BS | Medical Student | Florida International University Herbert Wertheim College of Medicine

SUMMARY

Loreto, Peru's most remote region, is home to about 1 million people, with 55% in isolated river-edge communities. Indigenous populations face social inequalities including limited healthcare, education, and high infant mortality rates. In 2020, Loreto had some of Peru's highest maternal deaths. Barriers like distance and poverty hinder healthcare access, especially for maternal health. The study aims to (1) explore the SDOH in five river-edge communities along the Amazon River, and (2) assess women's access to and use of healthcare services, considering the cultural and social influences on maternal health practices in these communities. Understanding these SDOH will pave the way for developing targeted interventions aimed at improving maternal health outcomes and addressing the underlying causes of health disparities identified in this research. Conducted in the Tamshiyacu Tahuayo Conservation Area, the study focused on five communities. It included women aged 18-80 and community leaders. It is a secondary analysis of 2023 survey data collected by FIU HWCOW and Project Amazonas. Healthcare access is hindered by long travel times, poor infrastructure, and communication challenges. While 42% of women receive prenatal care at the local health post, 40% deliver at home due to inadequate facilities. Esperanza, with a hospital and potable water, offers better services but is 40-60 minutes away by boat from the other four communities. Fifty-nine percent of women have only primary education. Depo-Provera injections are used by 69%, with 28% reporting unplanned pregnancies and 19% experiencing child deaths or complications within a month of birth. Critical social determinants affecting maternal and child health include water sanitation, education, transportation, electricity, and healthcare access. Based on the gathered information, we plan to develop and implement tailored interventions focusing on health education, water hygiene, and transportation challenges – key priorities identified in the study. These efforts will include identifying and training Community Health Workers, as well as collaborating with community leaders to develop emergency plans, improve transportation options, and enhance communication with local healthcare facilities.

Equity in Telehealth: Educating Physicians on Interpreter Utilization

PRESENTERS

- Luisa Paredes Acosta, MD | Assistant Professor of Medicine | Wake Forest University School of Medicine
- Nancy M. Denizard-Thompson, MD, FACP | Professor of Internal Medicine | Wake Forest University School of Medicine

SUMMARY

The rise of virtual care in the US aims to enhance patient access, yet disparities persist, especially for non-English language preference (NELP) patients. Clinical observations indicate that telehealth is often more accessible to English speakers. Our study explored resident physicians' comfort with telehealth for NELP patients and developed a training focused on utilizing interpreters during virtual visits. We developed an asynchronous, thirty-minute, self-directed, interactive module accessible via mobile device. We utilized text, video, flip-cards, and images that highlighted both standard practices for medical interpreter use in all settings, as well as institution-specific logistical steps to engage the interpreter over phone and video visits. We shared the link to the module with 33 internal medicine interns via email, and they were encouraged to complete the module within a week in place of a one-hour, in-person lecture. Pre and post surveys were integrated at the beginning and end of the module. We found that only 13.8% of residents felt comfortable providing virtual care to NELP patients at baseline, and while 65.5% were confident in their ability to access interpreter services for in-person visits, only 20.6% did so for telehealth encounters. Module completion increased intern reported ability to access interpreter services during telehealth visits by 47.4%. It also increased overall comfort providing virtual care to NELP patients by 42.2%. Features that made this module successful for busy trainees were its short duration, self-directed nature, multimedia components that required interaction, and ability to complete "on the go" from any mobile device. 96% of participants thought the time required to complete the module was reasonable, and 100% would recommend this learning activity to other residents. In conclusion, while Telehealth promises to increase access to care, it may widen health disparities if physicians are not equipped to use the technology with diverse patient populations. A simple, brief, asynchronous training module can increase physician comfort with caring for NELP patients in Telehealth encounters by improving their ability to access and utilize interpreter services in virtual settings.

ParkTree Community Navigators: Translating Curriculum into Practice

PRESENTERS

- Jacqueline Xu, BA | Medical Student | Kaiser Permanente Bernard J. Tyson School of Medicine
- Emily Dong | Undergraduate Student | Scripps College
- Trisha Gongalore | Undergraduate Student | Pomona College
- Dalja Parks, BS | Medical Student | Kaiser Permanente Bernard J. Tyson School of Medicine
- Nicholas Locke, BS MPH | Medical Student | Kaiser Permanente Bernard J. Tyson School of Medicine
- Malia Szyman, BSN RN | Medical Student | Kaiser Permanente Bernard J. Tyson School of Medicine
- Neil Rowen, BSPH | Medical Student | Kaiser Permanente Bernard J. Tyson School of Medicine
- Jack Heckl, BS MS | Medical Student | Kaiser Permanente Bernard J. Tyson School of Medicine
- Maureen Connelly, MD MPH | Professor Emerit, Department of Health Systems Science | Kaiser Permanente Bernard J. Tyson School of Medicine
- Ngozi Chukwu MD MPH | Assistant Professor, Department of Health Systems Science | Kaiser Permanente Bernard J. Tyson School of Medicine

SUMMARY

Background: The ParkTree Community Navigators Program (PCNP), was created by Kaiser Permanente Bernard J. Tyson School of Medicine (KPSOM) students in partnership with ParkTree Community Health Center (PCHC), a federally qualified health center (FQHC) serving patients in eastern Los Angeles and western San Bernardino counties. While PCNP began as a KPSOM Service-Learning practicum project providing social needs screening and resource referrals for patients, initial data showed the need for ongoing services to support patients and expand the FQHC reach, making the case for creating a sustainable program.

Evaluating Food Insecurity in the Setting of an Interprofessional Student-Run Free Clinic

PRESENTERS

- Yasmeen Berry, BS, MD/PhD Student, Wayne State University School of Medicine
- Tariq Kermalli, BS | Medical Student | Wayne State University School of Medicine
- Rehab Bondok, BS | Pharmacy Student | Wayne State University Eugene Applebaum College of Pharmacy and Health Sciences
- Avan Chu, BS | Medical Student | Wayne State University School of Medicine
- Polina Chuikov, BS | Medical Student | Wayne State University School of Medicine
- Mina Juma, BS | Medical Student | Wayne State University School of Medicine
- Judson Knott, BA | Pharmacy Student | Wayne State University Eugene Applebaum College of Pharmacy and Health Sciences
- Kit Tran, BS | Medical Student | Wayne State University School of Medicine
- Jeremy DeLor, PharmD, BCPS | Clinical Pharmacist | Wayne State University Eugene Applebaum College of Pharmacy and Health Sciences
- Min Jian Huang, JD | Clinical Programs Staff Attorney | Wayne State University Law School
- Kristi Price, MSW | Professor of Social Work | Wayne State University
- Martha Schiller, PT, DPT, MSA | Director for Clinical Education | Wayne State University Eugene Applebaum College of Pharmacy and Health Sciences
- Aline Saad, PharmD | Associate Professor | Wayne State University Eugene Applebaum College of Pharmacy and Health Sciences

SUMMARY

The Community Homeless Interprofessional Program (CHIP) provides healthcare education and resources to underserved populations, especially those experiencing homelessness in Detroit. This student-run, free walk-in clinic was created through collaboration among Wayne State's health professions, including pharmacy, medicine, social work, law, and physical therapy, to address social and health determinants of homelessness.

This project aims to understand food insecurity within CHIP's patient population, with a focus on the impact of the USDA's new Able-Bodied Adult Without Dependents (ABAWD) work requirements. Survey data collected from CHIP patients between August and December 2024 will quantify food insecurity prevalence and identify patients subject to ABAWD requirements. Descriptive statistics will be used to analyze the data, exempted by WSU IRB.

Preliminary findings show a complex relationship between food insecurity and homelessness, highlighting nutritional deficiencies' impact. Results will guide interventions, aiming to enhance care for CHIP patients and inform medical education and training on these critical issues.

Oral Presentation Group 4

Tuesday, February 25, 12:00-1:00pm (CST)

Screening for social determinants of health to achieve equitable outcomes for injured children: critical appraisal of readiness

PRESENTERS

- Shanthi Ameratunga, MBChB, MPH, PhD | Honorary Professor of Public Health | The University of Auckland, New Zealand
- Gabrielle Templer, MBChB, MPH | Public Health Medicine - Advanced Training Registrar, Population Health Gain team | Health New Zealand - Te Whatu Ora

SUMMARY

Background: In New Zealand, Maori (indigenous people), people of Pacific Islands ethnicity, people with lower socioeconomic status, among other underserved communities, bear a disproportionately greater burden of premature mortality, morbidity, disability, and poor access to health care. It is well-established that social determinants of health (SDOH) are potent influences in the pathways leading to inequitable health outcomes. These issues are prominent challenges to achieving equitable long-term outcomes for children surviving injuries in New Zealand. healthcare delivery. For example, while Maori and Pacific children are more likely to be admitted to hospital for injury, they are significantly less likely to have access to publicly funded health and disability support services following discharge. Furthermore, available evidence suggests these children are more likely to have unmet needs and experience a range of adverse health, social and educational outcomes in the long-term.

Health-related social needs and Mammography in Alliance Chicago Community Health Centers (CHCs)

PRESENTERS

- Carla Salazar, MPH, CPH, Clinical Research Associate, Northwestern University, Feinberg School of Medicine
- Eve Walter, PhD
- Ta-Yun Yang
- Mita Sanghavi Goel, MD, MPH, FACP, Northwestern University, Feinberg School of Medicine

SUMMARY

Background: This study aims to explore the relationship between health-related social needs (HRSNs) and mammography completion among a diverse community health center (CHC) patient population in Chicago. Methods: We used data from March 2020 to March 2023 among women ages 52-74 years old. We measured HRSNs using three approaches: 1) HRSNs questionnaire, 2) HRSNs-questionnaire + keyword search for HRSNs terms (expanded HRSNs capture), and 3) use of a homelessness flag. We examined the completion of mammography before and after screening for HRSNs during the study period and performed adjusted models to examine the relationship between HRSNs and mammography completion.

Help Desk: A novel student-led screening and referral intervention to identify and address unmet social needs

PRESENTERS

- Amitesh Verma | Help Desk Emergency Department Program Coordinator | Duke University
- Austin Brown | Help Desk Endocrine Program Coordinator | Duke University
- Ariana Vaida | Help Desk Lincoln Community Health Center Program Coordinator, Duke University
- Anthony Zhao | Help Desk Lincoln Community Health Center Site Coordinator | Duke University
- Eugene Cho | Help Desk Emergency Department Site Coordinator | Duke University
- Achintya Inumarty | Help Desk Recruitment and Training Chair | Duke University
- Ayush Khanna | Help Desk Communications Coordinator | Duke University
- John Purakal, MD | Assistant Professor of Emergency Medicine | Duke University School of Medicine
- Susan Spratt, MD | Professor of Medicine | Duke University School of Medicine
- Howard Eisenson, MD | Chief Medical Officer | Lincoln Community Health Center
- Kristen Ito, MD, MPH | Chief of Adult Medicine | Lincoln Community Health Center
- Carolyn Crowder, MSW | Director of Behavioral Health | Lincoln Community Health Center

SUMMARY

While unmet social needs are major drivers of health outcomes, most health systems are not fully equipped with the social services to adequately address them. We implemented an intervention that enables undergraduate volunteers to screen patients for unmet social needs and subsequently refer them to community resources. Planning included observation of exemplary programs, development of a community-based organization directory, and evaluation of the center's patient population, clinical workflows, and data infrastructure. A peer-to-peer training model for students was designed by integrating a social determinants of health curriculum. The program works across three different sites in Durham, North Carolina, and has screened 2948 patients and provided 1445 initial referrals from 1/1/2022 to 10/16/2024. The adaptable workflow makes this program a widely-applicable tool for identifying social needs within a healthcare setting and advancing SDOH education for pre-health students.

Assessing health literacy among Hispanic adolescents on probation: A study of understanding and awareness

PRESENTERS

- Kristina Valdez, BS | Baylor College of Medicine
- Ibeth Caceres, BS | Baylor College of Medicine
- Anjali Aggarwal, MD | Professor of Medicine | Baylor College of Medicine

SUMMARY

Background: Health literacy refers to an individual's ability to attain and understand basic health information and apply that to make informed health decisions (Fleary et al., 2018; Soto Mas & Jacobson, 2019). It has been shown that individuals who score higher in this domain, also have a greater likelihood of engaging in preventative health behaviors, such as medication adherence (Fleary et al., 2018; Lor et al., 2019). Given this, it seems especially important to target efforts at increasing health education in the younger population. The majority of health information adolescents obtain is based on modeling of health behavioral activities by their parents (Fleary et al., 2018). Among the many factors influencing health literacy, race and ethnicity have been shown to be markers associated with the patient's level of health literacy. Particularly, being African American/Black or Latino/Hispanic was associated with a greater likelihood of having low health literacy (Stormacq et al., 2019). Within the Hispanic population, immigrants and individuals that only speak Spanish are at an increased risk of having a low health literacy level (Soto Mas & Jacobson, 2019).

POSTER PRESENTATIONS

Social, Demographic, and Behavioral Determinants of Prolonged Hospital Stay and Readmissions of Postoperative Complications in an Urban Acute Care Hospital

PRESENTERS

- Alexis Dres, BS | MD Candidate | Indiana University School of Medicine
 - Skyler Thompson, BS | MD Candidate | Indiana University School of Medicine
 - Maggie Sullivan, BA | MD Candidate | Indiana University School of Medicine
-

Food Insecurity: An Upstream Social Determinant of 30-Day Congestive Heart Failure Readmissions

PRESENTERS

- Alison Blodgett, BA | Medical Student | Indiana University School of Medicine
 - Baraka Muvuka, PhD, MPH | Assistant Professor of Clinical Family Medicine | Indiana University School of Medicine
 - Jonathan Guerrero, PharmD | Assistant Professor of Clinical Pharmacology and Toxicology | Indiana University School of Medicine
-

Buhay Ngayon: A culturally-tailored toolkit to improve knowledge, attitudes, and behaviors regarding Advance Care Planning in Filipino American adults in Los Angeles County

PRESENTERS

- Angela Rose David, BS | Research Coordinator | University of California Los Angeles (UCLA)
-

Designing Social Determinants of Health Curriculum Using Storytelling Tools and Techniques

PRESENTERS

- Anne Vo, PhD, CE, Associate Professor, Health Systems Science, Kaiser Permanente Bernard J. Tyson School of Medicine
- Angelico (Iko) N. Razon, MD, MPH, MSHP, FAA | Assistant Professor Health Systems Science | Kaiser Permanente Bernard J. Tyson School of Medicine
- Joyce R. Javier, MD, MPH, MS, FAAP | Associate Professor Health Systems Science | Kaiser Permanente Bernard J. Tyson School of Medicine
- Isabel L. Chen, MD, MPH | Associate Professor Health Systems Science | Kaiser Permanente Bernard J. Tyson School of Medicine
- Ashwini Lakshmanan, MD, MS, MPH, FAAP | Associate Professor Health Systems Science | Kaiser Permanente Bernard J. Tyson School of Medicine
- Gery W. Ryan, PhD | Professor Health Systems Science | Kaiser Permanente Bernard J. Tyson School of Medicine
- Loel S. Solomon, PhD, MPP | Professor | Health Systems Science | Kaiser Permanente Bernard J. Tyson School of Medicine

Designing a community project: A 2-week medical school curriculum

PRESENTERS

- Aroosha Aamir, BS | Chicago Medical School
 - Tommi Tsao | Chicago Medical School
 - Neha Basti | Chicago Medical School
 - Alexander Ellyn | Chicago Medical School
 - Nat Ung | Chicago Medical School
-

Bridging the Gap: A Point-of-Care Ultrasound Elective to Foster Underrepresented Minority Representation in Medicine

PRESENTERS

- Ashwini Deshpande, BS, BA | Medical Student | University of Illinois Chicago
 - Liset Garcia Pena, BS | Medical Student | University of Illinois Chicago
 - Bijal Jain, MD | Assistant Professor | Northwestern University
 - Kelley Wachsberg, MD | Assistant Professor | Northwestern University
-

Addressing Barriers to Physical Activity and Enhancing Community Health: A Partnership Between an Urban, Community-Based Family Medicine Clinic and a Community Recreation Center

PRESENTERS

- Donnell Moss PT, DPT | Medical Student | Northwestern University, Feinberg School of Medicine
 - Liliana Guerrero, MS | Medical Student | Northwestern University, Feinberg School of Medicine
 - Gabrielle Osher, BS | Medical Student | Northwestern University, Feinberg School of Medicine
-

Social Determinants of Vision Health: Characterizing Ophthalmic Readmissions in Northwest Indiana

PRESENTERS

- Grace Armstrong, BA | Medical Student | Indiana University School of Medicine
- Jonathan Guerrero, PharmD | Assistant Professor of Clinical Pharmacology & Toxicology | Indiana University School of Medicine
- Baraka Muvuka, PhD, MPH | Director of Research | Indiana University School of Medicine

Addressing Loneliness Among Older LGBT Adults: A Collaborative Biweekly Outreach and Social Group Referral Program

PRESENTERS

- Harrison Garcia, BS, BSBA | Medical Student | Northwestern University
 - Shivani Kumaresan, MPH | Medical Student | Northwestern University
 - Magda Houlberg, MD | Medical Director of Geriatric Medicine | Howard Brown Health
 - Michelle Mason, MSN, RN, CNL | DNP Student | Rush University
-

Go-DEEP: Enhancing clinician training to communicate about social needs with patients through the development and validation of a performance-based assessment checklist

PRESENTERS

- Iman Hassan MD MS | Associate Professor | Albert Einstein College of Medicine
-

Advancing Social Mission and Advocacy for Medical Schools through a Longitudinal and Competency-based Design with Community Engagement

PRESENTERS

- Isabel Chen, MD | Associate Professor of Health Systems Science | Kaiser Permanente Bernard J. Tyson School of Medicine
 - Jung G. Kim, PhD, MPH | Kaiser Permanente Bernard J. Tyson School of Medicine
 - Alma Lopez, MD | Kaiser Permanente Bernard J. Tyson School of Medicine
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Impact of Social Determinants of Health on Stroke Severity in Northwest Indiana

PRESENTERS

- Jacobus Barnard, BS | Medical Student | Indiana University School of Medicine
- David Lin, BA | Medical Student | Indiana University School of Medicine

Increasing Community Awareness of the Impact of HIV and Antiretroviral Therapy on Cardiovascular Health

PRESENTERS

- Jason Zhang, BS | Medical Student | Feinberg School of Medicine, Northwestern University
 - Anna Lytchakov, BA | Feinberg School of Medicine Northwestern University
 - Ellie Ostroff, BA | Medical Student | Feinberg School of Medicine Northwestern University
 - Khukheper Awakoaiye, BS | Medical Student | Feinberg School of Medicine Northwestern University
-

Empowering Future Leaders: Bridging Health, Education, and Leadership through the Youth Academy for Latinx Leaders (Y.A.L.L.)

PRESENTERS

- Javier Rincon, BSBME | MD Candidate, Class of 2026 | University of Vermont Larner College of Medicine
-

One-Stop Search for Medical Housing Services Across the United States

PRESENTERS

- Jenina Ezra David, BA | 4th year Medical Student | Health Equity Research Assistant | University of Maryland School of Medicine
 - Jennifer Owens, ScD, MS | Vice Provost of Academic Affairs and Strategic Initiatives, Associate Professor | University of Maryland, Baltimore
 - Victoria Ezeji, MSW Student | Health Equity Research Assistant | University of Maryland School of Social Work
 - Victoria Williams, BSN, RN | DNP Student | Health Equity Research Assistant | University of Maryland School of Nursing
 - Godwin Okoye, BPharm, MS | PhD Student | Graduate Research Assistant | Health Outcomes Division | The University of Texas at Austin | College of Pharmacy
-

Integrating Loneliness Screening and Community-Based Support for Older Adults in the Primary Care Setting

PRESENTERS

- Jewoo Im | Medical Student | Northwestern University
- Nikhil Sriram | Medical Student | Northwestern University
- Tenhir Iyer | Medical Student | Northwestern University
- Lauren Leviton | LCSW | Northwestern University
- Toshiko Uchida, MD | Professor of Medicine | Northwestern University

Prescribing Pattern Inertia: Improving Hypertension Management Among Veterans

PRESENTERS

- Lauren Grabos | MD Candidate | University of Illinois Chicago
- Meghna Gaddam | MD Candidate | University of Illinois Chicago
- Matthew Escalona | MD Candidate | University of Illinois Chicago
- Eghosa Atoe | MD Candidate | University of Illinois Chicago
- Adedoyin Dada | MD Candidate | University of Illinois Chicago
- Samantha White, MSN, RN, AGCNS-BC, APRN | Jesse Brown VA
- Bijal Jain, MD | Northwestern University
- Eleanor Rivera, PhD, RN | Assistant Professor | University of Illinois Chicago

Sociodemographic and Behavioral Determinants of Hospitalizations for Labor and Delivery Complications in an Urban Health System

PRESENTERS

- Maggie Sullivan, BA | MD Candidate | Indiana University School of Medicine
- Alexis Dres, BS | MD Candidate | Indiana University School of Medicine
- Skyler Thompson, BS | MD Candidate | Indiana University School of Medicine
- Baraka Muvuka, PhD, MPH, MCHES | Director of Research | Indiana University School of Medicine
- Jonathan Guerrero, PharmD, BCPS, MEd | Assistant Professor of Clinical Pharmacology & Toxicology | Indiana University School of Medicine

A Patient Centered Approach to Gun Violence Prevention Screening

PRESENTERS

- Manushi Shah | MS2 | Northwestern University
- Gabriella Danziger | MS2 | Northwestern University
- Andrew Yoon | MS2 | Northwestern University
- Charles Stark | MS2 | Northwestern University

Assessment of Racial Disparities in Prescribing Patterns for Hypertension Pharmacological Treatment at One VA Medical Center

PRESENTERS

- Meghna Gaddam, BA | MD/MBA Student | Northwestern University Feinberg School of Medicine
- Matthew Escalona, BS | Medical Student | University of Illinois College of Medicine at Chicago
- Eghosa Atoe, BS | Medical Student | University of Illinois College of Medicine at Chicago
- Adedoyin Dada BS | Medical Student | University of Illinois College of Medicine at Chicago
- Lauren Grabos, BA | Medical Student | University of Illinois College of Medicine at Chicago
- Samantha White, APRN | Division of Hospital Medicine | Jesse Brown VAMC
- Eleanor Rivera | Division of Hospital Medicine | Jesse Brown VAMC
- Bijal Jain, MD | Division of Hospital Medicine | Jesse Brown VAMC

Enhancing Healthcare Access for Children and Youth with Special Healthcare Needs: Strengths of School-Based Health Centers

PRESENTERS

- Meredith Anne Capuli, MPH | CYSHCNet National Research Network
- Cortland Jell | California Health Sciences University College of Osteopathic Medicine

Enhancing Resilience in Medical Education for Minoritized Students: A Program to Address Social Determinants of Health and Health Equity

PRESENTERS

- Monique Jones, MD, FACOG | Assistant Professor of OB/GYN | Chicago Medical School, Rosalind Franklin University
- Melissa Chen, MD | Medical Director | Interprofessional Community Clinic (ICC), Assistant Dean | Associate Professor Department of Medicine | Chicago Medical School, Rosalind Franklin University of Medicine and Science
- Nikki Dixon, DNP, MEd, MSN | Director of Academic Advising and Success | Chicago Medical School, Rosalind Franklin University

A Roadmap to Successful Integration of Structural Competency into Undergraduate Medical Education.

PRESENTERS

- Traci Stevenson, D.O | Assistant Professor | Department of Clinical Science and Community Medicine | Touro University California, College Osteopathic Medicine
-

Dismantling Power Structures in Healthcare: A Workshop on Privilege, Oppression, and Equity in Medical Practice

PRESENTERS

- Lily Walters | Northwestern University
 - Irene Quan, BA | Northwestern University Feinberg School of Medicine
-

Social Determinants of Inequities in Neurodegenerative Disease Readmissions in Northwest Indiana: An Advocacy Opportunity

PRESENTERS

- Neon Calumpang, BS | Medical Student | Indiana University School of Medicine
-

The Stigma of Alcohol Use in Alcoholic Hepatitis

PRESENTERS

- Olivia Jastrzemski | Medical Student | School of Medicine, University of New Mexico
- Joshua Rosenthal MD | PGY2 | School of Medicine, University of New Mexico
- Chantel Dockstader MD | Assistant Professor of Internal Medicine | University of New Mexico

Preventing Opioid Overdose in Austin Neighborhood through Street Outreach, Opioid Overdose Education, and Naloxone Distribution

PRESENTERS

- Ravi Ameet Patel, B.A. | Medical Student | Northwestern University Feinberg School of Medicine
- Emma J. Pauer, BA | Medical Student | Northwestern University Feinberg School of Medicine
- Kelly R. Bates, BA | Medical Student | Northwestern University Feinberg School of Medicine

Optimizing Nutrition: Dietary Guidance for Pediatric Patients at Risk of Type 2 Diabetes

PRESENTERS

- Rohan Bhargava, BS, BA | Medical Student | Northwestern University Feinberg School of Medicine
 - Emma J. Pauer, BA | Medical Student | Northwestern University Feinberg School of Medicine
 - Kelly R. Bates, BA | Medical Student | Northwestern University Feinberg School of Medicine
-

Community Engagement in Medical Education: Analysis of an introductory Community-Centered Health Equity Session

PRESENTERS

- Shivani Sharma | Medical Student | Chicago Medical School
 - Melissa Chen, MD | Assistant Dean DEI | Chicago Medical School | Rosalind Franklin University of Medicine and Science
 - Susanna Calkins, PhD | Director, Nexus for Faculty Success | Associate Professor, School of Graduate and Postdoctoral Studies | Rosalind Franklin University of Medicine and Science
-

A Framework for Diversity, Equity, and Inclusion (DEI) Assessment in a Student Run Free Clinic

PRESENTERS

- Sophia Galluccio, MS | Chicago Medical School
- Iswarya Vimalan Jeya | Chicago Medical School
- Melissa Chen, MD | Associate Professor of Medicine and Medical Director of the Interprofessional Community Clinic | Chicago Medical School