

**MARCH**  
22-25 2022

**SOPHE**

*Digital*

ANNUAL  
CONFERENCE

Health Education:  
**The ARCH** of an **Era**

**#SOPHE2022**

# 73<sup>rd</sup> Digital Annual Conference

MARCH 22-25, 2022

## The ARCH of an Era

SOPHE welcomes all attendees to our 73<sup>rd</sup> annual conference.

**We extend a special welcome to all first timers and new members! This is our profession’s leading opportunity to engage with health education and promotion colleagues to promote health for all.**

You will expand your mind, build relationships, and immerse yourself in cutting-edge health education research, policy, pedagogy, and practice. Select from 3 pre-conference workshops, 6 plenaries, 35 sessions, and nearly 100 posters. All in all, more than 140 scientific presentations and posters to:

- ✓ Challenge your thinking
- ✓ Discover new ideas
- ✓ Build lifelong connections
- ✓ Explore what’s ahead

All at SOPHE’s 73rd Digital Annual Conference!

Our original plan was to hold this conference in person in St. Louis. In that spirit we have kept the theme, “ARCH of an Era,” using the renowned St. Louis Gateway Arch as a metaphor for the escalation of a worldwide pandemic, the public health response, and the incredible recovery of our communities. Health education practitioners have been resilient on the front lines in all these efforts, and we look forward to the start of a new era.

**This conference is your opportunity to take a deep dive into critical topics and plan for the future — all from the convenience of your home or office.**

Plus, you can customize your learning by choosing from these educational tracks:

- Diversity, Equity, and Inclusion
- Interprofessional Practice
- Policy, Systems, and Environmental Changes
- Program Implementation and Dissemination
- Public Health Education Workforce Development
- Structural Discrimination and Health Equity

### Continuing Education

An application has been approved to award Certified Health Education Specialists (CHES®) and/or Master Certified Health Education Specialists (MCHES®) up to a total of 59.5 Continuing Education Contact Hours (CECHs), including 29.5 entry-level CECHs and 30 advanced-level CECHs. In addition to SOPHE’s 2022 live conference, participants can access all recorded sessions for CECHs (excluding the pre-conference workshops) on SOPHE’s CORE until March 1, 2023.

The National Commission for Health Education Credentialing, Inc. has approved SOPHE and its chapters as designated multiple-event providers of CECHs in health education. SOPHE is approved by the National Board of Public Health Examiners as a provider of CPH Renewal Credits. An application has been approved to award 59.5 CPH Renewal Credits.

To receive continuing education credits for the live digital conference, you must complete an online evaluation for each session you attend. More details will be provided during the conference.

### DID YOU KNOW?

**You can earn up to a total of 59.5 Continuing Education Contact Hours (CECHs), including 29.5 entry-level CECHs and 30 advanced-level CECHs. All CECHs are included in the conference registration.**

**Keep the conversation going. Use the conference hashtag #SOPHE2022 on your social media.**



**SOPHE is YOUR professional home and community!**

SOPHE members represent a dynamic mix of professionals in the U.S. and abroad who are committed to health equity including:

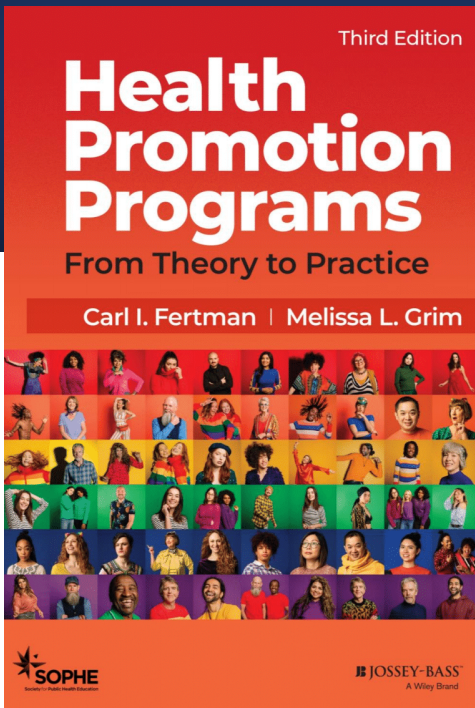
- Health education & promotion faculty and researchers
- K-12 school health education specialists
- Public health professionals working in city, county, state, and federal agencies
- Worksite health promotion professionals
- Health educators in hospitals and clinics
- Practitioners in community-based agencies

Already a member? Thank you!

**Ready to join? Visit [sophe.org/membership](http://sophe.org/membership) today!**

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## Now available! Reserve your copy!

An incisive, up-to-date, and comprehensive treatment of effective health promotion programs.

In the newly revised Third Edition of *Health Promotion Programs: From Theory to Practice*, health, and behavior experts Drs. Carl I. Fertman and Melissa Grim deliver a robust exploration of the history and rapid evolution of health promotion programs over the last three decades. The authors describe knowledge advances in health and behavior that have impacted the planning, support, and implementation of health promotion programs.

Learn more about the newest edition of this SOPHE textbook during the D-1 Concurrent Session: *Health Promotion: From Theory to Practice (textbook 3rd Edition): What's New for Spicing Up Your Curriculum?* on Wednesday, March 23, 2022, 1:30 - 2:30 pm. Visit the SOPHE Marketplace with Wiley to learn more and request a review copy.

## SOPHE 2021-22 OFFICERS

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## Get to know SOPHE!

The Society for Public Health Education (SOPHE<sup>®</sup>) is a nonprofit 501(c)3, independent professional association that represents a diverse membership of nearly 4,000 health education professionals and students in the United States and abroad. SOPHE members work in schools, universities, public and private organizations, health care settings, worksites, and in local, state, and federal government agencies.

### OUR MISSION:

Supporting leaders in health education and promotion to advance healthy and equitable communities across the globe.

**Many thanks to the 2022 SOPHE Annual Conference Planning Committee****Kirsten C. Rodgers, EdD, MSPH, MCHES<sup>®</sup>, Trustee, 2022 Digital Annual Conference****Program Workgroup**

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 Kimberly Kim  
 Mauricia T. Lewis, MEd  
 Meagan Shipley, PhD, CHES<sup>®</sup>

**Student Engagement Workgroup**

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 Erin Pace  
 Catherine Shoff, PhD, MPH  
 Joe Visker, PhD, MCHES<sup>®</sup>

*In Memoriam***ALBERT BANDURA (1925-2021)**

- Professor of Social Science in Psychology, Emeritus, Stanford University
- Developed social learning theory, social cognitive theory, and self-efficacy, widely applied in health education for decades
- Conducted famous “Bobo Doll” experiments, showing children who observed an adult hitting and yelling at an inflatable doll – Bobo – were more likely later to act aggressively toward the doll.
- Testimony on Capitol Hill resulted in new standards for TV advertising related to children.
- Received 19 honorary degrees and numerous awards and honors
  - » American Psychological Assn - Outstanding Lifetime Contribution to Psychology Award
  - » Elizabeth Fries Health Education Award - 2002
  - » National Medal of Science by President Obama – 2016
- Authored 17 books including *Social Learning Theory*; *Social Foundations of Thought and Action: A Social Cognitive Theory*

Read more – *Health Education & Behavior* Spring 2022 issue

**Distinguished Fellow Award** recognizes a person who has made exemplary and lasting contributions to the field of health education and public health.

**Lloyd J. Kolbe, PhD**

**Honorary Fellow** recognizes a non-SOPHE member who has made significant and lasting contributions to health education and the public's health.

**Martha Katz, MPA**

**Elizabeth Fries Health Education Award** is sponsored by the James F. and Sarah T. Fries Foundation/CDC Foundation to recognize an exemplary behavioral scientist.

**Barbara Israel, DrPH, MPH**

**Karen Denard Goldman Health Education Mentor Award** recognizes a National SOPHE member in an academic or practice setting who has made a significant contribution to the preparation and/or performance of health educators and has successfully forged the link between practice and research.

**Michele Bildner, MPH, MCHES®**

**SOPHE Trophy Award** acknowledges a member's tireless contributions to SOPHE often referred to as the "Unsung SOPHE Hero Award."

*To be announced during the awards ceremony.*

**SOPHE Presidential Citations** recognize dedicated service and contributions to SOPHE.

**Collins Airhihenbuwa, PhD**  
**Kelli R. McCormack Brown, PhD**  
**Charity Bishop, MA, CHES®**  
**Amy Thompson, PhD, CHES®,**  
**SOPHE President 2022-2023**  
**Elizabeth Chaney, PhD, MCHES®**

**M. Elaine Auld Horizon Award** recognizes early-career health educators (less than five years) who have distinguished themselves through leadership, creativity, involvement in the profession, and health education practice.

**Arden Castle, MPH, CHES®**

**Most Valuable Partner (MVP)** is given by SOPHE staff to recognize excellence in collaboration and partnership with SOPHE to improve the profession and the public's health.

**Barbara Ozaeta, MVP Meetings**

**Graduate Student Research Paper** fosters quality graduate student research and provides a mechanism by which to recognize outstanding graduate students for creative and innovative research.

**Erin-Leigh Gallop, DEd,** Columbia University

"Predictors of Mothers' Asthma Knowledge and Self-Efficacy to Manage Childhood Asthma"

**Vivian Drenckhahn Student Scholarships** provide support to full-time undergraduate and graduate students in their pursuit of educational and professional development in health education.

**Mabintou Darboe,** University of New Haven

**Dhaani Dhaani,** University of New Haven

**Samantha Vernon,** University of Northern Colorado

**R. Brick Lancaster Community Health Internship** supports a student who, during a community-based internship, conducts a health education and health promotion project that addresses a significant public or school health issue identified by a local or state public health department or community agency.

**Fabiola Salerni,** University of Maryland

"D.C. WIC Farmers Market Nutrition Program"

**SOPHE/CDC Student Fellows in Injury Prevention** recognizes, assists, and trains students working on research or practice-based projects in unintentional injury prevention from the perspective of health education or behavioral sciences.

**Lauren Berny,** University of Oregon

"A Social-Ecological Analysis of Suicidality Among High-Risk Adolescents: Implications for Health Education and Prevention"

**Lena Thompson,** University of Iowa

"Disaster Management and Indigenous Populations"

**Lindsay Keeling,** New Mexico State University

"Adverse Childhood Experiences: Association with Alcohol and Drug Use, and Suicidal Behaviors"

**SOPHE Patient Engagement Fellowship** recognizes, assists, and trains masters or doctoral students to advance the research and practice of patient-centered health care from the perspective of health education or behavioral sciences.

**Brenna Kirk,** West Virginia University

"Improving Patient Self-Advocacy and Communication with Providers through Diabetes Self-Management Education: Analyses from a Randomized Controlled Trial"

**21<sup>st</sup> Century Student Scholarships** provide financial support to full-time undergraduate and graduate students to attend SOPHE's Annual Conference or Advocacy Summit

**Tsehay Gebreyes**, Borough of Manhattan Community College at City University of New York

**Ruth Kameswara**, University of New Haven

**Sri Prathima Kanneganti**, University of New Haven

**Tyra Montour**, Texas A&M University

**Jane Murphy**, University of Alabama at Birmingham

**Khyati Rustagi**, University of New Haven

**Samantha Serrano**, North Central College

### **21<sup>st</sup> Century Health Education Practice**

**Scholarships** provide financial support to SOPHE members (national/chapter) who are health education specialists and practitioners to attend SOPHE's Annual Conference or Advocacy Summit.

**Ruopeng An**, Washington University, St. Louis

**Derek Cegelka**, Stephen F. Austin State University

**Sarah Toth**, Alabama A&M University

**Amy Wotring**, Indiana State University

**SOPHE Chapter Award for Excellence** recognizes a SOPHE Chapter which has demonstrated creative and effective methods in the delivery of one or more core member services.

**Midwest SOPHE**

### **SOPHE Chapter Student Recognition Award**

honors a local health education student's contribution to the profession and/or local chapter.

**Samantha Mundt, BS, CHES<sup>®</sup>**, Indiana SOPHE

**Emily R. Rembusch**, Indiana SOPHE

### **Health Education & Behavior's Lawrence W. Green Paper of the Year:**

**Lisa Bowleg, MA, PhD**, for her article, "The Master's Tools Will Never Dismantle the Master's House": Ten Critical Lessons for Black and Other Health Equity Researchers of Color. *Health Education & Behavior*, 48(3), 237-249.

### **Health Promotion Practice's Sarah Mazelis Paper of the Year:**

**Ryan J. Petteway, DrPH, MPH** for his article, "Poetry as Praxis + "Illumination": Toward an Epistemically Just Health Promotion for Resistance, Healing, and (Re)Imagination." *Health Promotion Practice*, 22(1\_ suppl), 20S-26S.

### **Pedagogy in Health Promotion's Paper of the Year:**

**Gary Harper, PhD, MPH, Leah Neubauer, EdD, MA**, for their article, "Teaching During a Pandemic: A Model for Trauma Informed Education and Administration." *Pedagogy in Health Promotion*, 7(1), 14-24.

**SOPHE 5-Year Staff Award** is given to a SOPHE staff member based on their years of service.

**Jordan Fuhrmeister, MPH, CHES<sup>®</sup>**

*In Memoriam*

**JAMES F. FRIES, MD (1938-2021)**

- SOPHE Honorary Fellow - 2007
- Emeritus professor of medicine, Stanford University
- Former president of James F. and Sarah T. Fries Foundation, which awards The Fries Prize for Improving Health and the Elizabeth Fries Health Education Award annually
- Established American Rheumatism Association Medical Information System, one of the first large chronic disease data banks
- Developed Compression of Morbidity model for healthy aging
- Founded Healthtrac Inc & first personal health assessment tools
- Authored 11 books, including Take Care of Yourself - 20 million copies in 20 languages

Read more - *Health Education & Behavior* - Spring 2022 issue



# THANK YOU TO OUR SOPHE 2022

## Digital Annual Conference Sponsors & Exhibitors

### GOLD



### SILVER



### BRONZE

Emory University,  
Rollins School of Public Health  
FDA Office of Women's Health  
FDA Center for Food Safety & Applied Nutrition  
Jones & Bartlett Learning  
Mississippi State University  
National Alliance for Hispanic Health  
Penn State College of Medicine

Safe States Alliance  
SAGE Publishing  
San Jose State University  
University of Indianapolis, Graduate  
& Adult Learning Enrollment  
U.S. Department of Housing and  
Urban Development



# SOPHE 2022

## Digital Annual Conference Highlights

### SOPHE'S ALL MEMBER BUSINESS MEETING

All SOPHE members are invited to participate on Monday, **March 14, 2022, 6:30 - 7:30 pm**. You may attend the business meeting without attending the annual conference. Learn about our recent accomplishments, future initiatives and meet your new CEO and newly elected members of SOPHE's Board of Trustees. The meeting will be recorded and available during the conference and on SOPHE's CORE.

### PRE-CONFERENCE WORKSHOP, TUESDAY, MARCH 15, 12 - 4:00 PM

- Smoking Cessation & Reduction in Pregnancy Treatment (SCRIPT®)

*Ticketed event and limited attendees*

### PRE-CONFERENCE WORKSHOPS, MONDAY, MARCH 21, 12 - 3:00 PM

- Back to the Future for Progress on Transportation Health Education
- Reducing Stigma Through Culturally Responsive Care and Services
- In Stressful Time: Mindfulness Methods to Promote Mental Health

*Ticketed events and limited attendees*

### NCHEC VIRTUAL NETWORKING\*

NCHEC is hosting a **virtual Mix & Mingle, Tuesday, March 22, 4:15 - 5:45 pm**

The event provides an opportunity for CHES® and MCHES® practitioners to get updates from NCHEC leadership on certification topics and allows networking during small group breakout sessions. Moderators for the event include members of NCHEC's Board of Commissioners, Marketing Committee, and NCHEC staff.

*\*Pre-registration required, and you must be a current CHES®/MCHES® to participate.*

### SOPHE'S 73RD AWARDS CEREMONY

Join your colleagues to honor SOPHE's 2022 Award Winners at this year's awards ceremony on Thursday **March 24, 5:30 - 7:00 pm**

### SOPHE MARKETPLACE

SOPHE welcomes its 2022 exhibitors and sponsors. Visit the Marketplace to see publications, tools, and information from an array of organizations and universities. Their participation is a valuable contribution to the success of our conference so please take a few minutes to say hello and learn what they have to offer. Look for "Visit SOPHE Marketplace" in the program for times each day to visit. Live chat sessions with exhibitor representatives are available during designated times. See the "Marketplace Exhibitor Live Chat Sessions" in the Schedule at a Glance for details.

### JUST FOR STUDENTS

Special sessions specifically designed for students and new professionals include:

- Virtual Student Meet & Greet, **Wednesday, March 23, 1:30 - 2:30 pm**
- Health Equity & Student Workshop Game Show, **Wednesday, March 23, 4:30 - 6:00 pm**
- The Power of Us: Advancing in Health Education While on the Yard, **Wednesday, March 23, 4:30 - 6:00 pm**
- Student Micro-mentoring Session, **Thursday, March 24, 12:45 - 2:15 pm.**

### POSTER SESSIONS

With almost 100 poster sessions, you are sure to identify new "tools of trade" to enhance your research and practice. This year, you have two opportunities to access these poster presentations - live or on demand. First, you can participate in a live chat with authors to network, ask questions and interact with your colleagues. These "live" posters are featured at the following times:

- **Tuesday, March 22, 4:15 - 5:15 pm**
- **Wednesday, March 23, 1:30 - 2:30 pm**
- **Friday, March 25, 3:15 - 4:45 pm**

At other times during the conference, the full list of posters is available with recorded presentations by the authors. There is no live chat, but we encourage you to absorb the new cutting-edge developments in health education and promotion offered through this opportunity.

# Conference Educational Tracks

## **DIVERSITY, EQUITY, AND INCLUSION (DEI)**

This track seeks to expand diversity, equity, and inclusion in health education, including identification of the role of fundamental causes (e.g., white supremacy) and structural discrimination (e.g., racism, sexism, and ableism) in the social determinants of health. It also seeks to explore how systems of discrimination impact the work of health education and promotion specialists in addressing health inequities.

## **HEALTH EDUCATION WORKFORCE DEVELOPMENT**

This track focuses on preparing health education and promotion specialists to work in diverse settings. Presentations focus on infodemiology and combatting misinformation and disinformation; the impact of COVID-19 on pre-professional preparation; successful education and professional development models to meet the learning needs of students; and preparing health education and promotion specialists to work in K-12 school settings or clinical settings.

## **POLICY, SYSTEMS, AND ENVIRONMENTAL CHANGES**

This track focuses on strategies and evaluations for conducting upstream changes. Sessions focus on advocacy and programming strategies conducted by health education or promotion specialists or by community members. Subjects include improving access to quality healthcare; addressing climate change; increasing food security; addressing mental health and trauma issues; and advocating eliminating law enforcement violence.

## **INTERPROFESSIONAL PRACTICE**

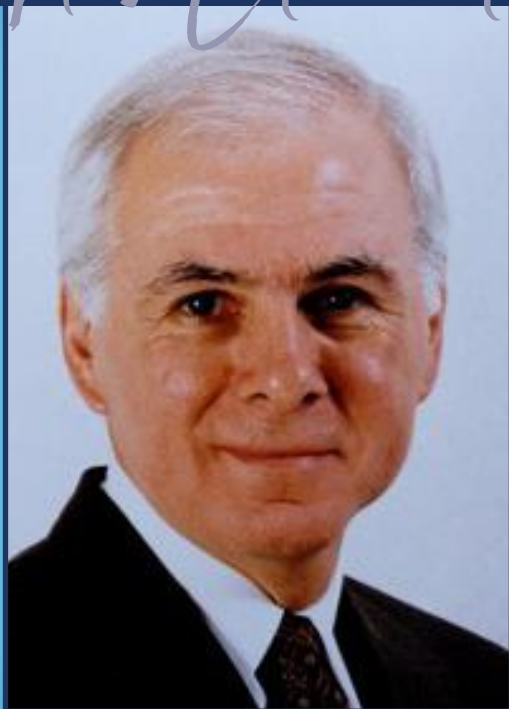
Public health systems recognize the benefits of health professionals working in interdisciplinary teams to address patient and community health. This track focuses on defining the role of health education and promotion specialists when working in these diverse, interdisciplinary teams; and health promotion activities conducted with or by pharmacists, veterinarians, first responders, psychologists, urban developers, or other non-traditional partners.

## **PROGRAM IMPLEMENTATION AND DISSEMINATION**

This track focuses on reporting program design and adaptation, implementation, and dissemination. Sessions address practice-based settings or related to research on dissemination and implementation science. Presentations cover cross-cultural, linguistic, and accessibility adaptations of programs; assessment of dissemination models to increase program reach; and evaluation of program implementation. Included are abstracts that address adaptations or innovative strategies made to programs as a response to COVID-19.

## *In Memoriam*

**EDWARD J. ROCCELLA, MPH, PHD (1944-2021)**



- **SOPHE President - 1982**  
» **First SOPHE Midyear Conference in Puerto Rico**
- **SOPHE Distinguished Fellow - 2000**
- **Elizabeth Fries Health Education Recipient - 1999**
- **Developer & Coordinator of first NHLBI National High Blood Pressure Control Program**
- **Leader, US Scientific Delegation on hypertension in Brazil, Germany, Egypt and Jordan**

Read more - *Health Education & Behavior* Spring 2022 issue

# Schedule at-a-Glance

| TIME                           | SESSION   |
|--------------------------------|---|
| <b>MONDAY, MARCH 14, 2022</b>  |   |
| 6:30 - 7:30 PM                 | SOPHE ALL MEMBER BUSINESS MEETING   |
| <b>TUESDAY, MARCH 15, 2022</b> |   |
| 12 - 4:00 PM                   | SMOKING CESSATION AND REDUCTION IN PREGNANCY TREATMENT (SCRIPT®) WORKSHOP   |
| <b>MONDAY, MARCH 21, 2022</b>  |   |
| 12:00 - 5:00 PM                | SOPHE STUDENT HEALTH EDU-THON   |
| 12:00 - 3:00 PM                | PRE-CONFERENCE WORKSHOPS  |
| 4:00 - 5:00 PM                 | LIVE Seizure Recognition and First Aid Certification Training   |
| <b>TUESDAY, MARCH 22, 2022</b> |   |
| 12:00 - 5:00 PM                | SOPHE STUDENT HEALTH EDU-THON   |
| 11:45 AM - 1:00 PM             | OPENING PLENARY: SOPHE PRESIDENTIAL ADDRESS & HONORARY FELLOW LECTURE   |
| 1:15 - 5:00 PM                 | VISIT THE SOPHE MARKETPLACE   |
| 1:15 - 2:15 PM                 | MARKETPLACE EXHIBITOR LIVE CHAT SESSIONS <ul style="list-style-type: none"> <li>• NCHC</li> <li>• MARYLAND UNIVERSITY OF INTEGRATIVE HEALTH (MUIH)</li> <li>• SAFE STATES ALLIANCE</li> <li>• UNIVERSITY OF INDIANAPOLIS - COLLEGE OF HEALTH SCIENCES</li> </ul>                              |
| 1:15 - 2:15 PM                 | POWER HOUR SESSIONS   |
| 2:30 - 4:00 PM                 | SKILL BUILDING WORKSHOPS  |
| 2:30 - 4:00 PM                 | MARKETPLACE EXHIBITOR LIVE CHAT SESSIONS <ul style="list-style-type: none"> <li>• FDA CENTER FOR FOOD SAFETY &amp; APPLIED NUTRITION (CFSAN)</li> <li>• MARYLAND UNIVERSITY OF INTEGRATIVE HEALTH (MUIH)</li> <li>• UNIVERSITY OF FLORIDA/DEPT. OF HEALTH EDUCATION &amp; BEHAVIOR</li> </ul> |
| 4:15 - 5:15 PM                 | POWER HOUR SESSIONS   |
| 4:15 - 5:15 PM                 | POSTER PRESENTATIONS  |
| 4:15 - 5:15 PM                 | MARKETPLACE EXHIBITOR LIVE CHAT SESSIONS <ul style="list-style-type: none"> <li>• MARYLAND UNIVERSITY OF INTEGRATIVE HEALTH (MUIH)</li> <li>• UNIVERSITY OF FLORIDA/DEPT. OF HEALTH EDUCATION &amp; BEHAVIOR</li> </ul>   |
| 4:15 - 5:45 PM                 | NCHC VIRTUAL NETWORKING   |

## CECH LEVEL

Δ = Advanced Σ = Entry

## TRACK CODES:

- \* Structural Discrimination and Health Equity
- † Public Health Workforce Development
- ‡ Policy, Systems, and Environmental Changes
- + Interprofessional Practice
- Program Implementation and Dissemination

# Schedule at-a-Glance (cont.)

| TIME                             | SESSION   |
|----------------------------------|---|
| <b>WEDNESDAY, MARCH 23, 2022</b> |   |
| 12:00 - 1:15 PM                  | PLENARY 2: REIMAGINING PUBLIC HEALTH EDUCATION AFTER THE PANDEMIC   |
| 1:30 - 6:00 PM                   | VISIT THE SOPHE MARKETPLACE   |
| 1:30 - 2:30 PM                   | MARKETPLACE EXHIBITOR LIVE CHAT SESSIONS <ul style="list-style-type: none"> <li>• FDA CENTER FOR FOOD SAFETY &amp; APPLIED NUTRITION (CFSAN)</li> <li>• MARYLAND UNIVERSITY OF INTEGRATIVE HEALTH (MUIH)</li> <li>• NCHEC</li> <li>• SAFE STATES ALLIANCE</li> <li>• UNIVERSITY OF FLORIDA/DEPT. OF HEALTH EDUCATION &amp; BEHAVIOR</li> <li>• UNIVERSITY OF INDIANAPOLIS - COLLEGE OF HEALTH SCIENCES</li> </ul> |
| 1:30 - 2:30 PM                   | LEARNING LABS & POSTER PRESENTATIONS  |
| 2:45 - 4:15 PM                   | PLENARY 3: INNOVATING PUBLIC HEALTH EDUCATION   |
| 4:30 - 6:00 PM                   | SKILL BUILDING WORKSHOPS  |
| 4:30 - 6:00 PM                   | MARKETPLACE EXHIBITOR LIVE CHAT SESSIONS<br>MARYLAND UNIVERSITY OF INTEGRATIVE HEALTH (MUIH)  |
| <b>THURSDAY, MARCH 24, 2022</b>  |   |
| 11:00 - 11:15 AM                 | CONFERENCE HALFTIME: HIGHLIGHTS FROM DAYS 1 & 2   |
| 11:15 AM - 12:30 PM              | PLENARY 4: 2022 ELIZABETH FRIES HEALTH EDUCATION AWARD & LECTURE  |
| 12:45 - 5:15 PM                  | VISIT THE SOPHE MARKETPLACE   |
| 12:45 - 2:45 PM                  | MARKETPLACE EXHIBITOR LIVE CHAT SESSIONS <ul style="list-style-type: none"> <li>• NCHEC</li> <li>• MARYLAND UNIVERSITY OF INTEGRATIVE HEALTH (MUIH)</li> <li>• UNIVERSITY OF FLORIDA/DEPT. OF HEALTH EDUCATION &amp; BEHAVIOR</li> </ul>  |
| 12:45 - 2:15 PM                  | PARTNER PLAYGROUND & ORAL SESSIONS  |
| 2:30 - 4:00 PM                   | PLENARY 5: ENHANCING HEALTH EQUITY IN INDIGENOUS POPULATIONS  |
| 4:15 - 5:15 PM                   | POWER HOUR SESSIONS   |
| 4:15 - 5:15 PM                   | VIRTUAL RECEPTION HONORING 21ST CENTURY & LEGACY DONORS (INVITATION ONLY)   |
| 5:30 - 7:00 PM                   | SOPHE'S 73RD AWARDS CEREMONY  |
| <b>FRIDAY, MARCH 25, 2022</b>    |   |
| 11:00 AM - 3:00 PM               | VISIT THE SOPHE MARKETPLACE   |
| 11:00 AM - 12:00 PM              | MARKETPLACE EXHIBITOR LIVE CHAT SESSIONS <ul style="list-style-type: none"> <li>• MARYLAND UNIVERSITY OF INTEGRATIVE HEALTH (MUIH)</li> <li>• NCHEC</li> <li>• SAFE STATES ALLIANCE</li> <li>• UNIVERSITY OF FLORIDA/DEPT. OF HEALTH EDUCATION &amp; BEHAVIOR</li> <li>• UNIVERSITY OF INDIANAPOLIS - COLLEGE OF HEALTH SCIENCES</li> </ul>   |
| 11:00 AM - 12:00 PM              | LEARNING LABS   |
| 12:15 - 1:45 PM                  | PLENARY 6: DISABILITY AWARENESS AND INCLUSION IN PUBLIC HEALTH  |
| 2:00 - 3:00 PM                   | MICRO- LEARNING AND POWER HOUR SESSIONS   |
| 3:15 - 4:45 PM                   | MICRO-LEARNING & WORKSHOP SESSIONS  |

# Detailed Schedule

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

## TUESDAY, MARCH 15, 2022

12:00 - 4:00 PM

### SOPHE'S SMOKING CESSATION AND REDUCTION IN PREGNANCY TREATMENT (SCRIPT®) WORKSHOP

SCRIPT® is an award-winning, evidence-based program shown to be effective in helping thousands of pregnant women quit smoking. This workshop will enable you to provide motivational interviewing techniques as part of your routine prenatal care to help pregnant women stop smoking.

Featured Speakers:

Pamela Graef Luckett, MCC, LPC, CTTS  
Angela Brumley-Shelton, MA, MPH, CTTS

## MONDAY, MARCH 21, 2022

12:00 - 5:00 PM

### SOPHE STUDENT HEALTH EDU-THON

*Supported by the Foundation for the Advancement of Health Education and SOPHE*

The SOPHE Student Health Edu-Thon is a closed event, and the winners are announced during the Annual Awards Ceremony Thursday, March 24, 5:30-7:00 pm.

## PRE-CONFERENCE WORKSHOPS

12:00 - 3:00 PM

### PRE-CONFERENCE WORKSHOP: BACK TO THE FUTURE FOR PROGRESS ON TRANSPORTATION HEALTH EDUCATION\* (Σ 2.5 ENTRY)

Why is it that in 2021 less than one percent of Alabamians can access public transportation to get to work? In 1952, an Alabama statewide constitutional amendment was approved denying funding to public transportation supporting the 1901 state constitution codifying social inequity of African Americans and working-class Caucasian Americans, and it is still the law.

In 2020, illiteracy in Alabama was estimated to be 15% or higher. Disadvantaged, minority populations, young and older adults could benefit from a health impact assessment of transportation that incorporates a health literacy component. Advocacy for a statewide health impact assessment of transportation can serve as a catalyst for the empowerment of all populations.

Learning objective:

- Describe how health literacy and advocacy could empower disadvantaged and minority populations, young and older adults to organize and advocate for a change in policy, systems, and environment.

Featured speakers:

Fowziyyah Ali, DEd, CHES®, *Health Literacy Communications, Inc.*  
Lisa Jones, MA, *Jefferson (AL) County Extension Office*

### REDUCING HIV STIGMA THROUGH CULTURALLY RESPONSIVE CARE AND SERVICES\*† (Σ 2.5 ENTRY)

The primary goal during this workshop is to engage the HIV workforce as champions to reduce stigma through offering culturally responsive/competent care and services. During this 90-minute interactive workshop, participants will have the opportunity to reflect on how people with HIV (PWH), those affected by HIV, and those at risk of HIV experience stigma, review strategies to reduce stigma, and discuss applying culturally responsive language and care in their work settings. During this workshop, we will list US populations with and at risk for HIV and other Health Disparities; LGBTQ+, Racial ethnic minorities, along with other marginalized populations. Moreover, participants will leave with action steps to reduce HIV-related stigma in their organizations and communities.

Learning objective:

- Describe at least two culturally responsive practices across clinical and/or community settings that destigmatize services for people with HIV (PWH) and those at risk for HIV.

Featured speakers:

Beverly Wasserman, BSN, RN, *The Denver Prevention Training Center*  
Kathleen Cullinen, PhD, RDN, *Rutgers University*  
Katie Langeland, MA, *Langeland Public Health Consulting*

### IN STRESSFUL TIMES: MINDFULNESS METHODS TO PROMOTE MENTAL HEALTH† (Σ 2.5 ENTRY)

Mindfulness is the non-judgmental observation of our physical surroundings, bodily sensations, thoughts, and emotions. Research evidence indicates mindfulness is an effective stress management strategy. Age-specific mindfulness activities can lessen student anxiety, heighten self-awareness, and foster social connectedness in K-12 and college classrooms impacted by COVID and related stressors. In this session, attendees learn about and practice multiple mindfulness techniques, including a head-to-toe "body scan" aimed at the identification and release of muscular tension, and a "five-senses exercise" that encourages the attentive, present-moment experience of each of the five senses in the perception of self and the surrounding physical and social environment.

Learning objective:

- Demonstrate two mindfulness methods for stress reduction.

Featured speakers:

Sharon Rice, MEd, *Stephen F. Austin State University*  
John E. Stewart, PhD, MS, MPH, *Stephen F. Austin State University*

# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

## 4:00 - 5:00 PM

### LIVE SEIZURE RECOGNITION AND FIRST AID CERTIFICATION TRAINING (Δ 1.5 ADVANCED)

Hosted by the Epilepsy Foundation

The Seizure Recognition and First Aid certification training provides information to increase knowledge, skills, and confidence in recognizing seizures and safely administering seizure first aid. The first aid procedures in the course reflect the standard of knowledge and current best practices. This program is designated for Certified Health Education Specialists (CHES™) and/or Master Certified Health Education Specialists (MCHES™) to receive 1 total Category I contact education contact hours. Please note that the CECH is provided by the Epilepsy Foundation, not SOPHE.

#### Learning objectives:

- Define seizures and epilepsy
- Identify correct and incorrect steps for helping a person having a seizure
- Identify when you should call emergency help (911) in the event of a seizure
- Increase confidence to help a person during a seizure

#### Featured speaker:

Ayesha Akhtar, PhD, *Director of Education, Epilepsy Foundation of Greater Chicago*

## TUESDAY, MARCH 22, 2022

### 12:00 - 5:00 PM

#### SOPHE STUDENT HEALTH EDU-THON

Supported by the Foundation for the Advancement of Health Education and SOPHE

The SOPHE Student Health Edu-Thon is a closed event, and the winners are announced during the Annual Awards Ceremony.

### 11:45 AM - 1:00 PM

#### OPENING PLENARY SESSION • (Δ1.5 ADVANCED)

##### WELCOME: OPENING REMARKS

Moderator: Kirsten C. Rodgers, EdD, MSPH, MCHES®, Trustee, 2022 Digital Annual Conference

##### INTRODUCTION OF SOPHE'S NEW CEO, TAMMY DILLARD-STEELS, MPH, MBA, CAE™

##### 2021-2022 PRESIDENTIAL ADDRESS

Deborah Fortune, PhD, FAAHE, 2021-22, SOPHE President, North Carolina Central University

##### PREPARING FOR THE UNEXPECTED: IMPLICATIONS FOR LEADERSHIP IN HEALTH EDUCATION

One of the roles and responsibilities of health education specialists is planning. Since 2020, one might argue that planning may be useless due to the lack of control of events such as the COVID-19 pandemic. However, COVID-19 taught us to expect the unexpected; thus, skills in assessing, planning, acting, and reflecting are very important for leaders to survive and handle unexpected events. Additionally, to prepare for the unexpected, it

is important for health education leaders to have long-term vision and "short-term agility." Dr. Fortune describes the leadership journey of the 2021-2022 SOPHE President, addressing major events that occurred during that period. Also discussed are lessons learned and implications for leadership in areas such as partnerships; management of human, fiscal and material resources; strategic plans; and retention of staff and volunteers.

#### Learning objectives:

- Synthesize lessons for health education leaders in dealing with unexpected events as they relate to partnerships, management of human, fiscal and material resources, strategic plans, and retention of staff and volunteers.
- Apply strategies for health education leaders to prepare and deal with unexpected events that can impact research, programs, or pedagogy.

#### 2022 HONORARY FELLOW AWARD PRESENTATION

Deborah Fortune, PhD, FAAHE

#### 2022 HONORARY FELLOW REMARKS

Martha Katz, MPA, *Chair, James F. and Sarah T. Fries Foundation, Atlanta*

#### MAKING A DIFFERENCE THROUGH HEALTH EDUCATION AND HEALTH PROMOTION: THE FUTURE IS YOURS

The COVID-19 pandemic has underscored the critical role of health educators in listening to and responding to the needs of the community. As Dorothy Nyswander challenged us to "start where the people are," now more than ever before, we must address the needs of the community in the fight for health equity and social justice. Emerging from COVID-19, health educators will have new opportunities to infuse government and community agencies with their health education knowledge and skills. Ms. Katz will challenge attendees to consider their future career options in the public and private sectors to make significant and lasting contributions to the public's health.

#### Learning objective:

- Analyze at least one personal opportunity for health education specialists at the federal, state, and local levels to advance the public's health and the health education profession.

### 1:15 PM - 5:15 PM

#### MARKETPLACE EXHIBITOR LIVE CHAT SESSIONS

Check the schedule at a glance for details.

### 1:15 PM - 2:15 PM | POWER HOUR

#### AI: LGBTQ+ WELLNESS ACROSS THE LIFECYCLE\* (Δ 1.0 ADVANCED)

This session presents the LGBTQ+ communities' wellness needs across the lifecycle: youth, young adults, adults in service, and the elderly with emphasis on access to needs for health services.

#### Learning objectives:

- Compare at least two demographic covariates impacting high school students' sexual violence, forced sexual intercourse, and sexual dating violence.
- Explain at least two southern LGBT older adults' perceptions and experiences of long-term care (LTC) services and facilities.

# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

- Analyze at least two differences in drug use by sexual orientation and military connection.
- Identify one area of wellness to prioritize in LGBTQ+ wellness programming.

#### Featured presentations:

- *Sexual Violence Victimization Among LGBTQ High School Students* - Ronald D. Williams, Jr., PhD, CHES®
- *Perceptions of Southern LGBT Older Adults on Long-term Care Services* - Derek Cegelka, PhD, MPH, CHES® and Victoria Wagner-Greene, PhD, MPH, CHES®
- *Drug Use among LGBTQ Spouses of Active-Duty Service Members* - Katie Ayres, BS
- *Fostering Wellness among LGBTQ+ First-Year College Students* - Nancy Daley-Moore, PhD, MPH, CHES®, CPH and Linh Nguyen

### **A2: PROMOTING HEALTH THROUGH SOCIAL MEDIA AND TECHNOLOGY (Σ 1.0 ENTRY)**

This session will present a range of media opportunities to inform multiple cohorts of fast emerging data and health information, and capable of delivering virtual alternatives.

#### Learning objectives:

- Implement at least two strategies for encouraging student engagement in an introductory health sciences course.
- Describe how barriers and challenges to virtual training can be overcome using technologies that were not initially created for training purposes.
- Identify at least two factors that make podcasts an effective modality for rapidly disseminating healthcare guidance.

#### Featured presentations:

- *Strategies for Student Engagement in an Online Health Sciences Course* - Kristen Welker, PhD, CHES®
- *Adapting a Learning Model for the Virtual Responder Workforce* - Phyllis Stoll, MPH, MCHES, Silvia Trigos, MPH, and Catherine Piper, MPH, CHES®
- *Using Podcasts to Respond to Rapidly Changing Healthcare Guidance* - Katherine Atcheson, MPH, CHES®

### **A3: AN EXPLORATION OF TOOLS, RESOURCES AND STRATEGIES FOR SEX EDUCATION AND VIOLENCE PREVENTION† (Σ 1.0 ENTRY)**

The session will provide an overview of tools, resources, and information related to sex education and human trafficking prevention and awareness.

#### Learning objectives:

- Identify three areas of sexuality education in which Reddit users expressed a need for more knowledge.
- Identify at least two barriers that exist in the accessibility and availability of condoms and emergency contraception.
- Describe at least three effective ways to coordinate partnerships that build the capacity of a multi-disciplinary network of individuals, organizations, and stakeholders.

#### Featured presentations:

- *Examining Reddit Posts as a Tool to Inform Sexuality Education* - Rebecca Rich, PhD, MA, CHES® and Sally Ayers Klimek, MPH, CHES®
- *How Easy Is It to Get? Investigating Accessibility of Contraceptives* - Meghan E. Burroughs, PhD, MA, CHES®,

Jennifer L. Evans, PhD, MEd, MCHES® and Sally Ayers Klimek, MPH, CHES®

- *Networking for Disability-inclusive Sexual Health in Virginia* - Kayla McKean, MEd and Adrienne Griggs, BS

### **A4: COVID-19: PROMOTING SAFETY AND MENTAL HEALTH• (Δ 1.0 ADVANCED)**

This session will provide critical information on responses to COVID-19 to promote the welfare of clients. Specifically, ideas for promotion of mental health, addressing social determinants of health and encouraging uptake of safety guidelines and behaviors are addressed in these timely and informative presentations.

#### Learning objectives:

- Describe at least three elements for effective training when introducing a novel medical response into a behavioral health organization.
- Identify at least two differences between two cities with mask mandates and those without mask mandates.
- Identify at least two mental health disparities that exist on HBCU's campuses, compared to PWUs campuses.
- Describe vaccine hesitancy rates to articulate the reasons behind hesitancy when present.

#### Featured presentations:

- *Working Model for Response to COVID-19 in a Behavioral Health Agency* - Vasundhara Mehta, MPH and Tristan Mayo, RN, BSN, PHN
- *Do COVID-19 Mask Mandates Work?: A Tale of Two Cities* - Robert Graff, PhD and Caile E. Spear, PhD, MCHES®
- *COVID-19 Mental Health Stressors Among HBCUs Students* - Lashanda Denise Brumfield, PhD, MPH, CHES®
- *COVID-19 Vaccine Uptake among Midwest College Students* - Amy Joanna Wotring, PhD, MPH, CHES® and Maureen Johnson, PhD

## **2:30 - 4:00 PM | SKILL BUILDING WORKSHOPS**

### **B1: TRUTH OR CONSEQUENCES- RIDING THE WAVE OF THE INFOEMIC† (Δ 1.5 ADVANCED)**

This session will articulate the critical role of community and public health information and the challenge of discerning truth from hype.

#### Learning objective:

- Analyze at least five social media posts, likes, and forwards using the Social Cognitive Theory to combat misinformation and disinformation.

#### Featured speaker:

Sarah E. Toth, PhD, MCHES®

### **B2: HARNESSING THE POWER OF LOCAL COALITIONS FOR EFFECTIVE TOBACCO CONTROL+ (Δ 1.5 ADVANCED)**

Interact for Health is a local foundation whose organizational mission is to improve health outcomes in SW Ohio, Northern Kentucky, and SE Indiana by promoting health equity through community engagement, grants, research, education, and policy. This workshop will teach participants about the process of local policy action, how to identify potential challenges, and the need for collaborative partnerships from interdisciplinary health organizations to effectively enact policy, address social norms, and strengthen community relationships.

# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

## Learning objective:

- Describe at least one way that effective multi-stakeholder coalitions can increase support and capacity for local tobacco advocacy and policy change.

## Featured Speaker:

Wendy Hyde, MEd, CHES®

## **B3: ADVANCING HEALTH EQUITY: FROM THEORY TO PRACTICE‡ (Σ 1.5 ENTRY)**

Do you struggle with viewing health through various lenses? This presentation will focus on health across diverse populations.

## Learning objectives:

- Describe the need for a more humanizing and healing approach to social and emotional learning.
- Identify the correlation between religion and health in Blacks affiliated with the church.
- Identify at least two health disparities related to dementia.
- Analyze the Health Stigma and Discrimination Framework to intentionally address stigma and discrimination when selecting, planning, and implementing health interventions.

## Featured presentations:

- *Educator Perspectives: Liberating Social and Emotional Learning* - Dena Simmons, EdD, CHES®, Svea Olsen, PhD, and Sukhminder Kaur, MD
- *Health Promotion: Through the Lens of Black Churchgoers* - Taquina C. Davis, PhD, MA
- *An Alzheimer's Curriculum to Advance Health Equity* - Kayleigh Jones, MPH, CHES®
- *The Health Stigma & Discrimination Framework: From Theory to Practice* - Holly Raffle, PhD, MCHES® and Katrina Wyche, PhD

## **B4: IMPLEMENTATION OF CHRONIC DISEASE PREVENTION PROGRAMS AMONG YOUNG ADULTS AND ADULTS DURING COVID-19• (Δ 1.5 ADVANCED)**

This session discusses the implementation of chronic disease prevention programs among young adults and adults. These programs include health behavior programs, health promotion and practice and public health evaluation programs.

## Learning objectives:

- Analyze the implementation of health programming to provide a healthy eating and exercise program to young adults with Autism Spectrum Disorders and intellectual disabilities during the COVID-19 pandemic.
- Describe the impact of the Diabetes Hypertension Self-Management Program (DHSMP) on reducing diabetes distress.
- Describe at least one way to engage stakeholders during the implementation of mental health wellness programs at the worksite.

## Featured presentations:

- *Implementation: Healthy Program for Adults with Autism during COVID-19* - Laura Nabors, PhD, CPH
- *Diabetes & Hypertension Self-Management Program and Diabetes Distress* - Raihan K. Khan, MD
- *Engaging University Partners to Implement Mental Health Interventions* - Tara Hulse, PhD, RN, CNE, FAAN and Amy M. Sidwell, PhD, MCHES®

## **4:15 - 5:15 PM | POWER HOUR**

### **C1: ADVOCATING FOR MENTAL HEALTH AND SOCIAL DETERMINANTS OF HEALTH‡ (Δ 1.0 ADVANCED)**

This session will present how data can be used to assess health issues, drive decision making, and demonstrate the impact of advocacy approaches in communities.

## Learning objectives:

- Analyze at least two barriers to utilizing mental health services in a rural county.
- Describe at least three specific strategies and partnerships to improve BIPOC and LGBTQ+ student mental health in their academic environment.
- Analyze at least two factors that impact youth access in healthcare.

## Featured presentations:

- *Assessing Underutilization of Mental Health Services in Rural Virginia* - Jeffery B. Dallas, Jr., DHSc, MBA and F. Jeannie Everhart, PhD, MPH, MS, CHES®
- *Your Voice is Your Power: Supporting BIPOC & LGBTQ+ Mental Health* - Lauren Cikara and Amy Gatto, MPH
- *The Complexities of Youth Access to Healthcare in Mississippi* - Kobi V. Ajayi, MPH, MBA

### **EMPOWERING VARIOUS COMMUNITIES WITH EVIDENCED-BASED PUBLIC HEALTH PROGRAMS• (Δ 1.0 ADVANCED)**

This session discusses the development and implementation of evidence-based public health programs utilizing emerging technology and empowering various communities. These programs include the impact of COVID-19 and the development of a user-friendly tool to help people reduce their risk for COVID-19, identifying strategies used to enhance the sustainment of youth-friendly HIV services that promotes youth-led HIV self-testing service delivery among Nigerian youth, the development of a youth substance misuse prevention program founded in the health belief model, and implementation of strategies to increase the adoption, implementation, and maintenance of culturally responsive evidence-based sexual health reduction programs in Native communities.

## Learning objectives:

- Discuss current findings on National data on obesity and sleep for the purpose of intervention planning in US high school students.
- Describe at least two potential implications of lifestyle behavior change apps based on users' expectations and experiences.
- Identify at least two benefits of incorporating the motivational interviewing approach into training for digital coaching to evoke change talk and strengthen the commitment to behavior change.
- Identify at least two practical uses for data collection from an environmental scan.
- Apply the ADAPT-ITT Framework to a stigma reduction intervention

## Featured presentations:

- *User Expectations and Experiences with Lifestyle Behavior Change Apps* - Regina Brecker, MPH Amanda R. Gabarda, EdD, MPH, MS, CHES®
- *Can Digital Health Coaching Evoke Change Talk from Clients?* - Susan Butterworth, PhD



# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

- *Environmental Scan Case Study: Is Our Tobacco-Free Policy Working?* - Mary M. Kramer, PhD, MPH, MCHES®, NCTTP
- *Applying the ADAPT-ITT Framework to A Stigma Reduction Intervention* - Kemesha S. Gabbidon, PhD, MPH, CPH

## P1: POSTER PRESENTATIONS\*

During this time, you can live chat with the authors, ask questions and interact with your colleagues. At other times during the conference, posters are available with recorded presentations by the authors. We encourage you to absorb the new cutting-edge developments in health education and promotion highlighted in the posters.

### Child/Adolescents/Young Adults

*A Social-Ecological Analysis of Suicidality Among High-Risk Adolescents: Implications for Health Education and Prevention* - Lauren M. Berny, MEd, PhD(c), SOPHE/CDC 2021-22 Injury Prevention Fellow

*Adverse Childhood Experiences: Association with Alcohol and Drug Use, and Suicidal Behaviors* - Lindsay Keeling, BA, PhD(c), SOPHE/CDC 2021-22 Injury Prevention Fellow

*GA SBHCs' Implementation of the WSCC Model: A Descriptive Case Study* - Monica Adderley, DHed, MS, CHES®

*Golden Connections: Linking Students to Older Adults in the Community* - Lauri DeRuiter-Willems and Nikki Hillier, PhD, MS

*Mental Health and the Virtual Learning Environment During COVID-20* - Ashley Victoria Parks, DrPH, MPH, MTech, MCHES®, CPH and Matthew Lazari, MHA, CSSBB, FACHE

*Repopulating College Campuses: Awareness, Perceptions, and Mental Health* - Tienna Fenton and Talegria Brown, PhD

### Health Education Workforce Development

*Defining the Governmental Health Education Workforce with 2017 PH WINS* - Samantha Cinnick, MPH, CHES®, CPH

*Health Education Specialists' Roles during the COVID-19 Pandemic* - Beth H. Chaney, PhD, MCHES® and Melissa Opp, MPH, MCHES®

*Holding Ourselves Accountable: How SOPHE is Addressing Ableism* - D. Rose Ewald, MPH, CHES® and Tara Lutz, PhD, MPH, MCHES®

*How to Assess Quality Training for the Public Health Workforce* - Laura Prechter, MS, and Caitlin Moore, MSW

*Poverty Simulation As Interdisciplinary Health Workforce Development* - Liam Romond, MPH, BA

*Public Health Student Satisfaction with Interprofessional Team Process* - Emily Forsyth, PhD, MPH, BSN, RN, CHES® and Tessa Gisi

*Sexuality Educators and Identity Salience: A Conceptual Framework* - Caitlin Holden, MS, CHES® and Meagan Shipley PhD, CHES®

### Underserved Populations & Health Equity

*Development and Psychometric Analysis of the Empowered Veteran Index* - Fatoumata Saidou Hangadoumbo

*Disaster Management and Indigenous Populations* - Lena Thompson, SOPHE/CDC 2021-22 Injury Prevention Fellow

*Engaging African American Families in Addressing Vaccine Hesitancy* - Adaobi Anakwe, PhD and Wilson Majee, PhD, MPH, MBA

*Rural Communities Opioid Response Program Implementation Consortium* - Perla Alarcon and Roberta Thimbriel

### Program Implementation & Dissemination

*From Concept to Outcome: Partnership to Assess Community Health Needs* - Laura Nabors, PhD, CPH and Regan M. Johnson, MEd, MCHES®

*Health & Community: Filipinos Organized to Address Chronic Diseases* - Alyssa Rae Daulat, BS, and Ruby N. Turalba, MPH

*Improving Patient Self-Advocacy and Communication with Providers through Diabetes Self-Management Education: Analyses from a Randomized Controlled Trial* - Brenna O. Kirk, BS, MPH, PhD©, SOPHE 2021-22 Patient Engagement Fellow

*Taking a Bite out of Produce Rx Program Gaps: The HEALED Program* - Holly Ann Batt, BS

*The 3R (Reframe, Reprioritize and Reform) Model and HPV Vaccine Uptake* - Matt Asare, PhD, MPH, MBA, CHES® and Braden K. Popelsky

*The Periodic Table of Change: A Smarter Way to Deliver Health Programs* - John J. Bruski, MPH and Jason Rivas, MPA

*Using Teach-back to Assess and Decrease Barriers to Obesity Prevention* - Jasmine Berry, DNP, APRN, FNP-C

*Using the Theory of Planned Behavior to Predict Intended Use of Development* - James M. Bishop, PhD, CHES®

*Using Photovoice to Explore Food Insecurity: A Literature Review* - Mary Odum, PhD

*When "capped shuns" Fail: The Importance of Accurate Captions on Video* - Jennifer Fonseca, MPH, CHES®

## 4:15 - 5:45 PM

### NCHEC VIRTUAL NETWORKING\*

NCHEC is hosting a virtual Mix & Mingle during SOPHE's 2022 virtual conference. The event is an opportunity for CHES® and MCHES® to get updates from NCHEC leadership on certification topics and allows certificant holders to network during small group breakout sessions. Moderators for the event include members of NCHEC's Board of Commissioners, Marketing Committee, and NCHEC staff.

\*Pre-registration is required, and you must be a current CHES®/MCHES® to participate.

## WEDNESDAY, MARCH 23, 2022

### 12:00 - 1:15PM

#### PLENARY 2

### REIMAGINING PUBLIC HEALTH EDUCATION AFTER THE PANDEMIC† (Δ 1.25 ADVANCED)

The COVID-19 pandemic has made visible to the public the challenges we face in public health, i.e., less than adequate support, disturbing disparities in health, and misinformation in epidemic proportions. The pandemic necessitated that attention to our usual work in the prevention of chronic and infectious diseases be diverted to surveillance and the development of interventions

# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

to reduce its spread. To address public health 3.0, which focuses on social determinants of health, will require a reimagined public health system that is dynamic and responsive to changing public health needs. We propose a newly envisioned strategy - "public health reimagined" - that would focus on effectively managing crises, assure existing and new health challenges have necessary resources, and sustaining and enhancing progress. Health educators communicate, promote and advocate for health for all people and thus are vital to addressing this new public health vision. This session will outline the new strategy for reinventing public health and engage panelists in how health education professional preparation, research, practice, and pedagogy must adapt to improve public health and eliminate disparities.

#### Learning objectives:

- Analyze the professional preparation and development needs of health education specialists in teaching, research, and practice to address public health 3.0 and health education reimagined following the pandemic.
- Articulate the role of and competencies needed by health education specialists in countering misinformation, fake news and the rapidly changing social media environment.

Moderator: Laverne D. Partlow, MEd

#### Featured speakers:

Marcus Plescia, MD, MPH; *Association of State and Territorial Health Officials*

Cynthia Karlsson, MPH, MS, CHES®; *Washington State Department of Health*

Mary Cheryl B. Gloner, MPH, MBA; *Project Safety Net, Inc.*

Carlos Rodriguez-Diaz, PhD, MPHE, MCHES®; *George Washington University*

## 1:30 - 6:00 PM

### MARKETPLACE EXHIBITOR LIVE CHAT SESSIONS

Check the schedule at a glance for details.

## 1:30 - 2:30 PM | LEARNING LABS

### D1: SOPHE'S HEALTH PROMOTION: FROM THEORY TO PRACTICE (TEXTBOOK 3RD EDITION): WHAT'S NEW FOR SPICING UP YOUR CURRICULUM? (Δ 1.0 ADVANCED)

This session features updates to SOPHE's textbook and examples of how various chapters can be used in graduate and undergraduate curricula, as well as the textbook ancillaries.

#### Learning objective:

- Identify at least two new features of SOPHE's updated Health Promotion Programs (3rd ed) textbook that address the HESPA II 2020 health education competencies that help students to address diversity, equity, and inclusion issues.

#### Featured speakers:

Carl I. Fertman, PhD., MBA, MCHES® and Melissa Grim, PhD, MCHES®

### VIRTUAL STUDENT MEET & GREET

In this virtual networking event, students are encouraged to meet other young professionals. This is a great opportunity to present yourself in a professional manner and to funnel your passion for health education and promotion into real results. Hosted by SOPHE 2022 Student Workgroup.

### P2: POSTER PRESENTATIONS<sup>+</sup>

During this time, you can live chat with the authors, ask questions and interact with your colleagues. At other times during the conference, posters are available with recorded presentations by the authors. We encourage you to absorb the new cutting-edge developments in health education and promotion highlighted in the posters.

#### Health Education Workforce Development

*Strategies for Developing Mentoring Skills in Pre-Service Educators* - Elisa Beth McNeill, PhD, CHES® and Meagan Shipley, PhD, CHES®

*The Impact of a F2F vs. Virtual Poverty Simulation on College Students* - Patricia Barrington, EdD, MCHES®

*Using Photovoice in Classrooms: A Collaborative, Innovative Way* - Joan Labay-Marquez, JD and Ashley S. Love, DrPH, DHSc, MPH, MS, CPH

*Virtual Advocacy Engagement: Lessons Learned* - Molly Pisciotano, MHA

#### COVID-19 & the Pandemic

*College Students' Compliance with COVID-19 Policy Recommendations* - Jamie Methvin, MS, CHES® and Antonio J. Gardner, PhD, MS, CHES®

*COVID-19: Parenting, Online Learning, and Social Health Determinants* - Kim Kato, Ed.D. MCHES®, PAPHS

*Delivering COVID19 Vaccine through an Unlikely Partnership* - Nancy Clifton-Hawkins, MPH, MCHES® and Meagan Echevarria, BS

*Health Education Internships During a Pandemic: Lessons Learned* - Holly T. Moses, PhD, MS, MCHES®

*Reimagining Service Learning for Peer Health Educators in the Midst of a Pandemic* - Rhonda Rahn, PhD, MS, CHES®

*Trust, Usefulness, and COVID-19 Beliefs and Outcomes* - Nadia Arouni and Grace Thayer

*Understanding Vaccine Hesitancy Among College Students* - Adrienne Brecheen Davis, MPH and Camerin Kimble

#### Diversity, Equity & Inclusion

*Amplifying School Capacity to Put the "Secure" in Food Security* - Rachael Dombrowski, PhD, MPH

*Examining Associations Between Sex, Ethnic Minority Status, & Drug Use* - Georgina Orozco

*How May Climate Change Affect the PA Guidelines in the Future?* - Dr. Nicholas Beresic, CHES®, CSCS, CPT and Nathaniel Ross

*HPV Self-testing among Medically Underserved Women* - Matt Asare, PhD, MPH, MBA, CHES® and Braden Popelsky, BSEd

*State PE Laws in Relation to PE Class Attendance & Physical Activity* - Ruopeng An, PhD, MPP, FACE

*The Moderating Role of Social Support on Mental Health and Life Satisfaction* - Muath Ahmed Alghamdi, DrPH, MPH

#### Interprofessional Education

*Community-Based Interprofessional Education Pilot Evaluation* - Stacie Metz, PhD, MPH, MSW, MA

# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

*Prescription for Wellness: Improving Patient Engagement and Outcomes* - Jamie Delu, RRT

*Public Health Workforce Readiness: The Research, Advocacy, and Profession* - Wura Jacobs, PhD, MS, CHES®

### P3: POSTER PRESENTATIONS‡

During this time, you can live chat with the authors, ask questions and interact with your colleagues. At other times during the conference, posters are available with recorded presentations by the authors. We encourage you to absorb the new cutting-edge developments in health education and promotion highlighted in the posters.

### Health Education Workforce Development

*Examining Student Knowledge and Confidence Applying the NCHCEC AoR* - Susan Milstein, PhD, MCHES® and Jennifer L. Evans, PhD, MCHES®

*Incorporating Artificial Intelligence in Public Health Education* - Ruopeng An, PhD, MPP, FACE

*Partnerships: An Effective Health Education Method for Diverse Students* - Tapati Dutta, PhD, MPS, MA, MCHES®

*Reproductive and Academic Goals of Community College Students* - Carla Valdez, EdD, MPH, MCHES®

*Social Comparison by Motivation Type in FitSpO Viewing Students* - Kaitlyn Held and Kristen Welker, PhD, CHES®

*Understanding Pedagogical Training for Future Health Education Faculty* - Alyssa Lederer, PhD, MPH, MCHES®

### Diversity, Equity & Inclusion

*A Statewide Needs Assessment Capturing Disparities for Intersex Pennsylvanians* - Christina Graham Brasavage, MPH and Katie Suppes, MEd

*Acculturation and Preconception Health Among Women Served by WIC* - Audra L Gollenberg, PhD

*Identifying Food Insecurity Levels Among College Students* - Maya Davis, BS and Dawn Truong, EdD, MPH, CHES®

*Implementation of a Pilot Spanish Opioid Use Disorder Program for CHWs* - Eduardo Gandara, DrPH, MPH and Joe Zapata, Jr., MSS

*Nutrition and Food Behaviors During the COVID-19 Pandemic Era* - Ashley Victoria Parks, DrPH, MPH, MTech, MCHES®, CPH and Matthew Lazari, MHA, CSSBB, FACHE

### Interprofessional Education

*Experiences of MPH and MSW Professionals During Public Crisis* - Stacie Metz, PhD, MPH, MSW, MA and Sinja Sharma, MBBS

*Reported Self-Efficacy of Public Health Professionals During COVID-19* - Brandye D. Nobiling, PhD, CHES®, CSE and Ashley Petrolino, MPH, CHES®, RRT, AE-C

*The Global Health & International Development (GHID) Program in Review* - Marlene Joannie Bewa, MD, MPH, PhDc

*The Role of Music Therapists and Music Interventions on Sleep Outcomes* - Lenis Chen-Edinboro, PhD, EdM

### Program Implementation and Dissemination

*Applying Systems Thinking to Nonprofit Strategic Planning* - Samantha Ortega, MEd, CHES®

*Inclusive Collaboration: Motivational Interviewing for Change* - Cherry Collier, PhD, MCC

*Innovative Holistic Factors Associated with Perceived Stress* - Gwendolyn Francavillo, PhD, MPH, CHES®, RYT

*Mask or No Mask: An Analysis to Determine why Women wear Masks or Not* - Rebecca M. Toland, DHEd, PhD, CHES®

*Perceived Stress and Social Media use During the COVID-19 Pandemic* - Cedric Harville, II, PhD, MPH

*The Tactics Men Use: Assessing Condom Resistance and Consent* - Meghan E Burroughs, PhD, MCHES® and Jennifer L. Evans, PhD, MCHES®

**2:45 - 4:15 PM**

### PLENARY 3

#### INNOVATING PUBLIC HEALTH EDUCATION+ (Δ 1.5 ADVANCED)

Amidst high-profile news stories, less attention is given to the many innovative and successful public health initiatives that have been implemented by health educators to build racial equity, improve access of underserved populations to critical healthcare and social services, and advance health policy. This panel presentation will introduce key innovative health programs around the United States, provide firsthand insight into the opportunities and challenges intrinsic to health education program development and leadership, and explore ways in which similar health and social initiatives can be successfully implemented in other communities. Panelists will describe use of text messaging and social media in the Hispanic population, community health worker empowerment, and grass root responses to infant mortality. Lessons learned and strategies are provided for health educators.

#### Learning objectives:

- Characterize at least one facilitator and one barrier intrinsic to the planning of community-wide health and social programs designed to meet the needs of at-risk and underserved populations in a community.
- Synthesize elements of community health initiatives that can be translated to meet the needs of at-risk populations in other community settings.

Moderator: Darcy Scharff, PhD

#### Featured speakers:

Amelie G. Ramirez, DrPH, MPH; *UT Health San Antonio*  
Lora Gulley, MSW; *Generate Health*  
Rauta Aver Yakubu, MHA, MPH; *Generate Health*  
Cearra Walker, MPH; *CHW Workforce Partnership*

# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

## 4:30 - 6:00 PM | SKILL-BUILDING WORKSHOPS

### E1: THE POWER OF US: ADVANCING IN HEALTH EDUCATION WHILE ON THE YARD\* (Σ 1.5 ENTRY)

HBCUs are a cultural growing space for minority students and should be leveraged. This session advances your knowledge of how to capitalize on your years in the yard to advance in health education and promotion.

#### Learning objective:

- Review at least two networking essentials for transitioning from undergraduate/graduate students to career upward mobility in the professional workforce.

#### Featured presentation:

- *Interactive HBCU Student Forum on Networking for Success in Health Education* - April McCoy, MSW, MS, CHES® and Darlene R. Saunders, PhD, MPH, MCHES®

### E2: REVISING THE CERTIFIED HEALTH EDUCATION SPECIALIST EXAM† (Δ 1.5 ADVANCED)

This session examines the pitfalls and opportunities of revising the CHES® Exam to assess training and workforce expectations.

#### Learning objectives:

- Discuss at least two ways that curricula can be aligned with the updated CHES® and MCHES® certification exams.
- Identify three steps that HBCUs and other universities can take to complete a curricular mapping using HESPA so that students at these universities can sit for the CHES exam.

#### Featured presentations:

- *Certified Health Education Specialist Exams: The Revision Process* - Cherylee Sherry, MPH, MCHES® and Linda H. Lysoby, MCHES®, MS, CAE
- *HBCUs and Curricular Mapping for CHES* - Erin Sweeney, PhD, MEd, MCHES® and Jordan Miller, MPH, MCHES®

### E3: HEALTH EQUITY AND STUDENT WORKSHOP GAME SHOW (Σ 1.5 ENTRY)

This innovative and interactive gameshow-style panel discussion will feature public health professionals at all career stages, providing their knowledge and expertise on health equity. Designed to actively engage participants, you are able to share your input and ask the panelists questions. Created for students to senior level professionals, this event has something in store for all participants.

#### Learning objectives:

- Describe three strategies to incorporate health equity into your practice.
- Apply at least three factors outside of a person's control that affect their quality of life.

#### Featured speakers:

Charniece Baptiste  
Ronny Bell, PhD, MS  
Kristie Hicks, MPH, CHES®  
Alexander Le, MPH

### E4: REMOTE HEALTH PROMOTION TO PROMOTE ACCESS TO CARE DURING COVID-19• (Δ 1.5 ADVANCED)

This session demonstrates ideas for delivery of health care services and promotion of health for all during the pandemic, with a focus on reaching the elderly and ensuring health equity for the elderly who were at increased risk of infection during COVID-19.

#### Learning objective:

- Discuss at least two opportunities and challenges for conducting real-world evaluations during a pandemic to guide future public health policy and practice for promoting older adult health equity.

#### Featured presentation:

- *Evaluation for Equity: Delivering Remote Health Promotion During COVID* - Stephanie Fallcreek, DSW, Kate R. Lorig, DrPH and Lesley Steinman, MSW, MPH

## MARCH 24, 2022

### 11:00 - 11:15 AM

#### CONFERENCE HALFTIME: HIGHLIGHTS FROM DAYS 1 & 2

Kirsten C. Rodgers, EdD, MSPH, MCHES®, Trustee, SOPHE 2022 Digital Annual Conference

### 11:15 AM - 12:30 PM

#### PLENARY 4

#### Moderator:

Antonio Gardner, PhD, MS, CHES®

#### PRESENTATION OF THE 2022 ELIZABETH FRIES HEALTH EDUCATION AWARD

**Viktor Bovbjerg, PhD**, James F. and Sarah T. Fries Foundation/  
CDC Foundation

**Martha Katz, MPA**, James F. and Sarah T. Fries Foundation/  
CDC Foundation

#### 2022 ELIZABETH FRIES FOUNDATION HEALTH EDUCATION AWARD PRESENTATION: COMMUNITY-BASED PARTICIPATORY RESEARCH: ITS SOCIAL JUSTICE ROOTS AND CONTRIBUTIONS TO ANTI-RACIST RESEARCH AND PRACTICE\*

The twin pandemics of COVID-19 and increasing racial injustices have greatly reinforced the need to better understand and address the underlying social and structural factors that place a disproportionate burden on communities of color. An accompanying, growing recognition is that a focus on equity is essential not only in terms of health outcomes, but also in relation to the process of engaging in research and action. Community-based participatory research (CBPR) is an approach that shares these dual commitments to equity. This talk examines the historical social justice roots of CBPR, describes core principles, and provides case examples of CBPR partnerships and capacity building efforts. Considerations of CBPR as an anti-racist approach to research – past, present, and future – are explored.

#### Featured Speaker:

Barbara A. Israel, DrPH, MPH; *The University of Michigan School of Public Health*

# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

## Learning objectives:

- Explain how community-based participatory research (CBPR) in terms of its historical, philosophical, and ethical bases addresses principles of equity and social justice.
- Integrate CBPR principles in health education into health education interventions.

## 12:45 - 5:15 PM

### MARKETPLACE EXHIBITOR LIVE CHAT SESSIONS

Check the schedule at a glance for details.

## 12:45 - 2:15 PM | PARTNER PLAYGROUND & ORAL SESSION

### F1: FRAMING THE ANTI-RACISM NARRATIVE SO PEOPLE LISTEN\* (Σ 1.5 ENTRY)

This session will equip health educators with the knowledge and skills needed to frame anti-racism narratives so people will listen. The presenters will cover several topics related to anti-racism in the classroom, patient's room, and the community.

## Learning objectives:

- Describe at least four essential components for anti-racist pedagogy in health sciences pedagogy/curricula.
- Describe two specific activities that allowed medical students to develop skills to address racism, bias, and micro-aggressions across settings.
- Identify at least three implications for practice related to community-centered research within black transgender communities.
- Describe at least three learning activities that support an anti-racist undergraduate health education curriculum.

## Featured presentations:

- *Walking Away from Deficit Narratives: Anti-racist Pedagogy* - Sara Shuman, PhD, MPH and Alexandra Elvira Samarron Longorio, BS
- *Anti-racism Education: An Elective for Future Professionals* - Tara Lutz, PhD, MPH, MCHES®
- *The Influence of Racial and Gender Identity and Disclosure on Health* - LaNita S. Wright, PhD, MPH, MCHES® and Minhao Dai, PhD
- *Incorporating Anti-Racism into a Community Health Curriculum* - Tracy M. Zeeger, PhD, MPH and James Butler III, DrPH, MEd

### F2: INTEGRATION OF THE WSCC MODEL: FOCUSING ON THE IN-SERVICE NEEDS OF K-12 SCHOOL HEALTH TEACHERS+ (Σ 1.5 ENTRY)

This session will discuss comprehensive school health education needs for teachers, instructions, and families.

## Learning objectives:

- Demonstrate at least one new culturally responsive teaching strategy from the WSCC model that can improve the quality of school health education in a post-COVID pandemic area.
- Describe the importance of WSCC to improving health and wellness in schools as a result of COVID-19 impacts on students and teachers.
- Articulate at least two recommendations for quality improvement of Whole School, Whole Community, Whole Child Virtual Research Collaboratory (WSCCRC).

## Featured presentation:

- *Focusing on the In-service Needs of K-12 School Health Teachers* - Jordan B. Fuhrmeister, MPH, CHES® and Chelsey Hughes, MS, CHES®
- *Assessing COVID-19 Impacts on School Health with the WSCC Model* - Alicia Wodika, PhD, MS, CHES®
- *Quality Improvement Project to Enhance the WSCC Research Collaboratory* - Hannah Priest Catalano PhD, MCHES®

### F3: STUDENT MICRO-MENTORING SESSION‡ (Σ 1.5 ENTRY)

*Sponsored by Mississippi State University.*

In this micro-mentoring session, participants are assigned to and mentored by experienced health professionals. Topics for discussion may include adapting to changes in both research and practice, self-care and responding to trauma, rebuilding trust in health education and prevention efforts, and advocating for additional health resources and services. Attendees are encouraged to have honest conversations, ask important questions, share experiences and resources, and express concerns as our field responds to and recovers from an unprecedented crisis. Professionals are assigned to review and critique student resumes and/or cover letters.

## Learning objective:

- Describe at least one practical piece of advice from a health education professional, as evaluated by the session evaluation form.

### F4: MOBILIZING COMMUNITY PARTNERSHIPS+ (Δ 1.5 ADVANCED)

This session will identify how to identify, build, and sustain partnerships within a community that result in policy, system, and environmental changes across a range of health issues and utilize a variety of approaches.

## Learning objectives:

- Explain how to create, support, and maintain health literacy coalitions to reach optimum population health.
- Describe at least one benefit and one challenge associated with including public libraries in community-based and regional plans to increase access to food and nutrition.
- Explain the importance of including stakeholders and community champions in health/nutrition education planning and implementation.
- State at least one key strategy for partnering with community residents to build initiatives that address policy, systems, and environmental change.

## Featured presentations:

- *Innovate and Collaborate: Coalitions Addressing Public Health Literacy* - Teresa Wagner, DrPH, MS, CPH, RD/LD, CPPS, CHWI, CHWC and Melanie Stone, MPH, Med
- *Food Access and Education at the Library: A Nourishing Partner* - Nicole Peritore, PhD, CHES® and Noah Lenstra, PhD
- *Food Pantry Champions: Empowering Communities Through a Healthy Pantry* - Jennifer Ryan, CHES® and Sara Clement, RD LDN
- *The Ultimate Springboard for Change: Housing and Health* - Jodi Cunningham, PhD and Jennifer Foster

# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

2:30 - 4:00 PM

## PLENARY 5

### ENHANCING HEALTH EQUITY IN INDIGENOUS POPULATIONS\* (Δ 1.5 ADVANCED)

Indigenous populations including Native American, Alaska Native, Native Hawaiian, and Canadian First Nations populations in the U.S. and worldwide have experienced demographic, cultural, and psychosocial changes that profoundly impact their health. Regardless of their geographical location or sociopolitical affiliation, Indigenous people experience poorer health outcomes compared to their non-Indigenous counterparts. Indigenous populations disproportionately suffer from low life expectancy, high infant mortality, high maternal morbidity, malnutrition, elevated infectious disease burden, high prevalence of cardiovascular and other chronic illnesses, substance use, and depression. The detrimental impacts of colonization, the loss of ancestral land, and language and cultural barriers to accessing health care and education are among the critical determinants for the poor health outcomes of this population. To address health equity in Indigenous people, health education researchers and practitioners must not only understand how they are marginalized by society but also their needs, priorities, and emerging challenges. This panel discussion will explore the impact of climate change, telehealth, digital technology, big data, social media, COVID-19 and other issues on health education research and practice of First-Born nations.

#### Learning objectives:

- Explore at least three challenges and opportunities of contemporary issues as it relates to the research, practice, and policy concerning the health behaviors and outcomes among Indigenous populations in the U.S. and worldwide.
- Provide at least three research, program, and policy recommendations that build on protective factors of Indigenous peoples.

Moderator: Spero Manson, PhD

#### Featured speakers:

Stephanie Russo Carroll, DrPH, MPH; *University of Arizona*  
Lisa Pivec, MS; *Cherokee Nation Health Services*  
Bonnie Duran, DrPH, MPH; *University of Washington*

4:15 - 5:15 PM | POWER HOUR

### G1: THE EVOLUTION OF COVID-19 RESPONSE AMONG HEALTH EDUCATION PROFESSIONALS<sup>+</sup> (Σ 1.0 ENTRY)

This session examines how public health educators and professionals have adapted and altered their response protocols due to COVID-19.

#### Learning objectives:

- Identify at least two multilevel factors that are contributing to the negative psychological response.
- Analyze two appropriate ways community health issues can be used to develop the next generation of the public health workforce.
- Propose the best options for assessment of training related to impact survey for training improvement, continuity, and sustainability of public health programs.

#### Featured presentations:

- *Evolution of Anxiety and Depression During the COVID-19 Pandemic* - Elsa Landaverde, RN, MSc and Mélissa Généreux, MD, MSc, FRCPC
- *Partnering with Colleges for Contact Tracing: Win-Win* - Nikki Hillier, PhD, MS and Sheila Simons, PhD
- *Building Emergency Response Capacity During COVID-19: A Paradigm Shift* - Gladys A. Arome, MPH, PhD

### RESOURCES AND STRATEGIES TO ADDRESSING FOOD SECURITY AND HEALTH AND WELLNESS<sup>‡</sup> (Σ 1.0 ENTRY)

This session will address food insecurity and overall health and wellness among college students and school-age youth.

#### Learning objectives:

- Explain what resources and intervention should be developed to address the impacts of COVID-19 on the well-being of college students.
- Develop two strategies to address food insecurity among college students.
- List three ways school-based food pantries adapted to the increased need for emergency food assistance and school closures during the COVID-19 pandemic.
- Describe the relationship between the National School Lunch Program, participating students' body mass index (BMI), and the role of two potential moderating variables in this relationship.

#### Featured presentations:

- *Impact of COVID-19 Pandemic on Well-Being of College Students* - Jacqueline Lanier, DrPH, MCHES<sup>®</sup>, Laher Oberoi, and Allie Malizia
- *Recommendations to Address Food Insecurity among College Students* - Jacqueline Lanier, DrPH, MCHES<sup>®</sup> and Haley Lemp
- *Exploring the Crucial Role of School-Based Pantries during COVID-19* - Christina Lynn Jones, PhD
- *Are School Lunches Contributing to the Obesity Epidemic Among Children?* - Luis Chavez, MPH

### G3: UPLIFTING PREGNANT WOMEN VIA BREASTFEEDING SUPPORT, REDUCING FOOD INSECURITY, AND TREATING SUBSTANCE ABUSE DISORDERS<sup>+</sup> (Δ 1.0 ADVANCED)

This roundtable session will feature presentations that describe a culturally relevant breastfeeding support program, a program that addresses food insecurity among pregnant women, and a holistic program intended to treat substance abuse disorders for pregnant and postpartum women.

#### Learning objectives:

- Describe the mixed methods, multi-level systems interdisciplinary approach designed for the breastfeeding support pilot project.
- Describe the development of nutrition education and promotion resources for pregnant women who screened positive for food insecurity in the primary care setting.
- Describe the role of the health education/promotion professional in the context of working on an interdisciplinary team.
- Identify the strategies used to deliver culturally and regionally relevant evidence-based practices for a holistic substance abuse disorders residential treatment for minority pregnant and postpartum women (PPW).

# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

## Featured presentations:

- *Interdisciplinary Team Approach to Understanding Breastfeeding Support* - Lisa Pawloski, PhD
- *Satisfaction of Tailored Food Bags for Food Insecure Pregnant Patients* - Vedika V. Modi
- *Interprofessional Collaboration to Improve Rural Alabama MCH Outcomes* - Jen Nickelson, PhD, RD, MCHES®
- *A Model to Address Substance Use Disorder in Pregnant/ Postpartum Women* - Thenral Mangadu, MD, MOH, PhD and Roberta Thimbriel, M.S., M.Ed., MLS

## **G4: IMPLEMENTATION AND PROGRAM EVALUATION TO ADDRESS HEALTH OF VULNERABLE POPULATIONS- (Σ 1.0 ENTRY)**

This session provides an overview of implementation of programs and results of evaluations of programs to promote the health and well-being of vulnerable groups who may face health disparities. Presentations address health and wellness promotion through faith-based organizations, nutrition, recruitment of vulnerable groups, and mental health for groups that may face health disparities.

### Learning objectives:

- Describe the role of physical activity and nutrition in preventing chronic diseases among African Americans.
- Analyze the recruitment strategies used to improve the participation of African American men in mental health research.
- Describe the importance of integrating a cultural framework in nutrition and lifestyle interventions when addressing food and African Americans in the Deep South.
- Describe how to use the iterative participatory approach to develop educational materials for CHWs for the improvement of depression and DSBs.

### Featured presentations:

- *Evaluation of a Faith-Based Wellness Program* - Kelechi Basil Onyeaka, MPH and Wilson Majee, PhD, MPH, MBA
- *Recruiting Low-income African American Men in Mental Health Research* - Tatiana Tchouankam, MPH
- *Plant-Based Soul Food Nutrition and Lifestyle Intervention Evaluation* - Samara Sterling, PhD and Shelly-Ann Bowen, PhD
- *Diabetes & Mental Health Education for a CHW-led Intervention* - Akilah Collins-Anderson, MPH, CHES®, CPH

## **4:15 - 5:15 PM**

### **VIRTUAL RECEPTION HONORING 21<sup>ST</sup> CENTURY & LEGACY DONORS\***

Join SOPHE President-Elect Amy Thompson, PhD, CHES®, as we share how grateful we are for your support of health educators and health equity. We'll share updates, introduce SOPHE's new CEO, and give you time to catch up with friends and colleagues. *\*This event is by invitation only.*

## **5:30 - 7:00 PM**

### **SOPHE'S 73<sup>RD</sup> AWARDS CEREMONY**

This awards ceremony will recognize significant achievements in the health education and health promotion profession and outstanding contributions of veterans and rising stars to improve the health of all. A livestream option is available on our YouTube channel for those unable to attend the SOPHE 2022 Annual Digital Conference.

## **MARCH 25, 2022**

### **11:00 AM - 3:00 PM**

#### **MARKETPLACE EXHIBITOR LIVE CHAT SESSIONS**

Check the schedule at a glance for details.

### **11:00 AM - 12:00 PM | LEARNING LABS**

#### **H1: THE ART OF INCLUSIVE CURRICULUM DESIGN AND IMPLEMENTATION\* (Δ 1.0 ADVANCED)**

This session will focus on the various theories in anti-racist pedagogy practice across various public health topics, including health policy, and cultural competency.

### Learning objectives:

- Develop a curriculum that incorporates Universal Design in Learning and Critical Disability Theory for undergraduate students.
- Describe at least two qualitative themes identified in focus groups conducted with bilingual parents and children on the topics of risky health behaviors during pre-adolescence.
- Analyze the effectiveness of an online cultural competency course for undergraduate students.
- Explain at least two ways to engage with community organizations in real-world, place-based health policy work across the policy cycle.

### Featured presentations:

- *Engaging Universal Design in Learning and Critical Disability Theory in Health Education and Promotion Pedagogy* - Rhonda Rahn, PhD, MS, CHES® and Darcy Jones McMaughan
- *Hispanic Parent-Child Communication about Risky Health Behaviors* - Yui Matsuda, PhD, PHNA-BC, MPH and Gerardo Lazaro, PhD
- *The Impact of an Undergraduate Cultural Competency Course* - Jennifer J. Rogers, PhD, LAT, ATC and Gayle Walter, PhD, MPH, MCHES®
- *Engaging in Antiracist Place-Based Health Policy in an MPH Course* - Tamarie Macon, PhD and Rob Thomas

#### **H2: REGULATIONS FROM GOVERNMENT POLICY STANDPOINT: (Σ 1.0 ENTRY)**

This session will present insights useful for the policy development process through mixed methods analysis, communication approaches, and leveraging the evidence-base.

### Learning objectives:

- List at least two differences in diet quality of children participating in WIC and SNAP compared to non-participants.
- Use the National Institute of Diabetes and Digestive and Kidney Diseases (NDDK's) 2016 guidelines to identify at least two key barriers preventing quality care and healthy growth of students with diabetes in K-12 US public schools.
- Describe at least two key policy arguments used by advocacy collations to support and oppose a sugar-sweetened beverage tax in California.
- Analyze message ratings and perceived effectiveness of two types of theory-informed e-cigarette prevention policy messages to a control condition using data collected in spring 2021.

# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

## Featured presentations:

- *Diet Quality and Food Intake of Children in WIC and SNAP: A Review* - Rehab Aldahash, MS, PhD, Megan S. Kelley, PhD CHES®, and Masoomah Hajizadeh Oghaz, MS, CPH
- *Barriers and Diabetes Care Quality in U.S. Public Schools* - Ruopeng An, PhD
- *Exploring California's Sugar-Sweetened Beverage Tax Debate* - Kesia Garibay, BA
- *Assessing E-cigarette Policy Messages: Implications for Message Design* - Lorraine Jackson, PhD and Ruta Viela, BS

### **H3: ADDRESSING COLLEGE FOOD INEQUITY ISSUES VIA A CAMPUS KITCHEN, NUTRITION PREPARATION PROGRAM, AND REGISTERED DIETITIAN PROFESSIONAL TRAINING+ (Σ 1.0 ENTRY)**

This session will focus on college health and nutrition concerns by describing a campus kitchen program that addresses nutrition inequity and a budget friendly campus food preparation that teaches students how to make easy and nutritious meals. The session will also describe new professional training pathways for upcoming registered dietitians.

#### Learning objectives:

- Identify the two requirements to become a Registered Dietitian (RD) and the new pathways that will make it easier for health education training programs to offer RD opportunities.
- Describe two implications, challenges, and sustainability of student-led program implementation, The Campus Kitchen at the University of Kentucky, addressing nutrition inequity and food waste issues on campus.
- Describe at least two strategies and policies to improve the national quality of food distributed by food banks and food pantries during the pandemic.

## Featured presentations:

- *Interprofessional Roles for Health Educators in Nutrition* - Brian Reagan, PTR, PhD, RD, LD and Heidi Hancher-Rauch, PhD, CHES®
- *Campus Kitchen: Sustainable Student-Led Nutrition Equity Efforts* - Kendra OoNorasak, MS, RD, LD
- *Nutrition Assessment of Emergency Food Sites in Rural California* - Kimberly Sanchez, MPH and Denise D. Payán, PhD, MPP

### **H4: PROGRAM DEVELOPMENT AND IMPLEMENTATION IN VARIOUS COMMUNITIES• (Δ 1.0 ADVANCED)**

This session will discuss the development and implementation of evidenced based public health programs utilizing emerging technology and empowering various communities. These programs include the impact of COVID-19 and the development of a user-friendly tool to help people reduce their risk for COVID-19; identifying strategies to enhance the sustainment of youth-friendly HIV services that promotes youth-led HIV self-testing service delivery among Nigerian youth; the development of a youth substance misuse prevention program founded in the health belief model, and implementation of strategies to increase the adoption, implementation, and maintenance of culturally responsive evidence-based sexual health reduction programs in Native communities.

#### Learning objectives:

- Explain how the SAFER COVID-19 decision-making tool helps individuals assess an activity's risk level and make a tailored plan to stay safe.

- Identify at least two strategies used to enhance the sustainment of youth-friendly HIV services in a low-resource setting.
- Describe the development of an alternate approach for a youth substance misuse prevention program founded in the health belief model.
- Describe at least three strategies to increase the adoption, implementation, and maintenance of culturally responsive evidence-based sexual health education programs in Native communities.

## Featured presentations:

- *SAFER COVID-19: A Decision-Making Tool for Tailored Risk Reduction* - Tiffany Neal, MPH, MCHES®
- *Making the 4 Youth by Youth Project Last: Planning for Sustainability* - Stacey Mason
- *Development of a Youth Substance Use Prevention Program* - Emily A. Bixler, MPH, CPH, ATC and Dru O'Rourke, BA
- *Healthy Native Youth (HNY) Implementation Toolbox: Supporting Sex Ed in Tribal Communities* - Christine M. Markham, PhD

**12:15 - 1:45 PM**

### **PLENARY 6**

#### **DISABILITY AWARENESS AND INCLUSION IN PUBLIC HEALTH (Δ 1.0 ADVANCED)**

Disability and chronic disease are not synonymous conditions but exist independently from one another. Disabilities are not unfortunate, negative, or synonymous with ill health, incapacity, or dependence, and a person with a disability is neither inferior, undesirable, less capable, nor less worthy than an able-bodied person. Disability humility refers to learning about experiences, cultures, histories, and politics of disability, recognizing that one's knowledge and understanding of disability will always be partial, and acting and judging considering that fact. In addition, the pervasiveness and systemic nature of ableism causes harm, and those who are able-bodied often enjoy unrecognized privilege.

This plenary supports the SOPHE 2021 resolution that calls for integrating the role of disability and ableism in health education and health promotion practice. The presentation will encourage educators, faculty, students, and practitioners to question their own preconceived notions and implicit biases, explore disability-related biases and microaggressions, challenge the dominant narrative on disability, and promote models and tools to increase access and equity and ultimately reframe concepts of differences.

#### Learning objectives:

- Incorporate appropriate needs assessment, planning and implementation guidelines for health education programs designed for persons with disabilities.
- Identify advocacy and other efforts to overcome at least two barriers to health equity for individuals with disabilities that result from discrimination and implicit biases.

Moderator: Tara Lutz, PhD, MPH, MCHES®

#### Featured speakers:

Adriane K. Griffen, DrPH, MPH, MCHES; *American Academy of Orthotists and Prosthetists*  
Sara Lyons, MPH; *The National Association of County and City Health Officials*  
D'Arcee Neal, MA; *The Ohio State University*



# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

## FAHE AWARDS

Donna Videto, PhD, MCHES®

## CLOSING CONFERENCE REMARKS

Amy Thompson, PhD, CHES®; 2022-2023 SOPHE President;  
University of Toledo

## 2:00 - 3:00 PM | MICROLEARNING AND POWER HOUR

### I1: NEWER FRONTIERS OF THE TOBACCO CHALLENGE: PREVALENCE OF TOBACCO, E-CIGARETTE, AND CANNABIS USE AMONG YOUTH AND LGBTQ+ COMMUNITIES\* (Δ 1.0 ADVANCED)

This session examines the assessment, planning, implementation of public health programming designed to diminish the presence of tobacco, vaping, and drinkables of tobacco and cannabis.

#### Learning objectives:

- Analyze at least two community engagement strategies designed to improve LGBTQ community disparities to tobacco prevention and cessation.
- Interpret data on the relationship between e-cigarette, energy drinks, and cigarette use, with the dietary, exercise, and sleep patterns of adolescents.
- Explain at least three dietary risks associated with single and/or dual-use electronic vapor products and cannabis.
- Describe the implementation of tailored tobacco-free messaging to young adults across multiple platforms in support of the T21 law.

#### Featured presentations:

- *Tobacco Prevention and Cessation as an LGBTQ Issue in SE Pennsylvania* - Katie Suppes, MEd
- *E-cigarette, Energy Drink, and Behavior Patterns Among Adolescents* - Jeff Housman, PhD, MCHES® and Ron Williams, Jr., PhD, CHES®
- *Association of Vaping and Cannabis Use with Dietary Habits Among Youth* - Georgina Orozco and Guadalupe Villanueva, BS
- *Tobacco 21 Awareness Campaign - "Keeping Future Generations Healthy"* - Chelsey Hildebrand, MPH, CTTS and Molly Pisciotto, MHA

### I2: USING MALE DOULAS TO INCREASE PATERNAL PRESENCE BEFORE AND AFTER BIRTH† (Σ 1.0 ENTRY)

This session examines the emerging role of the doula in supporting healthy pregnancies and delivery among women of color, and in particular rise in the number of male doulas (dude-la).

#### Learning objective:

- List recommendations for the health education profession for promoting increased male inclusivity during the pregnancy and postpartum periods.

#### Featured speakers:

Sely-Ann Headley, MPH, PhD and Tiffany R. Jones, MPH, MPA

### I3: ADDRESSING EQUITY AND POWER THROUGH DISABILITY-RELATED CONTENT† (Σ 1.0 ENTRY)

This session will address why language matters about ability vs. disability.

#### Learning objective:

- Describe at least two strategies and examples of how to integrate disability content into public health and health care education programs.

#### Featured presentation:

Tara Lutz, PhD, MPH, MCHES®

### I4: INCORPORATING ADVOCACY IN HEALTH EDUCATION† (Σ 1.0 ENTRY)

This session will explore a range of approaches illuminating the CHES® area of responsibility: Communicate, Promote and Advocate for Health and the Profession of Health Education/Promotion.

#### Learning objectives:

- Identify at least three reasons every health education professional should engage in advocacy.
- Describe three ways health education specialists changed their advocacy strategies to meet the demands imposed by a global pandemic.
- Describe at least three challenges faced by healthcare professionals engaging in COVID-19 era communication advocacy for behavioral, procedural and systems changes.
- Describe three considerations in developing advocacy curricula in undergraduate medical education.

#### Featured presentations:

- *Advocacy 101: Finding Your Voice and Role in Advocacy* - Alexis (Lexi) A. Blavos, PhD, MCHES® and Jodi Brookins-Fisher, PhD, MCHES®
- *Changing Advocacy Strategies with the ARCH of the Era* - Heidi Hancher-Rauch, PhD, CHES® and Samantha Elly Mundt
- *Healthcare Professionals' Advocacy for Protections During COVID-19* - Valerie Smith, PhD, MPH, CHES®
- *Developing Physician Advocates through a Pathways Approach* - Vanessa Maier, MD, MPH

### I5: FEMALE LEADERS IN HEALTH EDUCATION: PROFILES IN COURAGE AND CONTRIBUTIONS• (Δ 1.0 ADVANCED)

Women's history is full of trailblazers who broke the glass ceiling and fought for equality and social justice. The health education profession also includes many female pioneers who advanced the scholarship of health behavior and health education and rose to leadership positions that advanced social change. Unfortunately, many of these profiles are not well-documented or studied in pre-service or in-service offerings. Through video snippets, vignettes, interviews, and lively anecdotes, this session will highlight four female SOPHE health education pioneers who significantly influenced the profession and advanced health equity: Lucy Morgan, Sigrid Deeds, Noreen Clark, and Karen Denard Goldman. Participants are guided to reflect on lessons learned and identify areas for leadership skill-building to advance their own professionalism.

# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

## Learning objective:

- Summarize the contributions of at least two former health education leaders who had a significant impact on advancing the health education profession, health equity and health outcomes.

## Featured speakers:

Deborah Fortune, PhD, FAAHE  
Angela Mickalide, PhD, MCHES®  
M. Elaine Auld, MPH, MCHES®  
Julia Alber, PhD, MPH

## 3:15 - 4:45 PM | MICRO-LEARNING SESSIONS

### **J1: LGBTQ+ 102 – UNDERSTANDING THE “PLUS”\*** (Σ 1.5 ENTRY)

This session explores the range of personal identities and assumptions that can lead to negative health outcomes and the challenges of seeking and receiving quality health services in a binary oriented system.

## Learning objective:

- Describe at least five “plus” identities for analyzing how differences in personal identity and assumption of one’s identity can lead to negative health outcomes.

## Featured speaker:

Jennifer Fonseca, MPH, CHES®

### **J2: ANALYZING FACULTY & STAFF HEALTH AND WELLNESS BEHAVIORS ON CAMPUS+ (Σ 1.5 ENTRY)**

College campuses have long been concerned about the health and wellness of the students on their campuses. The American College Health Association’s National College Health Assessment (ACHA-NCHA) is a comprehensive survey that has been available for 20 years for colleges to use to learn about the lives of their students. This session will explain the National Faculty and Staff Health Assessment (NFASHA).

## Learning objective:

- Explain findings from the ACHA-Faculty and Staff Health Assessment survey.

## Featured speaker:

Lori Dewald, EdD, ATC, MCHES®, F-AAHE

### **J3: DISSEMINATING YOUR WORK: DEMYSTIFYING PUBLISHING IN SOPHE PEER REVIEWED JOURNALS- (Δ 1.5 ADVANCED)**

Meet with editorial team members from SOPHE’s three journals: *Health Education & Behavior*, *Health Promotion Practice*, and *Pedagogy in Health Promotion: The Scholarship of Teaching and Learning*.

## Learning objectives:

- Identify the SOPHE journal most appropriate for disseminating work to various audiences.
- Identify at least two journal article formats that best fit various types of work and reporting approaches.

## Featured speakers:

Zebley Dias, MSC  
Chloe Johnson  
Holly Mata, PhD, MCHES®, CPH  
Cheryl Merzel, DrPH, MPH

### **J4: STRENGTHENING YOUR SCHOOL HEALTH EDUCATION TEACHER CURRICULUM WORKSHOP† (Δ 1.5 ADVANCED)**

The COVID-19 pandemic has highlighted the need for significant changes in K-12 health teacher preparation programs so that teacher candidates are successful in addressing social and emotional learning, health equity, hybrid and online teaching, healthy school environments, and other issues exacerbated by the pandemic. With funding from the CDC Healthy Schools Branch, SOPHE hosted an innovative five-day Digital Institute for Higher Education Academy in 2021 to enhance faculty awareness and use of relevant tools to prepare health and physical education teacher candidates for current K-12 school challenges. In this workshop session, we will review characteristics of High-Quality Health Teacher Education Preparation and the recently published Model curriculum Guidance and Model Toolkit for K-12 School Health Educators. Time is devoted for faculty to assess their curriculum and develop action plans for modifications to meet the contemporary demands of K-12 schools.

## Learning objective:

- Assess to what extent health education teacher preparation programs can incorporate the latest tools/resources from the WSCC Model.

## Featured speakers:

James Philip A. Mallare, PhD, CHES®  
Rachael Dombrowski, PhD, MPH

### **P4: POSTER PRESENTATIONS†**

During this time, you can live chat with the authors, ask questions and interact with your colleagues. At other times during the conference, posters are available with recorded presentations by the authors. We encourage you to absorb the new cutting-edge developments in health education and promotion highlighted in the posters.

### **COVID-19 & the Pandemic**

*Combating COVID-19 Misinformation and Disinformation Online* - William M. London, EdD, EdM, MPH

*Community Engagement Using a CAB to Influence COVID-19 Vaccines* - Cynthia B. Burwell, PhD, MCHES®

*Is It Worth it? Black College Students’ Views on the COVID-19 Vaccine* - Talegria Brown, PhD

*Pandemic Pivot: A Training Center’s Shift in Response to COVID-19* - Melissa Alperin, EdD, MPH, MCHES® and Laura M. Lloyd, MPH, MCHES®

*Together: Building Capacity for Collaborative Communication* - Tiffany Peterson, MPH, MCHES® and Erica Thomas, DHEd, CHES®

*Utilizing Social Media to Bridge the Gap in Community Outreach during a Pandemic* - Erin Wells, MS, CHES® and Olivia Wilson, MS, CHES®

*Work from Home Parents: A COVID-19 Created Priority Population* - Ashley Victoria Parks, DrPH, MPH, MTech, MCHES®, CPH and Matthew Lazari, MHA, CSSBB, FACHE

# Detailed Schedule (cont.)

Δ = ADVANCED LEVEL CE    Σ = ENTRY LEVEL CE

## Pedagogy & Workforce Development

*Creating Teacher Candidate Experiences in a Remote Environment* - Christine Paske, MEd

*Developing a Health Honors Program to Aid in Professional Development* - Jennifer L. Evans, PhD, MEd, MCHES® and Rhonda Rahn, PhD, MS, CHES®

*Transforming Mentorship Frameworks to Support Aspiring Graduate Students in Public Health: A Pilot Program* - Bryce Takenaka, BS and Janja Kovacic, BS

*Numerical Hygiene: Promoting Health Numeracy in Professional Preparation of Health Educators* - William M. London, EdD, EdM, MPH

*Screen to Screen: Virtual Mentorship for Public Health Students* - Ashley Victoria Parks, DrPH, MPH, MTech, MCHES®, CPH and Matthew Lazari, MHA, CSSBB, FACHE

## Diversity, Equity & Inclusion

*Acculturation Implications on Obesity Among Ethnically Diverse Teens* - Tien Vo

*Critical Race Theory, Segregated Housing and Sleep Health* - Jody L. Vogelzang, PhD, MS, MA, RDN, CHES®, FAND and Gayle Walter, PhD, MPH, MCHES®

*Health Condition Trends among Spouses of Active-Duty Military Members* - Ashley Moss, MPH

*Project ECHO in a Regional Sickle Cell Network-Five Years of Success!* - Lisa M. Shook, PhD, MA, MCHES®

## Policy, Systems & Environmental Changes

*An ESG-Sponsored Event: Advocating for Health Equity and Climate Change* - Janae Alexander, MPH, CHES® and Tyra Montour, MPH

*Arkansas Trauma System and Unintentional Injuries Among Children* - Hope Mullins, MPH and Dawn Porter, MS, CHES®

*Lessons Learned from Missouri Institutions of Higher Education Response* - Amy Estlund, PhD, MPH and Mara Woody, EdD

*Purity Culture: A Social Ecological Model Approach* - Erin Benton, PhD, MPH

*Tobacco Dependence Treatment Integration into a Substance Abuse Facility* - Chelsey Hildebrand, MPH, CTTS

*Quality Improvement Project to Enhance the WSCC Research Collaboratory* - Hannah Priest Catalano, PhD, MCHES® and Hannah Horowitz

## Program Development & Implementation

*Knowledge and Attitudes of NYC Park-goers about Harmful Algae Blooms* - Yuliya Shneyderman, PhD and Tsehay Gebreyes

*Program Evaluation of an HIV Educational Intervention in Rural Ecuador* - Chelsea Iles, OMS-IV, BS

*Social-Emotional Health in the Afterschool Setting* - Kyndall Penyweit and Parker Heman

*The Creation of a Diabetes & Mental Health Guide for St. Louis CHWs* - William Hutston

*Trauma-Informed Intervention to Build Resilience in Adjudicated Youth* - Emily R. Rembusch and Darson Rhodes, PhD, MCHES®

# Alphabetical Listing of Posters

There are several opportunities to access these poster presentations - live or on demand.

- **Tuesday, March 22, 4:15 - 5:15 pm**
- **Wednesday, March 23, 1:30 - 2:30 pm**
- **Friday, March 25, 3:15 - 4:45 pm**

During these times, you can live chat with the authors, ask questions and interact with your colleagues. At other times during the conference, posters are available with recorded presentations by the authors. We encourage you to absorb the new cutting-edge developments in health education and promotion highlighted in the posters.

## TUESDAY, MARCH 22, 2022

A Social-Ecological Analysis of Suicidality Among High-Risk Adolescents: Implications for Health Education and Prevention

Adverse Childhood Experiences: Association with Alcohol and Drug Use, and Suicidal Behaviors

Defining the Governmental Health Education Workforce with 2017 PH WINS

Development and Psychometric Analysis of the Empowered Veteran Index

Disaster Management and Indigenous Populations

Engaging African American Families in Addressing Vaccine Hesitancy

From Concept to Outcome: Partnership to Assess Community Health Needs

GA SBHCs' Implementation of the WSCC Model: A Descriptive Case Study

Golden Connections: Linking Students to Older Adults in the Community

Health & Community: Filipinos Organized to Address Chronic Diseases

Health Education Specialists' Roles during the COVID-19 Pandemic

Holding Ourselves Accountable: How SOPHE is Addressing Ableism

How to Assess Quality Training for the Public Health Workforce

Improving Patient Self-Advocacy and Communication with Providers through Diabetes Self-Management Education: Analyses from a Randomized Controlled Trial

Mental Health the Virtual Learning Environment During COVID-20

Poverty Simulation as Interdisciplinary Health Workforce Development

Public Health Student Satisfaction with Interprofessional Team Process

Repopulating College Campuses: Awareness, Perceptions, and Mental Health

Rural Communities Opioid Response Program Implementation Consortium

Sexuality Educators and Identity Saliency: A Conceptual Framework

Taking a Bite out of Produce Rx Program Gaps: The HEALED Program

The Periodic Table of Change: A Smarter Way to Deliver Health Programs

The 3R (Reframe, Reprioritize and Reform) Model and HPV Vaccine Uptake

Using Teach-back to Assess and Decrease Barriers to Obesity Prevention

Using the Theory of Planned Behavior to Predict Intended Use of Development

Using Photovoice to Explore Food Insecurity: A Literature Review

When "capped shuns" Fail: The Importance of Accurate Captions on Video

## WEDNESDAY, MARCH 23, 2022

A Statewide Needs Assessment Capturing Disparities for Intersex Pennsylvanians

Acculturation and Preconception Health Among Women Served by WIC

Amplifying School Capacity to Put the "Secure" in Food Security

Addressing Infodemiology to Combat COVID-19 (Mis)information

Applying Systems Thinking to Nonprofit Strategic Planning

College Students' Compliance with COVID-19 Policy Recommendations

Community-Based Interprofessional Education Pilot Evaluation

COVID-19: Parenting, Online Learning, and Social Health Determinants

Delivering COVID-19 Vaccine Through an Unlikely Partnership

Examining Associations Between Sex, Ethnic Minority Status, & Drug Use

Examining Student Knowledge and Confidence Applying the NCHEC AoR

Experiences of MPH and MSW Professionals During Public Crisis

Health Education Internships During a Pandemic: Lessons Learned

How May Climate Change Affect the PA Guidelines in the Future?

HPV Self-testing among Medically Underserved Women

Identifying Food Insecurity Levels Among College Students

Implementation of a Pilot Spanish Opioid Use Disorder Program for CHWs

# Alphabetical Listing of Posters (cont.)

Inclusive Collaboration: Motivational Interviewing for Change  
Incorporating Artificial Intelligence in Public Health Education  
Innovative Holistic Factors Associated with Perceived Stress  
Mask or No Mask: An Analysis to Determine why Women wear Masks or Not  
Nutrition and Food Behaviors During the COVID-19 Pandemic Era  
Partnerships: An Effective Health Education Method for Diverse Students  
Perceived Stress and Social Media use During the COVID-19 Pandemic  
Prescription for Wellness: Improving Patient Engagement and Outcomes  
Public Health Workforce Readiness: The Research, Advocacy, and Profession  
Reported Self-Efficacy of Public Health Professionals During COVID-19  
Reproductive and Academic Goals of Community College Students  
Social Comparison by Motivation Type in Fitspo Viewing Students  
Social Media Trust, Usefulness, and COVID-19 Beliefs and Outcomes  
Strategies for Developing Mentoring Skills in Pre-Service Educators  
The Global Health & International Development (GHID) Program in Review  
The Impact of a F2F vs. Virtual Poverty Simulation on College Students  
The Moderating Role of Social Support on Mental Health and Life Satisfaction  
The Role of Music Therapists and Music Interventions on Sleep Outcomes  
The Tactics Men Use: Assessing Condom Resistance and Consent  
Understanding Pedagogical Training for Future Health Education Faculty  
Understanding Vaccine Hesitancy Among College Students  
Using Photovoice in Classrooms: A Collaborative, Innovative Way  
Virtual Advocacy Engagement: Lessons Learned

## FRIDAY, MARCH 25, 2022

Acculturation Implications on Obesity Among Ethnically Diverse Teens  
An ESG-Sponsored Event: Advocating for Health Equity and Climate Change  
Arkansas Trauma System and Unintentional Injuries Among Children  
Combatting COVID-19 Misinformation and Disinformation Online  
Come Together: Building Capacity for Collaborative Communication  
Community Engagement Using a CAB to Influence COVID-19 Vaccines  
Creating Teacher Candidate Experiences in a Remote Environment  
Critical Race Theory, Segregated Housing and Sleep Health  
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Health Condition Trends among Spouses of Active-Duty Military Members  
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Project ECHO in a Regional Sickle Cell Network-Five Years of Success!  
Purity Culture: A Social Ecological Model Approach  
Quality Improvement Project to Enhance the WSCC Research Collaboratory  
Reimagining Service Learning for Peer Health Educators in the Midst of a Pandemic  
Screen to Screen: Virtual Mentorship for Public Health Students  
Social-Emotional Health in the Afterschool Setting  
The Creation of a Diabetes & Mental Health Guide for St. Louis CHWs  
Tobacco Dependence Treatment integration into a Substance Abuse Facility  
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Work from Home Parents: A COVID-19 Created Priority Population



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