ASPPH Presents Webinar Series, Co-sponsored by Delta Omega

Featuring the 2016 Delta Omega Awardees for Innovative Public Health Curriculum

Tuesday, January 31, 2017
1:00 pm-2:00 pm Eastern
Method for Submitting Questions

Join the Conversation...

- You can ask questions in writing anytime during the webinar.

- Simply type them in the “Questions” field on the right side of your screen.

ASPPH Presents WEBINAR
Today’s Presenters

**Penny Liberatos, PhD**  
Director of the Behavioral Sciences & Health Promotion MPH program  
New York Medical College, School of Health Sciences & Practice

**Roni Neff, PhD, MHS**  
Assistant Professor  
Johns Hopkins, Bloomberg School of Public Health
Penny Liberatos, PhD
Director of the Behavioral Sciences & Health Promotion MPH program
New York Medical College, School of Health Sciences & Practice
Innovative Curriculum: Behavioral Sciences & Health Promotion Capstone Course

Delta Omega National Curriculum Award, Delta Alpha Chapter

Penny Liberatos, PhD
David A. Moskowitz, PhD

Department of Epidemiology & Community Health
New York Medical College
January 31, 2017
Overview

Course history & intent
Course design
Course structure
2016 implementation
Educational culmination
Feedback
Thanks!
Course History & Intent

Origins

- Needed to replace Thesis with a more applied culminating experience
- Capstone course developed in 2009
  - Many improvements since
  - Last “course” prior to graduation

Course Intent

- Intended to take classroom learning into the field
- Intended to bridge school and work environments
- Focuses on each student meeting core and program competencies
Course Design Collaboration

- Designed for students to work on a current public health issue in collaboration with a community-based organization (stakeholder)
  - Community-based organization
    - Identified by Instructor through
      - Prior community contacts
      - Practicum sites
    - Has a need for a public health “project” to be done
      - Evaluation of a current public health program
      - Data to be analyzed
      - Public health intervention to be developed
      - Health assessment to be conducted
Collaboration with community-based organization (stakeholder)

- Project goals developed collaboratively
  - Must be amenable to completion within academic semester
  - Must be public health focused
  - Must utilize student skillset
  - Must be amenable to allowing student group to make recommendations based on scientific evidence
Course Design
Benefits

- Benefits must be mutually beneficial

  - Students
    - Work on a “real-world” public health issue
    - Gain experience in working with a stakeholder and meeting their objectives
    - Gain experience in working within a small group to accomplish a common goal
    - Gain confidence and pride that their hard work will actually benefit people in a concrete way
    - Helps to build students’ portfolios
Course Design

Benefits

Benefits must be mutually beneficial

Stakeholder

- Receives a finished product that they needed
- Receives final report with extensive detail usually including comprehensive data tables
- Gains access to expertise and resources
- Potentially may have a product which can lead to publication
Course Structure
Logistics

Meets once per week for 2 to 5 hours
Each group consists of Instructor plus 6-10 students
Individual and group assignments assess mastery of competencies
Class discussions focus on tasks to be done, what approach is to be taken and creation of subgroups to accomplish tasks
Stakeholders meet with Capstone group periodically
Fosters accountability and peer feedback
Instructor creates course timeline and keeps group on task

Deliverables
Final report
Poster presentation to stakeholder, faculty, students
Course Structure
Semester Timeline

Early
- Learn about
  - Project
  - Target community
  - Health assessment
  - Community trips
  - Agency tours
- Plan strategy

Middle
- Execute strategy
  - Conduct health assessment
  - Analyze data
  - Design intervention
  - Design evaluation

Late
- Develop recommendations
- Prepare final report
- Prepare poster
- Practice/Present poster
2016 Implementation
Liberatos

- **Stakeholder:** White Plains Youth Bureau
- **Project:** Assessment of health needs of middle/high school students in ethnically diverse city
- **Tasks:** Instructor and stakeholders guided students through:
  - Understanding the target population
  - Health needs data collected and emerging relationships through analysis
  - Recommendations for identified health issues and evidence-based approaches to addressing them
Stakeholder: Planned Parenthood Hudson Peconic

Project: Evaluation of Be Proud! Be Responsible! teen pregnancy prevention program

Tasks: Instructor and stakeholders guided students through intricacies of program, target population, evaluation data collected, and the methods of both implementation and evaluation:

- Understanding the challenges of working with pre-existing data
- Working within the confines of stakeholder-expectations
- Delineating between the scientific and political expectations of grant funded research
- Learning the complexities of quantitative research using upper-level statistical methodologies
Educational Culmination

- Preparation of final report
- Preparation of posters
- Practice for presentation
  - Practice process
    - Within group
    - Individual online recordings
    - Live practice to program faculty
- Poster session/Presentation to Stakeholders
BACKGROUND

- Habits established during the adolescent years affect health in adulthood
- Poor physical and psychosocial health, and unhealthy health/risk behaviors can lead to:
  - Chronic illnesses such as obesity, heart disease, diabetes, etc.
  - Psychosocial issues (i.e. stress, low self-esteem)
  - Poorer academic performance

MEASURES

<table>
<thead>
<tr>
<th>VARIABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Grades</td>
</tr>
<tr>
<td>• Mostly As vs. Mostly Bs vs. Mostly Cs and below</td>
</tr>
<tr>
<td>Physical Health</td>
</tr>
<tr>
<td>• Weight Perception: Perceives self as underweight/normal vs. Perceives self as overweight</td>
</tr>
<tr>
<td>• Weight Status (based on BMI): Underweight/Healthy Weight vs. Overweight/Obese</td>
</tr>
<tr>
<td>Psychological Health (indirect measures)</td>
</tr>
<tr>
<td>• Weight Satisfaction: Yes vs. No</td>
</tr>
<tr>
<td>• Weight Perception Accuracy: Misperception vs. Acceptable Perception</td>
</tr>
<tr>
<td>• Comfortable Seeking Adult Assistance: With no one vs. With at least one person</td>
</tr>
<tr>
<td>• Parents/Guardians (with any personal problem): Yes vs. No</td>
</tr>
<tr>
<td>• Teachers/Guidance Counselors (with any personal problem): Yes vs. No</td>
</tr>
<tr>
<td>• Adults in school: if bullied: Yes vs. No</td>
</tr>
</tbody>
</table>

HEALTH/RISK BEHAVIORS

- Eats breakfast: Everyday vs. Not everyday
- Daily vegetable intake: None vs. 1+ servings
- Daily fruit intake: None vs. 1+ servings
- Fast food consumption: Rarely/everyday vs. Few times/month vs. 1+ time/week
- Physical activity: 60 min active at 7 days vs. < 7 days (CDC guidelines)
- TV watching (on school days): None vs. < 3 hours vs. 3 hours
- Video games/Computer use (on school days): None < 3 hours vs. < 3 hours vs. > 3 hours
- Total screen time (on school days): None < 2 hours vs. > 2 hours (NHLBI guidelines)

ACADEMIC GRADATES & HEALTH/RISK BEHAVIORS

- Students with poorer academic performance are significantly:
  - More likely to be overweight
  - Less likely to eat breakfast everyday
  - More likely to exceed NHLBI guidelines for screen time

PHYSICAL HEALTH

- Weight Status: Underweight/Healthy weight vs. Overweight/Obese
- Weight Perception: Acceptable perception vs. Misperception
- Screen time (on school days): None vs. < 3 hours vs. 3 + hours
- Latinos/Non-Latinos & Fast food Consumption
- Latinos are significantly more likely to eat fast food weekly compared to Non-Latinos (28.6% vs. 13.8%, p<0.001)

2015 SURVEY FINDINGS

- Females are 3 times more dissatisfied with their weight
- Females are more likely to exceed NHLBI guidelines
- Latinos are more likely to exceed NHLBI guidelines
- More screen time significantly related to eating fast food weekly

2013 & 2015 SURVEY TRENDS

- Uncomfortable seeking Adult Assistance: Yes vs. No
- Physical Activity: Active all 7 days vs. Active < 7 days
- Weight Satisfaction: Yes vs. No
- Video games/Computer use: None vs. 1+ Time/week

WHITE PLAINS STUDENTS VS. 2013 NYS YRBS PARTICIPANTS

- More likely to:
  - Perceive themselves as overweight
  - Eat breakfast everyday
  - Watch TV 3+ hours/school day
- More likely to:
  - Be active 7 days
  - Play video games/computer 3+ hours/school day

Nutritional/Risk Behaviors

- Physical Health: Eat fast food 1+ times/week
- Physical Activity: Physical activity (83.9%)
- Weight Status: Overweight (42.3% vs. 24.9%)
- Weight Perception: Comfortable vs. Uncomfortable

Analysis of Adolescent Health/Risk Behaviors in White Plains, NY

Physical, Psychosocial & Health/Risk Behaviors

Jibi Alexander & Janki Parekh
Behavioral Sciences & Health Promotion Capstone
Sample & Baseline Measures: Be Proud! Be Responsible!
Authors: Madeline Cimino & Navdeep Sodhi | David Moskowitz, Ph.D., Advisor
Behavioral Sciences & Health Promotion | Epidemiology & Community Health | New York Medical College

Measures

### Participant Survey
- How likely are you to do each of the following?
  1. Have sex in the next 3 months?
  2. Use a condom if you have sex in the next 3 months?
  3. Use birth control (other than a condom) if you have sex in the next 3 months?
- In the future will you try EASY OR HARD to be safe?
  4. Say ‘no’ to sex?
  5. Use a condom when you have sex?
  6. Use birth control (other than a condom) when you have sex?
  7. Find a place to get tested for STD/HIV?
- Get tested for STD/HIV?
  8. Get your partner to not have sex, even if your partner wants to?
  9. Get your partner to use a condom, even if your partner did not want to?
- Find the health information and services you need in your community?
  10. Yes or No to the following:
  11. Have you ever had sex?
  12. If you have had sex in the last 3 months, did you use a condom?
  13. If you have had sex in the last 3 months, did you use birth control (other than a condom)?
  14. Have you ever been tested for STD/HIV?

### Participant Survey
- How likely are you to do each of the following?
  1. Have sex in the next 3 months?
  2. Use a condom if you have sex in the next 3 months?
  3. Use birth control (other than a condom) if you have sex in the next 3 months?
- In the future will you try EASY OR HARD to be safe?
  4. Say ‘no’ to sex?
  5. Use a condom when you have sex?
  6. Use birth control (other than a condom) when you have sex?
  7. Find a place to get tested for STD/HIV?
- Get tested for STD/HIV?
  8. Get your partner to not have sex, even if your partner wants to?
  9. Get your partner to use a condom, even if your partner did not want to?
- Find the health information and services you need in your community?
  10. Yes or No to the following:
  11. Have you ever had sex?
  12. If you have had sex in the last 3 months, did you use a condom?
  13. If you have had sex in the last 3 months, did you use birth control (other than a condom)?
  14. Have you ever been tested for STD/HIV?

Sexual Behavior & Protection

Over 55.7% of the participants had sex at the time point of pretest and approximately 41.4% had been previously tested for a STD/HIV.

The majority (64.1%) were consistently using condoms during intercourse in the previous 3 months. A total number of 26.7% of participants were using birth control (other than a condom) in sexual encounters in the last 3 months.

Gender/Race

There was no significant difference between racial groups among the sexual behavior and protection, except for Latino-weekly significant lower in having been tested for STD/HIV. (p < 0.20).

Sexual Experience by Gender

There was no significant difference between male and female experiences. (p = 0.007).

Age

Among the age groups, 11-13 year olds were less likely to use birth control than other age groups. (p = 0.00)

Sexual Experience by Age

There was no significance between age groups in sexual initiation. (p = 0.089)

Risk Groups

Different risk groups were tested to know whether age groups, gender, and race (race reduced to four categories) were meaningful. Both age and gender were significant factors.
“I loved how we worked with classmates thinking about the project as more than just a class assignment”

“Pulling together all that I learned in my courses into one project/presentation and seeing such positive results was great!”

“I’m proud that we were expected to know material, participate in discussion and complete work as professional adults”

“It was a great experience working on a ‘real-world’ project with stakeholders and with a team”

“A wonderful learning experience!”
Special thanks to Delta Omega for this Award!

Penny Liberatos, PhD
Director, Behavioral Sciences & Health Promotion
Epidemiology & Community Health
School of Health Sciences & Practice
New York Medical College
penny_liberatos@nymc.edu

David A. Moskowitz, PhD
Associate Professor
Vice President, Delta Alpha Chapter
Epidemiology & Community Health
School of Health Sciences & Practice
New York Medical College
david_moskowitz@nymc.edu
Questions or Comments?

Join the Conversation...

[Enter a question for staff]
Roni Neff, PhD, MHS
Assistant Professor
Johns Hopkins, Bloomberg School of Public Health
Certificate in Food Systems, the Environment and Public Health

Roni Neff, PhD, MHS
Johns Hopkins Center for a Livable Future
Certificate Faculty Sponsor

ASPPH Webinar
January 31, 2017
Our work is driven by the concept that public health, diet, food production and the ecosystem are deeply interrelated and that understanding these relationships is crucial in pursuing a livable future.
Teaching Team

Grand Slam of Teaching Excellence

Pamela Berg, me, Keeve Nachman, Brent Kim, Bob Lawrence, Meg Burke
Certificate in Food Systems, the Environment and Public Health

- First of its kind
- Food systems
  - What
  - Why
- Target audiences
  - JHU graduate students (BSPH and beyond)
  - Junior and mid-level professionals with interest/experience in food systems work
Course of Study

- 18 credits minimum
- Onsite and online
- Four core courses
- Electives – additional food systems classes
- Electives - skills classes
Certificate Program Objectives

- Describe food systems, including processes that create risks for workers, communities, consumers, the ecosystem, and food security.

- Describe the evolution of food systems and the impacts on the public's health.

- Use a systems perspective to analyze and apply critical thinking to inter-relationships.

- Analyze strengths and weaknesses of political, social, and economic policies to address food system issues.

- Apply selected skills (risk assessment, advocacy, communication, and evidence-based decision rules) to influence legislative and regulatory policy aimed at promoting healthy and sustainable food systems.
Core Classes

- *Food Systems and Public Health*: Academic & practice perspectives on broad range of food system topics (agriculture, food animal production, community food security, dietary behavior change.)

- *Baltimore Food Systems*: Experiential seminar extends “classroom” into the community, incorporates critical perspectives, focus on making change in an urban system.

- *Food System Sustainability Practicum*: Class discussion and lectures structured around service learning projects.

- *Case Studies in Food Production and Public Health*: Digs deeper into specific food production practices, impacts on consumers, food chain workers, rural communities.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turin - Italy’s first vegetarian city</td>
<td>Jessica Magenwirth</td>
<td>Dec 11, 2016, 11:29 AM</td>
</tr>
<tr>
<td>Veterinary Feed Directive</td>
<td>Lauren Richardson</td>
<td>Dec 8, 2016, 09:46 PM</td>
</tr>
<tr>
<td>Arguments for eating less meat?</td>
<td>Sarah Cohen</td>
<td>Dec 8, 2016, 09:17 PM</td>
</tr>
<tr>
<td>Alternative agriculture = sustainable agriculture?</td>
<td>Jessica Magenwirth</td>
<td>Dec 7, 2016, 04:42 PM</td>
</tr>
<tr>
<td>Cultured Meat - NYTimes Article Attached</td>
<td>Soo Kyung Kim</td>
<td>Dec 4, 2016, 02:03 PM</td>
</tr>
<tr>
<td>GMOs + Allergies?</td>
<td>Emily Knapp</td>
<td>Dec 4, 2016, 01:24 PM</td>
</tr>
<tr>
<td>NYT photoessay on industrial farming</td>
<td>Elizabeth Derbes</td>
<td>Dec 3, 2016, 02:50 PM</td>
</tr>
<tr>
<td>Discussion on factory farming</td>
<td>Felicia Setiono</td>
<td>Nov 29, 2016, 02:58 PM</td>
</tr>
<tr>
<td>Transparency of livestock producers</td>
<td>Felicia Setiono</td>
<td>Nov 28, 2016, 06:52 PM</td>
</tr>
</tbody>
</table>
Welcome to Food Systems and Public Health LiveTalk 1

Bob Lawrence

Polly Walker

Keeve Nachman

Hannah Holsinger

Meg Burke

Yukyan Lann

Pam Rhubart Berg

Hosts/Presenters are yet to set a Poll Question.
Gordon “Reds” Wolman (1924-2010)

- CLF founding board member
- Joined JHU faculty in 1958
- B. Howard Griswold Professor of Geography and International Affairs at Johns Hopkins University
- Recipient of the 2005 Milton Eisenhower Award
Inter-disciplinary Pedagogy

- Food system problems are complex and require a multidisciplinary approach and a systems lens

- Many stakeholders with multiple (often divergent) viewpoints are a part of the search for effective inventions

- Our coursework, through involvement of practitioners and advocates with a real stake in food system issues, exposes students to the complexity and offers experience in real world problem-solving
Integration of Academics and Practice

- Experts integrated into lectures and discussions.
  - Content overview and synthesis
  - Behind the scenes perspectives
  - What is needed to be successful in their jobs
  - What they want students to know
  - Extending the “classroom” into the community through field trips to farms, a food pantry and a supermarket.
  - Service learning
  - Students as experts – emphasis on learning from each other
Examples of Service Learning Projects

- Research school food plate waste
- Develop recipe cards for urban farm
- Perform outreach to SNAP recipients
- Research and write report on potential for urban orchards at diverse sites
- Gather information about food recovery activities in Chesapeake Bay region
- Design vermicomposting (worms) project
I had resolved to make my way through at least some of these items during the week. A started easy: I was able to use the fire-roasted tomato with a can of Kirkland chicken and a box of Whole Foods’ garlic flavored couscous. The result was pleasing, and yielded two dinners. Mid-week, I resolved to deal with the English muffin, and used it as an opportunity to explore the palatability of a nearly finished can of jam, which nobody seemed to recollect purchasing. The English muffin was acceptable; the jam was most definitely not.

I re-grouped with the roasted red pepper dip, pairing it with crackers and a couple leftover pieces of cheese, which had also managed to find their way from NY to Baltimore. The cheese, crackers, and dip were consumed without much fanfare; the cheese rinds, however, currently reside in the garbage can awaiting rescue from city rodents. I also took the apple with me to school, strategically waiting for the right moment to eat it - i.e., until I was so hungry for a snack that it didn’t taste half-bad.

The sweet potato gnocchi, however, was the most formidable task of all. A previous encounter with them had left me with little desire to finish off the few pieces that remained (they were mushy and lacked any flavor resembling a sweet potato), so I kept putting them off, saying to myself that they would be the grand finale for the week. This morning...omg...I woke to find that a few had...
Community Partners Involved in Teaching

- Courses engage community leaders: local food advocates, experts on community food security. Including:
  - A course co-taught by the Baltimore Food Policy director
  - Field trips paired with discussion about food system challenges and strategies to address the problems using policy initiatives and community-based programs
  - Preceptors of each practicum site participate in class sessions
  - Close engagement with leader of local community organization
Challenging Topics

- Race, class and food
- Roles in change-making
- Critical literature
- Systems approaches
- Evidence gaps and uncertainties
Skill Development

- Elective skills-based courses
  - Risk sciences, risk policy, persuasive communications, media advocacy, campaigning and organizing, other options
- Assignment: articulate, defend position on issue; write Op-Ed
- Policy memo and elevator speech
- Oral history
- Students critique each other’s work to practice critical thinking, diplomacy, and communication skills
- Service learning projects to apply competencies, learn new skills such as qualitative research, survey development, data analysis, and developing and pilot testing communication materials.
Integrated with Other Educational Offerings

- CLF-Lerner Fellowship
- MPH Concentration in Food Systems
- BAHI focus areas on environmental health and obesity
- Seminars, symposia
- Coursera
- Foodspan
Thank you!

MORE INFORMATION: www.jhsph.edu/clf/education

Roni Neff, Rneff1@jhu.edu

Supported by:
Johns Hopkins Center for a Livable Future
Department of Environmental Health and Engineering
GRACE Communications Foundation
Thank you to today’s Presenters

Penny Liberatos, PhD
Director of the Behavioral Sciences & Health Promotion MPH program
New York Medical College, School of Health Sciences & Practice

Roni Neff, PhD, MHS
Assistant Professor
Johns Hopkins, Bloomberg School of Public Health
Questions or Comments?

Join the Conversation...

[Enter a question for staff]

Webinar Now
Webinar ID: 761-205-082
GoToWebinar
Today’s Presenters

Now taking questions.

Penny Liberatos, PhD
Director of the Behavioral Sciences & Health Promotion MPH program
New York Medical College, School of Health Sciences & Practice

Roni Neff, PhD, MHS
Assistant Professor
Johns Hopkins, Bloomberg School of Public Health
Thank You!

See the webinar event page on the ASPPH website for a link to the archived webinar:


Contact: webinars@aspph.org
Coming Attractions...

**ASPPH Presents**

**WEBINAR**

**ASPPH Presents Webinar: Accessing and Using Public Health Data**
Thursday, February 9, 1:00 – 2:00 p.m. Eastern

For more information about and to register for upcoming webinars, visit the ASPPH Events page:

[http://www.aspph.org/events/category/webinar/](http://www.aspph.org/events/category/webinar/)
Coming Attractions...

2017 ASPPH ANNUAL MEETING
MARCH 15-17 • ARLINGTON, VA

UNDERGRADUATE SUMMIT
Public Health and Global Health Education
MARCH 15, 2017 • ARLINGTON, VA
Thank you!