
7TH ANNUAL COMMUNITY SERVICE LEARNING (CSL) CONFERENCE

Health Literacy

A PRESCRIPTION FOR PLAIN LANGUAGE

April 3, 2014

UT Health Science Center San Antonio



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**7TH ANNUAL
 COMMUNITY
 SERVICE LEARNING
 (CSL) CONFERENCE**

*A Prescription for
 Plain Language:
 Health Literacy*

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Introduction

The Annual Community Service Learning (CSL) Conference at the UT Health Science Center San Antonio originated in 2008 as an opportunity to learn from the CSL experiences of students, faculty, staff and community partners in San Antonio and across Texas. Each year, the conference hosts service learning experts and guest lecturers, provides skill-building workshops and showcases CSL projects through students' poster presentations and a panel discussion.

Presented by the Center for Medical Humanities & Ethics in conjunction with an interprofessional planning committee, the full-day conference is free and open to the public.

Conference Objectives

To share best practices and scholarship in community service learning with a focus on ways to improve the health literacy of community members.

To bring together an interprofessional group of University of Texas (UT) Health Science Center students, faculty and staff from across the state with community partners to foster service learning collaborations.

To highlight existing UT System health institutions' community service learning projects and future opportunities with community partners.

To recognize and reward excellence in community service learning within the UT System health institutions.



William L. Henrich, M.D., M.A.C.P.
President
Professor of Medicine

March 7, 2014

Ruth Berggren, M.D.
Director, Center for Medical Humanities & Ethics
The University of Texas Health Science Center at San Antonio
7703 Floyd Curl Drive, MC 7730
San Antonio, Texas 78229-3900

Dear Ruth:

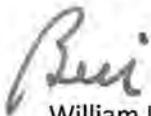
It is with great pride to offer my support of the 7th Annual Community Service Learning (CSL) Conference, hosted by the Center for Medical Humanities & Ethics in partnership with the UT Health Science Center schools and extension campuses in Harlingen, Edinburg and Laredo, as well as participation by our sister campuses in Galveston, Houston and Dallas.

This year's conference, "**A Prescription for Plain Language: Health Literacy**," shares important tools which our faculty, students, staff and partners can use to better communicate with our community. Considering the increasing complexity of our constantly evolving health care environment, this ability to communicate in plain, understandable language is imperative for creating providers who are effective in delivering care. It is an honor to lead an institution that is a state and national leader in community engagement.

Our students contributed 20,866 hours this year in service to 14,376 of our fellow Texans. Community organizations and Health Science Center faculty supported these efforts with volunteer service and professional mentoring. Coming together for this daylong conference allows us to reflect on the service mission of our UT Health Science Center and recommit to continuing our progress toward *educating a diverse student body to become excellent health care providers and scientists who provide compassionate and culturally proficient health care.*

On behalf of the entire Health Science Center, thank you for continuing this very important effort.

Sincerely,



William L. Henrich, MD, MACP

WLH:sg

President's Higher Education Community Service Honor Roll

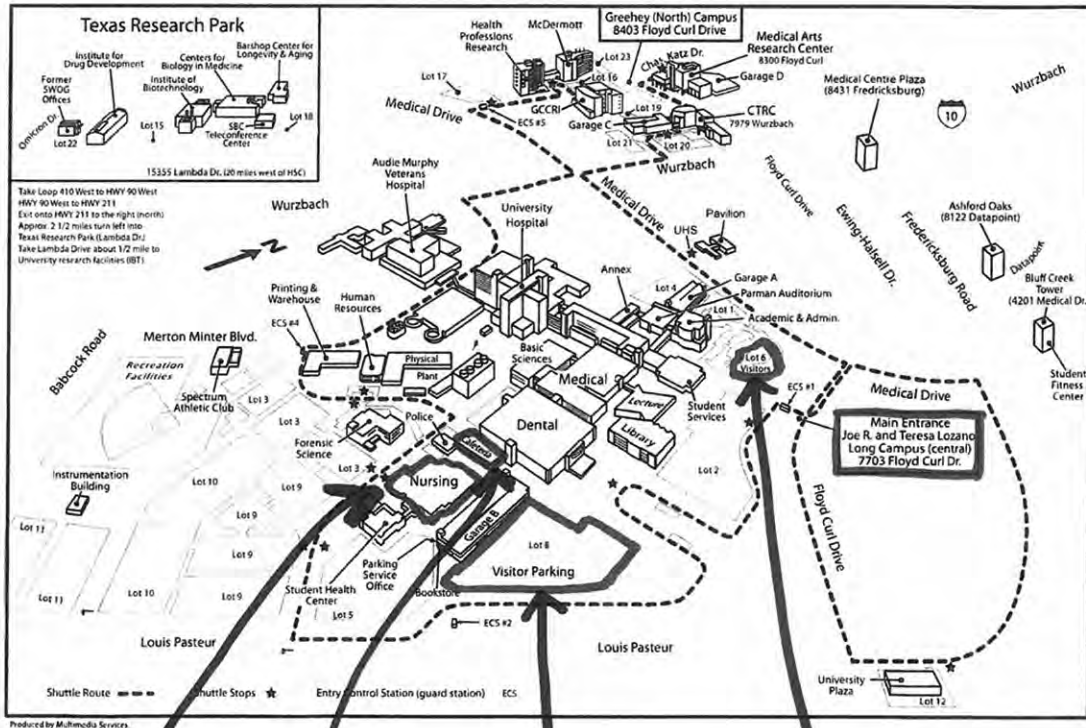
The UT Health Science Center San Antonio is committed to engaging our community to improve health. In support of our University's service mission, our students use what they learn both inside and outside of the classroom to transform medically underserved communities in San Antonio, South Texas and around the globe. The Community Service Learning (CSL) Program provides a structure to engage faculty, staff and institutional support of these activities. This University-wide dedication to helping others has earned our Institution a place on the United States President's Higher Education Community Service Honor Roll annually since 2009. Our University is the only health science center in Texas, and one of only eight health science institutions across the nation, recognized by the Honor Roll.

Each year, the Honor Roll showcases the U.S. colleges and universities that have best demonstrated their commitment to addressing community needs and engaging students on a lifelong path toward civic engagement. Institutions must demonstrate widespread support and cooperation, as well as meaningful, measureable outcomes in the communities they serve.

At the Center for Medical Humanities & Ethics, we believe that Community Service Learning forms the bridge between ethics education in the classroom and the development of empathy and humanitarian values. We are proud that our students exhibit tremendous leadership and the promise that they will become community-connected healthcare providers who work to reduce disparities and enhance access to healthcare throughout their careers.



Campus Map



Conference Location

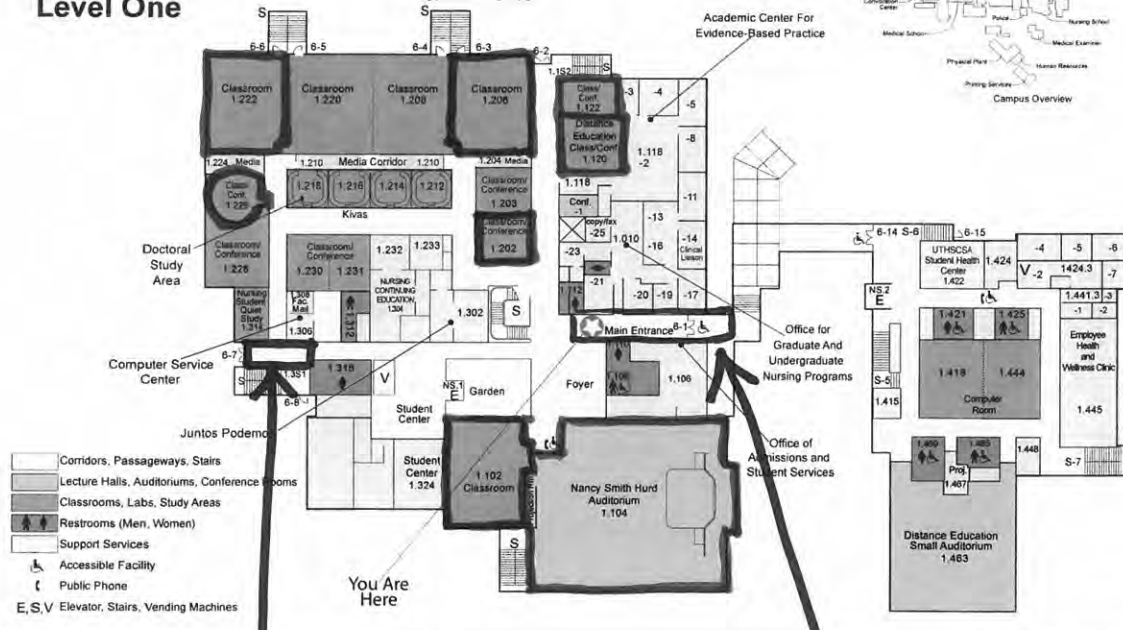
Texas Star Café
(Poster Session)

Primary Visitor Parking

Secondary Visitor Parking

CSL Conference Location: UT Health Science Center School of Nursing

Level One



Path to Texas Star Café
(Poster Session/Reception)

Main Entrance
to School of Nursing

8:15 a.m.	Registration Begins / Visit Community Partner Tables	Hurd Auditorium Foyer/Room 1.102
9:00-9:15	Welcome / Opening Remarks Ruth Berggren, MD, Director, Center for Medical Humanities & Ethics, UTHSCSA Robert Ferrer, MD, MPH, Professor and Vice Chair for Research, UTHSCSA	Hurd Auditorium 1.104
9:15-10:30	Keynote: Low Health Literacy: The Hidden Risk Factor Barry Weiss, MD, Professor, University of Arizona College of Medicine and Author of AMA Health Literacy Manual for Clinicians	Hurd Auditorium 1.104
	Workshop A Breakouts *Choose one session to attend*	
10:35-11:35	Health Literacy and Medication Management Oralia Bazaldua, PharmD, Associate Professor, UTHSCSA	Room 1.206
	Teach Back: Making this Health Literate Best Practice Work for You Kath Anderson, Effective Health Communications	Room 1.202
	Interpreters: The Vital Connection to Communicating Effectively Across Language, Literacy and Culture Jacque Burandt, MEd, Sr. Director, Center for Learning Excellence, University Health System	Hurd Auditorium 1.104
11:35-12:00	Visit Community Partner Tables	Room 1.102
12:00-1:00	Lunch: Panel Presentation of Outstanding CSL Projects Featured student panelists with their mentors and community partners Moderator: Megan Kromer, PhD, MBA, Independent Consultant	Hurd Auditorium 1.104
1:00-1:15	Break / Visit Community Partner Tables	Room 1.102
	Workshop B Breakouts *Choose one session to attend*	
1:15-2:15	Health Literacy and Medication Management Oralia Bazaldua, PharmD, Associate Professor, UTHSCSA	Room 1.206
	Teach Back: Making this Health Literate Best Practice Work for You Kath Anderson, Effective Health Communications	Room 1.202
	Incorporating Health Literacy Scholarship into CSL Moderator: Pegeen Seger, MA, MLIS, Head of Outreach Services, UTHSCSA Libraries	Hurd Auditorium 1.104
	Workshop C Breakouts: Health Literacy Tips from the Field *Choose one*	
2:20-3:20	Dental and Dental Hygiene: Vidal Balderas, DDS, MPH and Carol Nguyen, RDH, MS	Hurd Auditorium 1.104
	Medicine: Denise Dahm, MD	Room 1.222
	Nursing: Adelita Cantu, PhD, RN and Emiko Dudley, BSN, RN	Room 1.206
	Occupational Therapy: Bridgett Piernik-Yoder, PhD, OTR	Room 1.226
	Pharmacy: Jodie Gee, PharmD, BCACP	Room 1.202
	Physician Assistant: Barbara Quillin, MPAS, PA-C and Brent Shriver, PhD	Room 1.122
	Respiratory Therapy: De De Gardner, MSHP, RRT, FAARC	Room 1.120
3:20-3:30	Break	
3:30-4:30	Forum Theatre: Health Literacy Facilitators: Michelle Rae and John Sullivan, UT Medical Branch	Hurd Auditorium 1.104
4:30-4:50	Conference Wrap-Up / Call to Action Ruth Berggren, MD, Director, Center for Medical Humanities & Ethics, UTHSCSA	Hurd Auditorium 1.104
5:00-6:30	CSL Poster Presentations / Reception Remarks by Jeanne Russell, Chief Strategist, SA2020, and Janitzio Guzmán Medina, Medical Student and Student Government Association President, UTHSCSA	Texas Star Café

Lunch

School of Nursing Hurd Auditorium, Noon-1:00pm

Those who registered by March 26 will receive a boxed lunch first; any extra lunches will be available to attendees who did not register in time. Green dots on name tags indicate vegetarian lunch preference, while red dots are for non-vegetarian lunches. You will have the opportunity to hear the Panel Presentation of Outstanding CSL Projects while eating.



Poster Session People's Choice Award

Vote for the Community Service Learning (CSL) Poster that you think deserves to be recognized!

Posters will be presented at 5:00 p.m. in the Texas Star Café.

You have five (5) tickets in your name badge holder. Use them to vote for your favorite CSL poster by placing one or all five tickets in the bag belonging to the project(s) you are voting for. Each ticket counts as one (1) vote. Winners will be announced the week following the conference and will receive a monetary prize. The winning poster will also be displayed at next year's Annual Community Service Learning Conference.



Thank you for participating in our Annual People's Choice Award!

Presentation Summaries

Opening Remarks

Presented by Ruth Berggren, MD, FACP, and Robert Ferrer, MD, MPH



Ruth E. Berggren, MD, FACP, directs the Center for Medical Humanities & Ethics at the UT Health Science Center San Antonio. Board-certified in both internal medicine and infectious diseases, Dr. Berggren has particular interest in clinical AIDS and viral hepatitis research, as well as in implementing HIV care in resource-poor settings and CSL as pedagogy. She has extensive experience implementing community service learning programs, in the United States and abroad, that provide health services in extremely resource-limited settings, including post-hurricane New Orleans, post-earthquake Haiti and the Texas-Mexico border region. Dr. Berggren's personal and professional mission is to prepare tomorrow's healers to act with compassion and justice.

Robert L. Ferrer, MD, MPH, is the Dr. John M. Smith, Jr. professor in the Department of Family and Community Medicine at UT Health Science Center San Antonio. He is a family physician with interests at the interface of primary care and public health, including primary care transformation and quality improvement, social determinants of health and health promotion. Currently, Dr. Ferrer directs the Health Science Center's Community Engagement group and is active in community health initiatives such as the Mayor's Fitness Council and the Bexar County Health Collaborative. He practices and teaches family medicine in the Bexar County health system.



Keynote

Low Health Literacy: The Hidden Risk Factor

Presented by Barry Weiss, MD

Session Description: Our keynote presenter will first review the epidemiology of limited health literacy along with implications of limited health literacy for health outcomes and the health care system. The presentation will then focus on how to improve communication with patients – both with and without limited health literacy.



Barry D. Weiss, MD, former chair of the UT Health Science Center San Antonio's Department of Family and Community Medicine, is currently a professor in the Departments of Family and Community Medicine and Internal Medicine at the University of Arizona College of Medicine in Tucson. Dr. Weiss has been involved in the fields of health literacy and patient-physician communication for much of his professional career. His writings on these topics have been published in the *New England Journal of Medicine*, the *Journal of the American Medical Association* and a variety of other medical journals and books. He has served as health literacy consultant to the Institute of Medicine, the American College of Physicians, the American Medical Association, the National Cancer Institute, the Joint Commission, the American Academy of Family Physicians and numerous other institutions and organizations.

Workshop A Breakouts

Health Literacy and Medication Management Presented by Oralía Bazaldua, PharmD

Session Description: In this presentation, we will discuss the evidence on how health literacy affects medication management. We will discuss the association between limited health literacy and misunderstanding of prescription labels, medication adherence and mortality. We will also provide practical strategies to help obtain a complete medication history and strategies to enhance clear communication on medication management.



Oralía Bazaldua, PharmD, is currently associate professor in the UT Health Science Center San Antonio's Department of Family and Community Medicine. Her current job responsibilities include teaching appropriate drug therapy and optimizing medications in patients referred to a pharmacotherapy consult clinic. She is committed to her community and involved with grassroots health literacy efforts, presenting locally and nationally on this topic. Dr. Bazaldua completed her BS in pharmacy at the University of Texas at Austin, her doctorate degree from the University of Oklahoma College of Pharmacy and completed a residency from The University of Colorado College of Pharmacy and Kaiser Permanente in Denver, Colorado.

Teach Back: Making this Health Literate Best Practice Work for You Presented by Kath Anderson

Session Description: Teach-back is an opportunity to ask patients to explain in their own words what they need to know or do. It gives you the chance to re-frame and re-teach the information. It is a simple concept and a skill that requires practice. In this session, we will break the concept into steps, practice the skill and discuss implementation in real life.

Kath Anderson has worked extensively in clinic settings on staff training in health literate communication strategies and on the collaborative development of health literate patient education materials. She emphasizes the inclusion of the audience in the development process, via focus groups, collaborative composing, and usability testing. Much of Ms. Anderson's work has been with Sage Words Health Communications, a non-profit in Austin, Texas that she co-founded. Ms. Anderson's background as a writer and as a teacher of writing and ESL provides the groundwork for her work in health literacy.



Interpreters: The Vital Connection to Communicating Effectively Across Language, Literacy and Culture Presented by Jacqueline Burandt, MEd

Session Description: Learn how University Health System (UHS) has taken a leading role in providing expanded language access services to its diverse patient population through an aggressive interpreter services initiative. Integrating initiatives on the linguistic, literacy and cultural needs of its patient population has improved patient communication, safety, staff morale and return on investment.



Jacque Burandt, MEd, leads the Center for Learning Excellence at University Health System (UHS) in San Antonio, Texas with responsibility for workplace learning for more than 6,000 employees at twenty sites. She is a member of the American Society for Training and Development (ASTD), the Women's Leadership Council of United Way, the National Council on Interpreting in Healthcare, the Texas Advisory Committee on Qualifications for Healthcare Interpreters and Translators, the International Medical Interpreters' Association (IMIA) and the advisory board of Refugee Services, a program of Catholic Charities. She holds bachelor's and master's degrees from the University of Texas at Austin.

Lunch

Panel Presentation of Outstanding Projects Moderated by Megan Kromer, PhD, MBA

Megan Kromer, PhD, MBA, consults with foundations and nonprofit service agencies in the areas of program evaluation and development, strategic problem solving and organizational effectiveness. Her work currently focuses on developing collaborations to reduce child abuse and neglect in San Antonio, developing sustainable programs to treat Nodding Syndrome in Uganda and developing resources for persons with traumatic brain and spinal cord injury in South Texas. She currently is a trustee of the Genevieve and Ward Orsinger Foundation and an advisory board member of the Center for Medical Humanities & Ethics.



Featured Panelists

Student Leader: Allison Hollek, Nursing Student

Faculty Mentor: M. Danet Lapiz-Bluhm, PhD, RN

Community Partner: Debbie Salas, UTSA Institute of Texan Cultures

Project: *Diabetes Screening and Literacy Promotion at the 2013 Texas Folklife Festival*

Student Leader: Elaine Lo, Pharmacy Student

Faculty Mentor: Veronica Young, PharmD, MPH

Community Partner: Delia Bullock, MD, University Health System FFACTS Clinic

Project: *HIV/AIDS Hypertension Awareness Raising Team (HHART):
An Interprofessional Community Outreach Serving Individuals
Living with HIV/AIDS in Bexar County*

Student Leader: Matt Mullane, Medical Student

Faculty Mentor: K. Ashok Kumar, MD, FRCS

Community Partner: Erin Eriksen, Urban Harvest

Project: *Sunnyside Up: Building Healthy Lifestyles
through a Community Gardening Initiative in Houston, Texas*

Workshop B Breakouts
Health Literacy and Medication Management
Presented by Oralia Bazaldua, PharmD

Session Description: This workshop will be a repeat of the session offered in the Workshop A Breakouts.

Teach Back: Making this Health Literate Best Practice Work for You
Presented by Kath Anderson

Session Description: This workshop will be a repeat of the session offered in the Workshop A Breakouts.

Incorporating Health Literacy Scholarship into CSL
Moderated by Pegeen Seger, MA, MLIS

Session Description: Join us for a panel discussion about opportunities in health literacy research and publication. Our panel is comprised of distinguished faculty who all share a particular interest and expertise in the area of health literacy. As published authors, our panelists will have valuable and timely information for those of you who would like to get some practical guidance on how to get started.



Peg Seger, MA, MLIS, is the head of Outreach Services for the UT Health Science Center San Antonio Libraries. Through her work, she provides education and training on health information literacy and currently serves as a principal investigator for a joint CTSA project that is producing an educational video on community-acquired, methicillin-resistant *Staphylococcus aureus* (CA-MRSA). Ms. Seger manages the libraries subcontract with the National Network of Libraries of Medicine South Central Region to provide outreach services to consumers and health professionals in a 33-county area of South Texas. She earned her master's of library and information studies (MLIS) from the University of Oklahoma and holds a master of arts in journalism and mass communication.

Panelists

Garen Collet is a second-year medical student at UT Health Science Center San Antonio.

Robert Ferrer, MD, MPH, is professor and vice chair for research in the Department of Family and Community Medicine at the UT Health Science Center San Antonio and a practicing family physician, whose research interests are in primary care and public health.

Penny Flores, PhD, RN, WHNP-BC, is an assistant professor in the School of Nursing at UT Health Science Center San Antonio, whose interests include women's health, health literacy, cultural competence and older adults.

Melissa Valerio, PhD, MPH, is an associate professor of health promotion and behavioral science at the UT School of Public Health at Houston, San Antonio Regional Campus, whose interests include the design and evaluation of effective health education messages and materials specifically in the areas of health literacy and cultural competence issues related to health education and communication in minority underserved communities. *(continued next page)*

Veronica Young, PharmD, MPH, is clinical associate professor at the University of Texas at Austin College of Pharmacy and director of interprofessional practice at Pharmacotherapy Education and Research Center at the UT Health Science Center San Antonio. Her interests include evidence-based practice, interprofessional education, community engagement and patient safety.

Workshop C: Health Literacy Tips from the Field

Session Description: You will have an opportunity to attend a session specific to your particular health profession. A presenter in the field will facilitate a discussion on health literacy approaches that are relevant to the profession. Attendees will discuss and share techniques that have been shown to be effective for communicating with patients in their practices.

Presenters

Dental and Dental Hygiene: Vidal Balderas, DDS, MPH, clinical assistant professor, Department of Comprehensive Dentistry, Dental School, UT Health Science Center San Antonio and Carol Nguyen, RDH, MS, assistant professor, Division of Dental Hygiene, Dental School

Medicine: Denise Dahm, MD, clinical assistant professor, Division of Geriatrics, Gerontology and Palliative Medicine, School of Medicine, UT Health Science Center San Antonio

Nursing: Adelita Cantu, PhD, RN, assistant professor, School of Nursing, UT Health Science Center San Antonio and Emiko Dudley, BSN, RN, Staff Nurse, Pediatric ICU, University Health System

Occupational Therapy: Bridget Piernik-Yoder, PhD, OTR, assistant professor, Department of Occupational Therapy, School of Health Professions, UT Health Science Center San Antonio

Pharmacy: Jodie Gee, PharmD, BCACP, clinical assistant professor, UT Austin College of Pharmacy, Pharmacotherapy Education Research Center, UT Health Science Center San Antonio

Physician Assistant: Barbara Quillin, MPAS, PA-C, assistant professor, Department of Physician Assistant Studies, School of Health Professions, UT Health Science Center San Antonio and Brent Shriver, PhD, Associate Professor, Department of Physician Assistant Studies, School of Health Professions, UT Health Science Center San Antonio

Respiratory Care: De De Gardner, MSHP, RRT, FAARC, chair, Department of Respiratory Care, School of Health Professions, UT Health Science Center San Antonio

Forum Theatre: Health Literacy Facilitated by Michelle Rae and John Sullivan

Session Description: Experience Augusto Boal's* Image and Forum Theatre in action as we dramatize some of the obstacles and general confusion confronting patients who must navigate a maze of medications, physician's orders and follow-up appointments after discharge from a hospital. But don't expect to just sit there and be passively entertained. This interactive performance format calls on the audience to assist actors in an enjoyable exercise in collaborative problem-solving. Please join us as spect-actors (spectators who become actors) to develop strategies for increasing practical health literacy in the communities we serve.

**Groundbreaking Brazilian director/playwright who pioneered the use of interactive theatre as a means of community empowerment.*

Michelle Rae is a multimedia artist, director and ESL professional who has used the techniques of Boal's Forum, as well as Sociodrama and Sociometry, in a variety of contexts throughout the U.S. and the world. Originally a member of Northern California's Snake Theatre company, Ms. Rae has served as co-managing director with Theater Degree Zero (Tucson/Bisbee AZ), as an artist in education (AZ, PA and MT), and as a consultant. She worked directly with Augusto Boal during the Open Air Theatre Festival Kwachon/Seoul, South Korea, and was a featured performer in a multilingual production of Garcia Lorca's Blood Wedding, also in Seoul.



John Sullivan works in NIEHS Center in Environmental Toxicology (Community Outreach & Engagement Core) at The University of Texas Medical Branch (UTMB), where he uses August Boal's Forum as a means of outreach and a fulcrum for community problem-solving. He developed a modified form of the Forum for use in "fence line" communities seeking to improve their air, health, environmental health knowledge base and quality of life. Mr. Sullivan specializes in the use of applied theatre and popular education in community engagement processes under the rubric of Community-Based Participatory Research. He is also a member of the ITS/CTSA Community Engagement and Research Key Resource team at UTMB, directed by Sharon Croisant, PhD.

Featured Participants

JC Alvarez, EdD, is a professional writer and actor and a business researcher and consultant specializing in Hispanic and multicultural markets.

Matthew Dacso, MD, is an assistant professor and director of the Center for Global Health Education at The University of Texas Medical Branch.

Norma Perez, MD, DrPH, is an assistant professor and director of the Center for Hispanic Excellence at The University of Texas Medical Branch.

Kristine Talamante, BSN, RN, is senior analyst of risk management at University Health System.

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*Presented in Panel Presentation of Outstanding CSL Projects

Advocacy/Policy

ACCESS CARE TEXAS: Grassroots Organizing and Patient Advocacy Operationalizing a CSL Campaign Addressing the Consequences of Uninsurance and the Ethics Involved

Project Disciplines: Interprofessional: Dental, Medicine, Nursing, Pharmacy

Primary Presenters: Jerry Abraham and Courtney Hobza

Other Students Involved: Lindsey Breier, Caitlin Castle, Jacob Ferris, Charles Field, Victoria Flores, Janitzio Guzman, Stefan Jensen, Anupama, Kapadia, Kris Koch, Stephanie Lomeli, Sam Lucio, Stephanie Mandujano, Andrew Mark, Corinne McLeod, Patrick Oloba, Andrea Richardson Jesse Sandhu, Joel Sarmiento, Larriel Shaw, Gabriella Villanueva, Emily Wasson, Raed Zuhour

Mentors: Ruth Berggren, MD, and Melanie Stone, MPH, MEd

Community Partner: San Antonio Metropolitan Health District

Project Location: San Antonio, Texas

Background: ACCESS CARE TEXAS: ACT Together for Health is a Community Service Learning (CSL) initiative of the Center for Medical Humanities & Ethics (CMHE) at UTHSCSA. The project is a community-based initiative, dedicated to providing resources and guidance for 300,000+ uninsured Bexar County residents, some of whom may be coverage eligible through the ACT Health Insurance Marketplace and subsidies.

Objectives: Project leaders first identified the problem, then established priorities and a governance structure and volunteers were organized into five leadership teams: Communications & Marketing, Information & Education, Implementation, Grassroots Organizing with the goal of: (1) Organize Stakeholder & Partner Engagement Activities, (2) Deliver a "Champions for Coverage" orientation event for volunteers, (3) Identify outreach locations for community education, (4) develop outreach teams (5) develop informative materials, (6) monitor & evaluate project efficacy and (7) ensure adequate communications.

Methods: The project leadership team met at various intervals during phases of the project-phases included: planning, orienting, implementing, and monitoring/evaluation. Regular oversight and communications were delivered longitudinally throughout. Strategies evolved to meet changing needs. Additionally, we documented the project's ethical principles.

Results: Stakeholder events and an orientation session were held. A toolkit was developed in order to share information with leaders and volunteers and a brochure was produced for project participants. A process was implemented so that community organizations and venues could invite ACT teams to their events and deliver educational outreach. Systems were set in place to monitor project activities. Data was collected via research protocol and analyzed to determine project impact and efficacy.

Conclusion: The project was able to quickly mobilize and respond to a pressing community health crisis, remaining flexible enough to augment and evolve according to the needs and challenges that appeared during the timeline. The project remains highly successful as it addressed a pressing health need, overcame challenges dynamically with an effective campaign, and significantly impacted health insurance enrollment.

Advocacy/Policy

The Financial Impact of Alpha Home on the San Antonio Community

Project Discipline: Medicine

Primary Presenter: Brian Milman

Other Students Involved: Rachel Redfield, Katrin Eurich, Meagan Keefe, Alyssa Murata, Alyssa Esmail

Mentor: Richard Usatine, MD

Community Partner: Alpha Home

Project Location: San Antonio, Texas

Background: Student-run free clinics provide invaluable learning opportunities to medical students. More importantly, they provide a medical home for underserved populations and offer an alternative for patients who normally go to the emergency department (ED) to receive primary care.

Alpha Home is one of the five free clinics run by students from the University of Texas Health Science Center at San Antonio. We sought to determine what financial impact, if any, extending care to the patients at the Alpha Home clinic had on the San Antonio community.

Methods and Results: We surveyed patients at the Alpha Home Clinic and found that 68% of respondents considered the ED their usual place of care before coming to our clinic, and 65% would have gone to the ED if the clinic did not exist.

We also performed a chart review to determine the reason for these patients' visits to our clinic and found that the overwhelming majority of chief complaints were non-emergent.

Conclusion: When combined with data regarding costs to the ED and patients' intents to seek care at the ED, we concluded that not only are the student-run clinics in San Antonio a valuable resource for our patients and students, but they also reduce the health care financial burden on the community.

Advocacy/Policy

UTHSCSA Safe Space: Becoming an Ally to the LGBTQ Community

Project Disciplines: Interprofessional: Medicine, Nursing, Graduate School, Physician Assistant

Primary Presenter: Christopher Alonzo

Other Students Involved: Christopher Lam

Mentor: Jeff Jackson, MEd; Kozue Shibazaki, PhD; Adela Valdez, MD, MBA

Community Partners: San Antonio AIDs Foundation and Valley AIDs Council

Project Location: San Antonio, Texas and Harlingen, Texas

Background: The American Medical Colleges strongly encourages academic medical centers to develop educational modules or programming to address sexuality and sexual minority issues and teach students the social, environmental and physical factors that influence the health of lesbian, gay, bisexual, transgender and queer (LGBTQ) individuals. The *Safe Space* program aims to correct this lack of knowledge and create an environment of support, raise cultural competency and improve professionalism of all students, faculty and staff regarding LGBTQ communities.

The *Safe Space* program targets nursing, PA, medical, graduate students, faculty, staff, residents and clinicians employed by or attending UTHSCSA or the Regional Academic Health Center in Harlingen Texas.

Objectives: (1) Discuss how the UTHSCSA *Safe Space* is educating students, faculty, staff and clinicians about social, environmental and physical factors that influence the health of lesbian, gay, bisexual, transgender and queer (LGBTQ) individuals. (2) Describe *Safe Space* outcomes to date. (3) Discuss survey model for identifying LGBTQ community demographics and opinions.

Methods: Participants of the *Safe Space* program view video lectures titled, "I am Safe Zone," and participate in a 90-minute interactive lecture.

Results: A comparative analysis using data collected from anonymous surveys taken before and after the *Safe Space* training event showed significant improvements in knowledge of LGBT and Suicide resources, coming out process, suicide risk assessment and feeling prepared in dealing with LGBT issues.

Conclusion: The program facilitates the discussion of issues such as stereotypes, access to health care, bias and deficits in our training as medical professionals in regards to LGBTQ persons. The program creates a venue to broach these topics and acts to provide a baseline of information for participants. Further development of the program will lead to increased knowledge about sexual minorities and potentially increase the quality of care they receive in the future from the health care community.

Capacity Building

Empowering Head Start Families to Improve the Quality and Safety of their Health: A Needs Assessment with Family Support Workers

Project Discipline: Pharmacy

Primary Presenter: Megan Morrison

Other Students Involved: Dana Boeck, Amber Gossett, Sarah Kim

Mentor: Veronica Young, PharmD, MPH

Community Partners: Louise H. Batz Patient Safety Foundation and Head Start

Project Location: San Antonio, Texas

Background: San Antonio Head Start provides early childhood health, nutrition and education services to eligible families. In this community service-learning project, Head Start is collaborating with the Louise H. Batz Patient Safety Foundation and the Empower team to improve and expand the quality of services provided by their Family Support Workers (FSWs).

Objectives: (1) Identify gaps in current FSW training on health topics and (2) Seek recommendations for improvement.

Methods: An internally-developed survey assessed: (1) baseline health knowledge; (2) confidence addressing health topics; (3) views on family empowerment; (4) training needs of FSWs. Two focus groups, stratified by work experience, were conducted to further explore survey findings. All responses were kept anonymous. Quantitative data were analyzed using Qualtrics and Excel. Qualitative data were analyzed and categorized into themes.

Results: Survey response rate was 91% (31/34). Most FSWs demonstrated adequate baseline health knowledge and felt confident communicating health information to families. FSWs requested additional training on frequently encountered health topics (65%-80%), over-the-counter (OTC) medications (58%), and prescription medications (61%). FSWs felt families lacked an understanding of how to communicate with healthcare providers (70%) and how to track personal medical information (67%).

Two primary themes emerged from the focus group analysis: (1) standardized training using educational tools on relevant health topics may enhance FSWs' role; (2) patient empowerment tools specifically-designed for Head Start must address cultural and other barriers faced by families.

Conclusion: FSWs can play a key role in empowering families to be an active partner in their personal health. The assessment clearly identified gaps and methods of improvement. The next phase of the collaboration will focus on developing educational tools for FSWs and families.

Capacity Building

Evaluation of Childhood Developmental Milestones and the Warning Signs of Autism as a Teaching Tool for Promotoras in South Texas

Project Discipline: Medicine

Primary Presenter: Aida Vigil

Other Students Involved: Johanna McLendon

Mentor: Beatriz Tapia, MD, MPH

Community Partners: South Texas Promotora Association and Proyecto Juan Diego

Project Location: Harlingen, Texas

Background: Available data from the Texas Education Agency and Health Resources and Services Administration shows that there are fewer autism diagnoses in schools with higher rates of Hispanic children. Although theories such as inadequate access to healthcare, under diagnosis, cultural beliefs and a lack of parental education concerning typical development attempt to explain the lower rates, there is insufficient data to identify the cause. To address the inadequate access to healthcare professionals and low levels of education in these counties, this project used a training curriculum developed by the Organization for Autism Research (OAR) to teach promotoras about normal developmental milestones and delays.

Objectives: The objective of this project was to implement a training session for promotoras from Cameron and Hidalgo counties by May 2013 and increase the knowledge base concerning childhood developmental milestones as measured by pre- and post-test surveys.

Methods: We piloted a "train-the-trainer" community-based intervention for 58 promotoras from Cameron and Hidalgo counties in South Texas to identify normal childhood developmental milestones and to recognize delays. We assessed the promotoras' knowledge using pre- and post-test questionnaires.

Results: A paired sample t-test was conducted to compare the promotoras' knowledge about developmental milestones and delays before and after the training. Results show that promotoras' overall knowledge increased as a result of the training. These results suggest that the promotora training guide was effective in teaching promotoras about developmental milestones.

Conclusion: This project shows that training for promotoras can raise awareness about childhood developmental milestones and consequently raise autism awareness. A challenge of this training was developing adequate pre- and post-testing tools. We found that promotoras had difficulty interpreting several questions in our questionnaire. Further evaluation of our assessment tools would help avoid this in future trainings.

Capacity Building

HIV/AIDS Hypertension Awareness Raising Team (HHART): An Interprofessional Community Outreach Serving Individuals Living with HIV/AIDS in Bexar County

Project Disciplines: Interprofessional: Pharmacy, Medicine, Public Health, Respiratory Care, Physician Assistant

Primary Presenter: Elaine Lo

Other Students Involved: Sara Yakhin, Natalia Rodriguez, Jessica Polasek, Andrew Tate, Celia Flores, Crystal Blake, Heather Blizzard

Mentor: Veronica Young, PharmD, MPH

Community Partner: University Health System Family Focused AIDS Clinic Treatment Services (FFACTS) Clinic

Project Location: San Antonio, Texas

Background: Heart disease is the number one non-HIV cause of mortality in clients with HIV/AIDS. The HIV/AIDS community of Bexar County identified the need for hypertension education and the promotion of living a heart-healthy lifestyle among these clients.

Objectives: The needs assessments focused on identifying barriers to treatment and misconceptions about hypertension and will guide the development of population-specific educational tools.

Methods: Two needs assessments were conducted using internally-developed surveys with staff at community based organizations (CBOs) and with HIV/AIDS clients. Surveys contained both Likert scale and open-ended questions. We analyzed the Likert responses using a five-point score to determine trends within the completed assessments and we identified key words exhibited from the clients' input on the open-ended questions.

Results: There were 12 staff and 31 clients surveyed. Of staff surveyed, 92% felt that clients have low knowledge of hypertension. In contrast, 94% of clients reported that they understood what health problems could be caused by hypertension. When asked to elaborate on consequences, only 48% were able to correctly name a problem. Many clients (58%) reported obstacles to managing hypertension, and 42% indicated they have difficulties remembering to take their medications. Both staff and clients identified barriers to the management of hypertension. Examples included: diet, cost of medication, pill burden, and lack of knowledge about the disease. While educating clients is important, only 67% of staff had received training on hypertension counseling.

Conclusion: From the needs assessments conducted, we recognized and identified important factors to address while raising awareness of hypertension within the HIV/AIDS population in Bexar County. Engaging clients and CBOs has been an essential part of the process to ensure that both perspectives are captured and the appropriate population-specific tools are developed. These assessments will guide the next phase of our project and its final implementation.

Capacity Building

Music and Art in Medicine (MAM): A Medical Student Initiative to Improve Quality of Life (QOL) for Nursing Home and Assisted Living Residents

Project Discipline: Medicine

Primary Presenter: Amy Yu

Other Students Involved: Florence Y. Ling, Wen Zhang, Margaret S. Kim, Nicholas J. Rojas, Jade Heverly-Campbell

Mentor: M. Rosina Finley, BSN, MD, CMD

Community Partner: Morningside Manor

Project Location San Antonio, Texas

Background: As the U.S. geriatric population increases in size, the demand for long-term healthcare services will follow suit. More than 40% of adults age 65 or above will spend a portion of their life in a nursing home, and pain, depression, and cognitive decline often go unrecognized and undertreated (Sandberg et al., 2001). Therefore, it is important to explore and support complementary avenues to enhance resident quality of life.

Objectives: Our objective was to bring music- and art-based interventions to improve overall resident QOL at a local Long Term Care Facility (LTCF).

Methods: Our program consisted of two cycles of four-session music and visual arts courses for interested residents. We worked with the LTCF Activities Coordinator to incorporate sessions into the activities calendar and distribute invitations. Each 30-min session was led by UTHSCSA medical students and volunteer certified UTSA pre-medical students. As part of course participation, residents were asked to complete pre- and post- surveys on pain, depression, cognition before the first and fourth session, respectively.

Results: Twenty-five residents participated with 17 in music and 8 in art. Of music participants who met threshold, there were aggregate decreases of one level in pain and one point in depression between pre- and post-surveys. Of art participants who met threshold, there was an aggregate decrease of one and a half points on the depression scale and an improvement in cognitive recall between pre- and post-surveys. Qualitative feedback in the form of verbal comments and physical response to activities was overall positive.

Conclusion: Despite the small number of participants and short intervention period, the MAM program was well-received by residents and demonstrated promising modest improvements in pain, depression, and cognition. This suggests that future student-driven music and art programming can be integrated into the LTCF activity schedule on a regular and recurring basis to enhance resident QOL.

Capacity Building

Posttraumatic Growth and Quality of Life among Refugee Populations: A Participatory Action Research Study

Project Disciplines: Interprofessional: Medicine, Nursing

Primary Presenter: Beverly Tambe

Mentor: Janna Lesser, PhD, RN

Community Partner: San Antonio Refugee Health Clinic (SARHC)

Project Location : San Antonio, Texas

Background: Symptoms of depression and of post-traumatic stress disorder (PTSD) resulting from pre-immigration and post-migration trauma have been well documented in refugee populations. Posttraumatic growth among refugee populations has been far less studied and involves a paradigmatic shift from a deficit-based perspective to a strength-based one.

Objectives: The objectives of the study were to (1) explore posttraumatic growth and health-related quality of life within the population, (2) identify their values and perceptions related to their health and wellness and (3) discover their existing coping mechanisms and strengths.

Methods: For this study, we employed methods of Participant Action Research (PAR), which focuses on engaging in actions that will eventually improve or promote the health and well-being of participants and their communities.

Through trial and error, we were led to replace the Quality of Life tool, the Kleinman Questionnaire, with a new qualitative questionnaire that we developed. We then conducted interviews and collected data at the Refugee Clinic during SRFC hours, as well as on campus during non-clinic hours at the convenience of the participant. We enrolled and completed interviews with four male participants. Afterwards, the team decided to include women in the study, and a focus group was held at the Refugee Center where the women were able to discuss their experiences coming to the United States.

Results: Interviews and focus groups discussions were recorded for translation. The study is still currently in progress. Findings from the male and female participants will be reported at the end of the study.

Conclusion: Discussion and conclusion of study results will occur at the conclusion of the study.

Capacity Building

Project IMPACT: Informational Media Promoting Active Centered Training on Quality and Safety

Project Discipline: Pharmacy

Primary Presenter: Teresa Wise

Other Students Involved: Ngoc Dinh, Shiyi Geng, Elizabeth Yu

Mentor: Veronica Young, PharmD, MPH

Community Partner: Reaching Maximum Independence, Inc.

Project Location: San Antonio, Texas

Background: A community-based organization (CBO) providing care to adults with intellectual and developmental disabilities (IDD) identified a need to improve their staff training program emphasizing quality and safety of client care. A previous needs assessment identified three elements of quality improvement within this CBO: knowledge, process and work climate.

Objectives: The objectives of this phase of the project were to: (1) further identify topics for advanced situational-specific training with an emphasis on preventing medication errors and promoting client safety, (2) develop appropriate interactive training materials that will improve the quality of client care and (3) enhance knowledge and self-confidence of the direct care staff (DCS).

Methods: The current needs assessment was conducted using on-site observations and focus groups. Three distinct focus groups were conducted to determine key areas of need for situational-specific training. Participants in each focus group were stratified by primary role in the CBO. Qualitative data were collected, analyzed and categorized into the three previously identified elements of quality improvement.

Results: Members of DCS, house managers, nursing and administration participated in the three focus groups. Findings showed that DCS would benefit from problem-based learning. Themes emerging from the qualitative analysis include (1) situational-specific training should promote critical-thinking and problem-solving skills among DCS, (2) incorporation of standardized documentation training to reduce inconsistencies and (3) training should encourage communication among members of the care team. Thirteen scenarios were identified with each involving group discussion, role-plays and required documentation.

Conclusion: Advanced interactive training materials were developed to target challenging situations encountered by DCS. Collaboration with nurses from the CBO resulted in development of suitable training materials. Effective communication technique material will be developed. The next phase of the project will be to evaluate the effectiveness of the new training material once implemented.

Capacity Building

Sunnyside Up: Building Healthy Lifestyles through a Community Gardening Initiative in Houston, Texas

Project Discipline: Medicine

Primary Presenter: Matthew T. Mullane

Mentor: K. Ashok Kumar, MD

Community Partner: Urban Harvest

Project Location: Sunnyside, Houston, Texas

Background: Sunnyside is an African-American, socio-economically disadvantaged neighborhood located south of downtown Houston. In terms of health, heart disease and diabetes mortality, rates in Sunnyside nearly double those of the city of Houston. Three years ago, Sunnyside was termed a "true food desert" by a nutrition representative from the Houston health department. In 2012, Urban Harvest secured an agreement with the city of Houston to lease abandoned lots from the city government for the purpose of constructing community gardens in socio-economically disadvantaged "food desert" areas around Houston. Their effort is called the "I-Grow Houston" initiative, and the first garden was constructed in Sunnyside in fall 2012. This study evaluates the diet, exercise and social capital of Sunnyside's first community gardeners.

Objectives: (1) To conduct a needs assessment of the community gardeners. (2) To survey diet, exercise and social capital among gardeners and (3) To create a nutrition workshop series for gardeners.

Methods: This project is a mixed-methods pilot study. Participants were evaluated with a short survey that assesses demographics, garden participation, nutrition, exercise and social capital. I performed a windshield tour of Sunnyside and I conducted a needs assessment to identify the gardeners' assets and needs. Eight monthly nutrition workshops were organized and were measured with verbal feedback.

Results: Data for this study is being collected and analyzed. It is expected that data will show a moderate increase in fruit and vegetable consumption, exercise and social capital among participants after one year of work in a community garden.

Conclusion: Challenges arose with participant recruitment and scheduling meetings. I've come away with several lessons, including the importance of listening to a community before launching an initiative, and the value in reorienting data collection efforts to suit the desires of a community. This project will be sustained by integrating health and nutrition discussions into regular community garden meetings.

Clinical Services

Breaking Barriers: Providing Skin Cancer Removal and Education, 2013-2014

Project Discipline: Medicine

Primary Presenter: Michelle A. Nguyen

Other Students Involved: Margaret E. Brown, Dayna Whitcombe, and Jackie Altshuler

Mentor: John Browning, MD

Community Partner: Travis Park United Methodist Church

Project Location: San Antonio, Texas

Background: Actinic keratosis (AK) is the precursor to squamous cell carcinoma (SCC), the second most common form of skin cancer. Early treatment of AKs can prevent the progression to SCC. Travis Park Dermatology Clinic provides free dermatological care to the uninsured and homeless populations of San Antonio, populations at increased risk of skin cancer. The clinic aims to eliminate barriers to dermatologic care, including access to care and education about skin cancer prevention.

Objectives: (1) Meet dermatological needs of patients. (2) Biopsy suspicious skin lesions (supplies funded by CSL grant). (3) Educate patients on prevention of skin cancer and actinic keratosis. (4) Provide an opportunity for medical students to improve communication skills

Methods: At Travis Park, dermatologists and student volunteers address patients' skin conditions and concerns. Patients with suspicious lesions receive biopsies and diagnoses. Patients older than 30 years of age were asked to complete a questionnaire to assess skin cancer history and sun protective behaviors and a multiple-choice pre-education quiz to assess knowledge of AKs. Student volunteers then educated patients on AKs and provided an educational handout. At the end of the visit, patients completed the AK quiz again. Pre- and post-education quiz scores were compared.

Results: Forty-four patients were included in this study. All 44 patients answered the questionnaire, while 34 (77.3%) patients completed the quizzes. Forty-two (95.5%) patients had never heard of AKs. Twenty-six (59%) never practice sun-protective behaviors. Quiz scores increased after education by students.

Conclusion: Dermatologists and student volunteers aim to prevent and treat skin cancer in the Travis Park Dermatology Clinic patient population. Most patients in our project did not know about the precancerous nature of AKs or how to identify them. Medical students targeted this population to implement educational and diagnostic measures to prevent and treat skin cancers.

Clinical Services

Frontera de Salud: UTHSCSA Chapter

Project Disciplines: Interprofessional: Medicine, Nursing

Primary Presenter: Joel Sarmiento

Other Students Involved: Courtney Hobza, Colleen Boehme, Esther Lee, Tommy Bagwell, Donia Friday, Becky Hernandez, Victoria Flores, Damiana Pena, Zach Spigel, Janitzio Guzman, Danielle Brining

Mentor: Melanie Stone, MPH, MEd

Community Partner: Various

Project Location: San Antonio, Texas; Robstown, Texas; McAllen, Texas; Laredo, Texas

Background: Frontera de Salud founder, Kirk Smith, MD, established the need for this organization during his medical clerkships in Brownsville, Texas. Based on his personal experience working with the underserved community in Cameron Park, Texas, Dr. Smith and his classmates founded the Frontera de Salud project with the aim that the uninsured, underserved population of Texas should receive at least preventive medical care and health education. With the assistance of Methodist Health Ministries we are able to achieve major results.

Objectives: Frontera's primary goal is to increase access to preventive health care to the underserved communities of South Texas through health screenings. Additionally, we provide health education so that the population we serve can be advocates of their own health.

Methods: We traveled to different underserved communities in South Texas partner with a local health organization, clinic or health fair. In some areas we would visit colonias and provide home visits. During these encounters we would screen blood pressure, BMI, glucose levels and cholesterol. In most instances we offered health education individually. In Laredo, at times, we would offer a more formal education by teaching a group of people on topics of their health.

Results: Frontera was able to hold 31 events in 2013 that aligned with our objective of providing preventive care to underserved populations. With all the events held, Frontera was able to serve 2,181 people in South Texas.

Conclusion: The ongoing need for health access is readily apparent, in that in Bexar County alone (one of the Chapter's project sites), there are upward of 214,000 uninsured individuals, many of whom do not have or seek access to primary and preventive care. In addition, our project sites outside of our local community represent communities with similar, and quite extensive need of additional intervention and education. Through Frontera's work we have been able to serve and will continue to serve this population.

Clinical Services

Mobile Eye Screening Unit: Using Existing Underutilized Resources to Create a Student Run Free Clinic

Project Discipline: Medicine

Primary Presenters: Gavin Best and Luke Berry

Mentor: David Henzi, EdD

Community Partner: Lions Clubs International

Project Location: San Antonio, Texas

Background: Among all of the health concerns of the underprivileged, optical health is often overlooked. While searching for a solution to the lack of low-cost, ophthalmologic screenings, we found that going through all of the steps to open a student-run free clinic is unnecessary. Often, resources exist that are ready to meet the needs of the public but are not currently doing so for various reasons: a lack of staffing, funds, or simply a lack of public awareness.

Students of the UT School of Medicine at San Antonio have worked in conjunction with members of The Lions Club of San Antonio and HEB Grocery Company, LP to turn an existing underutilized mobile eye screening unit (MESU) into a student-run free clinic.

Objectives: (1) Utilize existing community and student resources to create a free vision/ eye screening service to meet a public need. (2) Create a sustainable volunteer base to continue screenings indefinitely. (3) Use data obtained from screenings to assess the general ophthalmologic health of the people of Bexar County. (4) Promote intra-university and inter-school interaction through community service

Methods: Each session screens approximately 75 patients for glaucoma and other vision problems. Test results are recorded and given to patients to give to an ophthalmologist. For uninsured patients, volunteers are available to provide applications to CareLink and other low-income health advocacy. This poster provides the details of the methods of the set-up and the outcomes of the first ten months of the program.

Results: Total Screenings to date: 5; Total Patients Seen: 368; Far Vision Tests Failed: 98; Near Vision Tests Failed: 137; Eye Press Tests Failed: 39; Visual Field Tests Failed: 25

Conclusion: Together, UTHSCSA and the Lions Club represent a cohesive health team that the community recognizes locally and nationally, providing benefits to patients at no cost. The two programs fulfilled one another's needs by overcoming obstacles such as a lack of funding and equipment, resource allocations and clinic maintenance. The Lions MESU is unique in its capability to provide screenings at various locations, which ultimately will save people time, money and improve their eye-health. Future conclusions and directions can be seen on the poster.

Clinical Services

Skin Cancer Screening and Education in Homeless Population

Project Discipline: Medicine

Primary Presenter: Andrea Richardson

Other Students Involved: David Meyer, Sigrid Collier, Valerie Fisher, Michelle Nguyen

Mentor: Richard Usatine, MD

Community Partner: Haven for Hope - Prospects Courtyard

Project Location: San Antonio, Texas

Background: The U.S. Department of Housing and Urban Development recently reported a substantial rise in the San Antonio homeless population. This population is at particularly high risk for the development of skin cancers due to chronic sun exposure, low rate of consistent sunscreen use, a high number of reported blistering sunburns and poor access to dermatologic screening.

Objectives: (1) Provide increased access to skin cancer screening and follow-up care. (2) Increase knowledge of skin cancer risk factors, sun protection behaviors, and the ABCDE method for identifying melanoma. (3) Provide baseball caps and sunscreen to increase sun protection behaviors. (4) Implement a sustainable skin cancer screening and educational program at Prospects Courtyard within Haven for Hope.

Methods: Students utilized training from Dr. Usatine to screen homeless individuals for concerning skin lesions and provided educational sessions covering the topics of risk factors, sun protection behaviors and the ABCDE method for identifying melanoma. Individuals screened completed the Skin Cancer Foundation Skin Cancer Screening Tool survey to determine their personal risk for developing skin cancer and were provided with sunscreen and a baseball cap to afford face and eye protection. If students identified a suspicious lesion the patient was referred to the CentroMed Haven for Hope dermatology clinic where Dr. Usatine provided free biopsies, diagnoses and follow up care.

Results: While the project is ongoing, we have screened a total of 144 homeless individuals thus far. 143 of these patients completed the Skin Cancer Screening Tool survey and received skin cancer education. All 144 patients received skin cancer education and were provided with sunscreen and a baseball hat. We have seen a progressive increase in the number of individuals wearing the baseball caps, indicating increased utilization of sun protection behaviors. Of the 144 patients screened, 27 were referred to Dr. Usatine for suspicious skin lesions and 7 patients kept their appointment. Three of these patients were identified as having cancerous skin lesions and four were found to have benign growths.

Conclusion: This project resulted in the establishment of a sustainable skin cancer screening and education program at Prospects Courtyard within Haven for Hope and continues to identify individuals in need of urgent dermatological care. We have recently changed the time of our screening to increase follow-up with Dr. Usatine and improve our project going forward.

Education

Asthma2Art

Project Discipline: Respiratory Care

Primary Presenter: Erika J. Diaz

Other Students Involved: Lydia Tran

Mentor: Mary Hart, MS, RRT, AE-C, FAARC

Community Partner: Linton Elementary School, NISD

Project Location: San Antonio, Texas

Background: Asthma affects more children than any other chronic disease and is one of the most frequent reasons for hospital admissions among children. In fact, 1 in 12 people have asthma and the numbers are increasing every year. Eleven people die each day from asthma.

Objectives: (1) Students will communicate their thoughts and feelings about their asthma through art and creativity. (2) Students will describe the goal of asthma control through our educational portion of the program and educate them about their disease. (3) Schools and faculty will understand the importance of maintaining good air quality and a healthy classroom to help in the management of their students' asthma.

Methods: The artwork will then be judged and the top 12 art pieces will be used to create a calendar that can be used for asthma education and awareness. In addition, Respiratory Therapy students will train the art teachers and school nurses in asthma management, along with how to provide a healthy classroom with clean air. The training will include asthma control, triggers and indoor air quality. We will also use a healthy classroom pre- and post-checklist that the teacher will fill out to evaluate the effectiveness of the asthma education we will provide.

Results: An Asthma2Art calendar will be designed with the 12 winning student drawings from the contest. Their work will be displayed with a message they would like to communicate about asthma awareness, such as asthma symptoms and how it feels during an asthma attack and the importance of asthma control. Calendars will be given to each winner of the art contest, as well to the school nurse to display in his/her office. We will also use a healthy classroom pre- and post-checklist that the teacher will fill out to evaluate the effectiveness of the asthma education we will provide.

Conclusion: The calendars that will be displayed in the campus' clinic, and classrooms will also be a reflection of communicating information about asthma to the students' peers, families and school district personnel to create a far-reaching asthma awareness tool to benefit others.

Education

Bridging Hope to Border Orphans: Educating At-risk Youth in Eagle Pass

Project Disciplines: Interprofessional: Medicine, Nursing, Dental

Primary Presenter: Courtney Hobza

Other Students Involved: Shaoli Chaudhuri, Gabriela Villanueva, Janitzio Guzman, Pegah Ghamasae, Paola Mendez, Marwah Elsehety

Mentor: Fred Campbell, MD

Community Partners: Border Hope Restorative Justice and First United Methodist Church of Eagle Pass

Project Location: Eagle Pass, Texas

Background: About 2.3 million adolescents pass through the juvenile justice system each year; millions more are at risk. Youth in the juvenile justice system have high rates of risky health behaviors, yet rarely seek or have access to health care. Border Hope Restorative Justice Center in Eagle Pass is a residential treatment program for boys aged 10-16 years, who are remanded by the courts.

Objectives: Our goal for our partnership with Border Hope was to provide medical and dental education to at-risk youth in one of the most underserved areas in the nation. 65-70% of incarcerated youth have at least one diagnosable mental health need, so we implemented art therapy to address underlying mental health issues.

Methods: We conducted health screenings, presented medical and dental educations, taught art classes and had an interactive discussion about sex education with two groups of juvenile youth, one in the morning and one in the afternoon. A pre-test was administered to understand their baseline knowledge and a post-test was administered after the presentations to determine if there was an increase in knowledge.

Results: 16 boys and girls aged 13-18 years participated in our activities. There was a 17% increase in improvement from the pre- and post-test results (n=12). Both groups of kids had a greater baseline knowledge of basic diabetes compared to sexual education. On average, 87.5% answered diabetes questions correctly on the pre-test, while 54% answered sex ed questions correctly on the pre-test.

Conclusion: The majority of children were eager to engage in the educational and art activities. The questionnaires reveal that children had a general understanding of diabetes. However, almost half answered sex ed questions incorrectly on the pre-test. Although the post-test scores reflect an increase in knowledge, they also indicated what educational concepts should be reinforced in the future.

Education

Big Decisions Train the Trainer in the RGV

Project Discipline: Medicine

Primary Presenter: Cydney Meyer

Other Students Involved: Nathalie Kolandjian

Mentor: Adela Valdez, MD, MBA

Community Partners: Harlingen ISD and Donna ISD

Project Location: Harlingen, Texas

Background: Texas currently has one of the highest teen pregnancy and STI contraction rates in the nation. While overall, teen pregnancy rates have trended downward since the 1990s compared to the national average, Texas has a teen pregnancy rate 29.7% higher than the national average for teens aged 15-17, and 25.7% higher for ages 18-19 (1). In response to the high rates of teen pregnancy, the previous CSL project "Healthy Futures & Big Decisions Curriculum" implemented Big Decisions curriculum at Keys Academy and Harlingen ISD school for teen mothers. Citing satisfaction with the program, superintendents, along with Donna ISD and Harlingen ISD, invited an expansion of the curriculum to other middle and high schools. To provide a more sustainable model for the curriculum, "Big Decisions Train the Trainer in the RGV" seeks to train Donna and Harlingen ISD faculty to be administrators of the Big Decisions curriculum and then train others, thereby having locally available trainers for the program.

Objectives: The primary goal is to ensure the Big Decisions curriculum will be continuously available to students for years to come. A secondary goal is to measure the success of the Big Decisions training program in producing faculty that are comfortable and knowledgeable about adolescent sexual health issues.

Methods: Training will include three days of specialized training for physical education instructors, science teacher, and school nurses by the Big Decisions staff from San Antonio. Lessons will be based on the student audience, but will include creating a safe environment for discussion of sensitive topics, methods for teaching self-esteem and future-planning in adolescents and instruction on sexual health issues such as abstinence, sexually transmitted infections (STIs) and contraception.

Results: Due to time constraints of the ongoing 2013-2014 school year with Harlingen and Donna ISD, the training sessions are currently scheduled for April 24-26, with results pending completion of all sessions. Currently, six faculty members and one community member are scheduled to participate in the program with results completed May 15, 2014.

Conclusion: Pending completion of project

Education

CPR In the School Zone

Project Discipline: Nursing

Primary Presenter: Kaliqua Warrior

Other Students Involved: Annalisa Montalvo, Alexandra Gillespie, Jennifer Gomez and Sarah Steveson

Mentor: Jacqueline K. Riley-Baker, MSN, RN

Community Partner: Potranco Elementary School, Medina Valley Independent School District

Project Location: San Antonio, Texas

Background: Potranco Elementary is a Title I school located in the Medina Valley Independent School District. In reviewing the Potranco Elementary School Emergency Plan, we have identified that if an emergency occurs at the school, the average response time for Emergency Management Service (EMS) is 15-30 minutes depending on availability.

Objectives: (1) Perform high quality CPR with CAB sequence and initiate early AED. (2) Perform basic first aid procedures in medical and environmental emergencies.

Methods: BSN students attended a 12-hour American Heart Association Healthcare Providers Basic Life Support instructor course. Once the BSN students are certified as BLS instructors, they will then engage in the community training activity. This training will occur during the summer of 2013. There will be 50 participants and the training will be conducted in one-day session on Potranco Elementary's campus. Training will encompass CPR, AED and basic first aid procedures including: medical, injury and environmental emergencies.

Results: Forty-nine teachers and support staff from Potranco Elementary attended a one-day AHA Heartsaver First Aid CPR AED course. A pre- and post-survey was conducted for the training and concluded that: 21.3% of the participants were confident in their CPR skills prior to course; following the training, 100% of the participants felt confident in their CPR skills. Comments included: "Trainers were very knowledgeable and open to answer questions that we had", "It was great!" and "Come back next year."

Conclusion: With the delayed response time from the EMS, the Potranco Elementary faculty is confident they can respond to any emergencies that may occur at the school. Since the completion of this offering teachers have responded to a motor vehicle accident, rendering aid, administered first aid to a student that had a seizure and administered epinephrine to a student that was having a reaction to an insect bite. All participants stated that the instructors were very knowledgeable and open to answer questions that they had, that they enjoyed the hands-on training, as well as student-to-instructor ratio and would recommend this course to others.

Education

Diabetes & You: IMSIG Diabetes Clinic Pamphlet

Project Discipline: Medicine

Primary Presenter: Daniel Chang

Other Students Involved: Shaoli Chaudhuri, Alexa Rodin

Mentor: Kristy Kosub, MD

Community Partner: H-E-B

Project Location: San Antonio, Texas

Background: Type 2 Diabetes currently affects 14% of San Antonio residents. As a disease caused by elevated glucose levels, Diabetes is significantly progressed or controlled by one's lifestyle (for example: diet, exercise). Unfortunately, many people are unaware of their glucose level and have less incentive to make lifestyle changes without this knowledge. The Internal Medicine Student Interest Group (IMSIG) Diabetes Clinic is a student-run clinic established to help San Antonio residents increase awareness of their glucose levels and offer lifestyle recommendations to prevent diabetes.

Objectives: The focus of this project was to create a more effective way to educate residents about Diabetes. The objective was to create a pamphlet that consolidated currently available information, a record of patient-specific information and resources catered to the local community.

Methods: Information from current handouts, as well as major online resources on Diabetes were used to write the informational content of the new pamphlet. 15 copies of the first draft were printed and distributed on February 23. Following edits of the current draft, 200 copies of the pamphlet will be printed for use at future clinics.

Results: Production of the new pamphlet started in January and was completed in late February, with 15 pamphlets first produced and distributed at the recent clinic (February 23). The next phase of this project will include final editing and a printing of 200 copies, as well as a survey to receive feedback for how informative the pamphlet was.

Conclusion: By consolidating currently available information into one pamphlet, our efforts to screen and educate residents became more efficient while also improving residents' ability to seek out lifestyle changes. This project is still in its beginning stages, but we are confident that efforts to repackage this information will improve residents' efforts to prevent Diabetes.

Education

Educating the Educators: An Interprofessional Oral Health Literacy Approach

Project Disciplines: Interprofessional: Dental, Medicine, Nursing

Primary Presenter: Zeena Alsalman

Other Students Involved: Mustafa Shinta, Momal Umrani, Sara Shirazi, Sarah Chilmeran, Veronique Smith

Mentor: Moshtagh R. Farokhi, DDS, MPH

Community Partner: St. Francis Episcopal Church

Project Location: San Antonio, Texas

Background: Recent IOM findings (2012) indicate that limited oral health literacy is associated with inaccurate knowledge about preventive measures such as water fluoridation, dental care visits and oral health-related quality of life. Refugees attending San Antonio Refugee Health Clinic (SARHC) have benefited from an oral health literacy campaign resulting in 33% level of knowledge gained.

Objectives: The goal of this initiative was to raise awareness regarding signs and symptoms of oral disease for SARHC's medical and nursing student participants by the provision of similar oral health literacy empowerment to that of SARHC patients. By educating these Interprofessional collaborative students, the quality of their SARHC/future patient encounters enhances while enabling cross training opportunities towards a more holistic delivery of health care approach.

Methods: Participants were administered pre- and post-questionnaires to assess existing oral health and levels of knowledge gained. Additionally, the dental students demonstrated a snap shot of their profession by raising awareness of oral health promotion and disease prevention amongst participant medical and nursing students. Dental students also demonstrated head and neck exams/oral cancer screenings as requested.

Results: Forty nursing and medical students participated. The participants included 21 nursing students and 19 medical students. Results indicated an increase of 16% level of knowledge gained by all nursing and medical students.

Conclusion: Participant students learned about oral health, the local dental health resources, UTHSCSA Dental School Clinics and information on becoming patients of record. This collaborative was very successful as one nursing student reflected, "I had never worked with dental students before attending SARHC. This week I had such an opportunity. I learned what dentin was and what happens when it is exposed. The dental students showed me what teeth grinding looked like; the teeth are flat instead of having grooves and ridges when teeth grinding is present." Future initiatives should include the Interprofessional faculty attending SARHC.

Education

Getting Our ACT Together for Health

Project Disciplines: Interprofessional: Dental, Medicine, Nursing, Pharmacy

Primary Presenter: Corinne McLeod

Other Students Involved: Jerry Abraham, Lindsey Breier, Caitlin Castle, Jacob Ferris, Charles Field, Victoria Flores, Janitzio Guzman, Courtney Hobza, Stefan Jensen, Anupama, Kapadia, Kris Koch, Stephanie Lomeli, Sam Lucio, Stephanie Mandujano, Andrew Mark, Patrick Oloba, Andrea Richardson, Kristy Riniker, Jesse Sandhu, Joel Sarmiento, Larriel Shaw, Gabriella Villanueva, Emily Wasson, Raed Zuhour

Mentors: Ruth Berggren, MD, and Melanie Stone, MPH, MEd

Community Partner: San Antonio Metropolitan Health District

Project Location: San Antonio, Texas

Background: With the push for increased access to health care and the implementation of the Affordable Care Act (ACA), opportunity exists for around 300,000 uninsured Bexar County residents to obtain insurance through the Health Insurance Marketplace. As health care costs rise, helping individuals acquire health insurance is important for improving health in the United States.

Objectives: The goals of the ACT Together for Health project are to raise awareness about the ACA and accessing and utilizing insurance; to educate current and future health care providers about the ACA at The University of Texas Health Science Center at San Antonio (UTHSCSA) by conducting an orientation for 200 students/faculty and forming community relationships to facilitate enrollment into insurance.

Methods: Five leadership teams collaborated to create an orientation with partners, identify sites for events and mobilize volunteer teams. The project evaluated efficacy using quantitative data on community members educated and satisfaction of project participants.

Results: Out of the 25 sites visited, 11 event reports were received. Volunteers spoke with 1,256 individuals ranging in age from 15 to 65 years old and including diverse racial and ethnic backgrounds. Of the sites visited, at least 11 zip codes were represented. Additionally, project participant survey data reveal increased ACA awareness and overall interest in project continuation.

Conclusion: As of February 2014, according to SA2020, the enrolled number of San Antonio-area individuals through the Health Insurance Marketplace is over 18,000. According to the orientation pre-surveys (n=37) collected, 83% of respondents indicated that they had a low to moderate understanding of the ACA. Then, according to the post-surveys (n=67) collected, 62% indicated that they had greater knowledge. Future goals are to continue to educate individuals in the community on how to utilize their newly-acquired health insurance benefits and to assess improvements in health literacy.

Education

Head Safety in Youth Sports Program

Project Disciplines: Interprofessional: Medicine, Nursing, Dental

Primary Presenters: Ken Okons and Ross Elliott

Other Students Involved: Adebayo Adesomo, Marwah Elsehety, Joseph Torres, Imran Hitto, Jasmin Ali, Sammy Houari, Chika Nkele

Mentor: Linda Leary, MD

Community Partners: Edward White and John H. Wood Middle Schools

Project Location: San Antonio, Texas

Background: As noted by the American Association of Neurological Surgeons, "Sports and recreational activities contribute to about 21 percent of all traumatic brain injuries among American children and adolescents" (AANS, 2014). Recently, high school, collegiate and professional sports associations have been actively promoting educational programs aimed at raising awareness for and educating players regarding the gravity and the prevention of head injuries (Schatz et al, 2011; Kirkwood et al, 2006). However, we believe that a significant underserved and underreported population of athletes is being excluded in this movement: youth athletes.

Objectives: The goal of the "Head Safety in Youth Sports" project was to not only raise awareness about the topic of head safety in youth sports, but also to provide youth athletes with information on how to participate in their respective sports in a safer manner; and then to create and evaluate the effectiveness of a curriculum to meet their needs.

Methods: We developed and performed a head safety workshop where we addressed the importance of head safety, specific head injuries and the protocol associated with each head injury. To determine the efficacy of the program in educating the students regarding the topic of head safety, we utilized a pre- and post-activity test administered during one one-hour workshop. In Edward White Middle School, we held three separate sessions to target their 6th grade physical education classes, which is comprised of approximately 300 students. In John H. Wood Middle School, we held two separate sessions to target their student-athletes, which is comprised of approximately 150 students.

Results: Currently, we are still conducting our study so we do not have any significant results yet. However, we are confident that our study will be completed by the annual CSL conference, where we are excited to unveil our results.

Conclusion: Although we do not currently have our results, we believe that our results will be similar to that of the study conducted by Bagley, et al, in 2012, which found that the evaluation of their youth concussion education program promoted effective learning and knowledge regarding concussion symptom recognition and management.

Education

Health in Action

Project Discipline: Public Health

Primary Presenter: Herisa Stanislaus

Mentor: Jasmine Opusunju, DrPH, MSEd, CHES

Community Partner: CAN DO (Children and Neighbors Defeat Obesity) Houston

Project Location: Houston, Texas

Background: The target population was low-income African American and Hispanic American elementary students living in the Near Northside community. The children were from the James Driver Park Boys and Girls Club. The ages ranged from 8-12. CAN DO Houston conducted a needs assessment and the program directly addressed the lack of knowledge in youth regarding active living and healthy eating strategies.

Objectives: The purpose of the *Health in Action* pilot program was to prevent and reduce childhood obesity and Type 2 Diabetes. The main objective was to teach children healthy eating and active living strategies in an innovative way with art. A primary goal through the various projects and dialogue was to empower youth and create advocates for change in their community.

Methods: *Health in Action* was introduced to the Near Northside community through the local Boys and Girls Club. The program was successfully implemented twice in this location. *Health in Action* combined health education with art projects that underscored lessons pertaining to nutrition and exercise. Every session was two hours long and comprised of health education, art projects, physical activity, healthy snacks and evaluation.

Results: *Health in Action* was evaluated through pre and post-test questionnaires derived from the CATCH Kids Club assessment, session evaluations and qualitative interviews. Preliminary qualitative results from children highlighted their enjoyment of the program. Quotes included "Quick draw, was fun!" and "Next time relays!".

Conclusion: There were several initial "boulders", such as classroom control, cost of supplies and the time when children were picked up from the Boys and Girls Club. Lessons learned for classroom instruction were to become more authoritative in teaching style and to facilitate art projects that required minimal instruction. Future directions include program sustainability and measuring BMI and waist and hip circumferences.

Education

Healthy Eating, Healthy Families

Project Discipline: Medicine

Primary Presenter: Sara Ostrosky

Other Students Involved: Sarah Yang, Brian Milman

Mentor: Pamela Camosy, MD

Community Partner: SAMM Transitional Living and Learning Center

Project Location: San Antonio, Texas

Background: Obesity is one of the leading public health threats in the United States and a growing problem throughout the world. Obesity leads to other chronic health problems, such as diabetes, heart disease, and stroke. With the continually decreasing cost of processed and unhealthy foods, low income populations are at a high risk of becoming obese. SAMM Ministries provides shelter for San Antonio homeless families, a population in which over half of the residents are obese and at risk for developing chronic health problems.

Objectives: The goal of our project is to instill healthy habits in daily food choices and excite SAMM residents about health consciousness. This will be accomplished by teaching SAMM residents about nutrition through a cooking class in which class participants will take part in interactive activities, including preparing a healthy, balanced meal while learning how to make healthier food choices.

Methods: A voluntary, pre-course survey was administered to all residents of SAMM to determine baseline nutrition knowledge. Attendance for the nutrition course is voluntary; residents are identified by professionals at SAMM who would benefit from the course. The nutrition class teaches basic nutrition principles, such as how to read a food label, how to make healthier food choices and how to choose healthier options when cooking.

Results: Pending

Conclusion: One of the major challenges that we faced was determining the best way to reach as many of the SAMM residents as possible. Through communication with the social workers at SAMM, we were able to confirm a certain number of class participants would attend the class. We hope that through starting this project, it will be able to be expanded and continued by medical students in the future.

Education

HELP for Better Health

Project Disciplines: Interprofessional: Medicine, Occupational Therapy, Nursing

Primary Presenter: Morgan Floyd

Other Students Involved: Hayden Joseph, Garen Collett, Kaley Medsger, Danielle Debowsky, Courtney Floyd, Ben Silva, Katrina Theis, Madonna Ballou, Jaclyn Yracheta, Jaxelyn Moran, Bridgette Longoria, Payton Reiter, John Avila, Stephanie Mandujano, Andrea Navarro, Tennessee Bailey, Jim Bossmann, Sanjuana Rodriguez, Alejandro Parres, Riley McAllister, Clarissa Lock, Jacob Ling, Cristin Harper, Elliott, Suzanne Davis

Mentor: Melanie Stone, MPH, MEd

Community Partner: Providence Place

Project Location: San Antonio, Texas

Background: Health Literacy and the mentally/physically disabled population are both topics that are not sufficiently addressed in today's health care system. Our project strives to address this gap by bringing health literacy to special needs young adult clients of Providence Place while giving students of multiple health professions the opportunity to interact with this unique population.

Objectives: *HELP for Better Health* assessed the health literacy and physical fitness levels of the current Providence Place population. Based on the results of a previous CSL project with Providence Place residents, a curriculum was developed to address their specific needs and was evaluated throughout its implementation.

Methods: 23 residents participated in the curriculum, which consisted of 40 bi-weekly, hour-long sessions. Each session was halved between a classroom and physical activity portion. Each classroom activity tied in with four main focus areas of health literacy: nutrition, medication, first-aid and communicating with health care providers. Baseline health literacy and physical fitness tests were performed and repeated upon completion of the project to assess overall improvement. The curriculum itself was evaluated via pre- and post-tests.

Results: 18 out of 22 showed improvement, three had no improvement and one regressed on the overall health literacy test with 10.4% improvement of average score. Pfizer's Newest Vital Sign was included within the overall test and showed a 27% improvement. Physical fitness was tested with: quarter mile run (12/14)*, hamstring stretch (12/14)*, sit-ups in 1 minute (7/14)*, arm stretch (1/14)*, vertical (7/14)* and BMI (8/23)* (15/23)**

Conclusion: Students showed improvement in their scores, which suggests an increase in health literacy, but this would need to be explored further with more standardized testing. The biggest improvement noticed was willingness to participate. As the class progressed, the students became more interactive in classroom sessions and more social with each other. Improvement in physical fitness tests is suggestive of participation in the HELP sessions, but not definitive. Physical fitness and nutrition are difficult to assess as overall activity levels and eating habits outside of class are not regulated or monitored. Future projects with this population may benefit from monitoring students outside of class by using food diaries and journals.

* = Improvement; ** = Regression

Education

HELP for Better Health Curriculum Development

Project Discipline: Medicine

Primary Presenter: Clarissa Lock

Other Students Involved: Jacob Ling

Mentor: Melanie Stone, MPH, MEd

Community Partner: Providence Place

Project Location: San Antonio, Texas

Background: According to the U.S. Department of Health and Human Services and the CDC, limited health literacy affects not only the health of these patients, but also results in higher costs to local hospitals, decreased satisfaction in both providers and patients and more deaths in hospitals. In order to overcome these issues, the Health Education & Literacy Project (HELP) partners with Providence Place, which houses young adults with disabilities (a high risk group for low health literacy) and teaches life skills essential to future independence.

Objectives: Our goal was to help develop the curriculum, write objectives for it, and provide suggestions for next year's curriculum. Our main focus was on data collection and analysis.

Methods: We developed and presented lessons on medical personnel and communication with health providers. We taught the groups about physical health and took them out to participate in 30 minutes of physical activity. We looked for changes in health literacy and physical health by analyzing pre- and post-lesson surveys and physical health measures (BMI, blood pressure, basic fitness testing) collected by HELP.

Results: 23 members participated in the project. There was no significant change in body mass index or blood pressure before and after the curriculum. 52% showed improvement in heart rate, with an overall improvement of 3.9%. Overall, there was a 13.6% increase in health, with 78% of the participants showing improvement.

Conclusions: The majority of the members assessed showed improvements in physical health, with 78% of them showing improvement overall with a 13.6% increase.

Education

Music and Me

Project Discipline: Occupational Therapy

Primary Presenter: Ana Cloninger

Other Students Involved: Huong Nguyen, Brianna Mazoch, Jessica West, Apache Baxley and Matthew Hall

Mentor: Bridgett Piernik-Yoder, PhD, OTR

Community Partner: Seton Home

Project Location: San Antonio, Texas

Background: Positive parent-to-child interactions throughout childhood are critical aspects to reaching early developmental milestones. Seton Home is a residential facility that provides shelter and supportive services to disadvantaged populations, with a mission to provide necessary services to transform the lives of pregnant and parenting teen mothers and their children.

Objectives: The goal of *Music and Me* was to provide developmentally appropriate play and education for children ages 1-4 years old to create a community, educate parents on developmental milestones and enhance positive parent-child interaction.

Methods: A music curriculum was developed and presented to children and their mothers during ten weekly sessions. Play and education was centered around a musical theme. Each theme provided opportunities for interaction, exploration, engagement and education. Behavior counts, pre- and post-test surveys and observation were used as collection methods.

Results: A total of 11 mothers and 12 children were able to participate in the music sessions. Results of pre- and post-tests show, of those surveyed, all found the information valuable and 87.5% felt they gained knowledge of child development and milestones, enhanced interaction with their child and would continue the program activities at home. At the end of the program, all mothers reported an increased frequency of play with their child using music or song and felt the program met the goals they indicated on the pre-test. However, quantitative results of the observable behaviors of mother initiated interaction, child-to-child interaction and song and movement participation were inconclusive.

Conclusion: The majority of participants assessed expressed benefits from the *Music and Me* program. However, behaviors observed fail to reinforce their views. Participants varied from session to session, mothers did not always attend with their children and observers were unable to video-record sessions, making behavior counts less accurate than ideal. If these problems were addressed in a future version of this study, the data gathered could provide quality evidence for the effectiveness of a song and movement program to increase social skills and engagement of young mothers with their children. Yet, this study was not without merit in relation to the stated goals as the pre- and post-test survey suggests and with small refinement, could be reproduced in a manner that provides quantitative in addition to qualitative data.

Education

Project Power: Conquering Mind and Body

Project Discipline: Medicine

Primary Presenters: Jennifer Shepard and Whitney Haseman

Mentor: Adela Valdez, MD, MBA

Community Partner: Gutierrez Middle School

Project Location: Harlingen, Texas

Background: The Rio Grande Valley has one of the highest rates of obesity in the U.S. Afterschool Centers on Education, ACE, is an afterschool program aimed at engaging students in various activities at school. This provides an opportunity to educate students on obesity and other health care concerns.

Objectives: The goal of *Project Power* is to assess the lifestyles of 6th to 8th grade girls regarding mental and physical wellness, educate them on these issues and evaluate the efficacy of the curriculum to improve their overall health. The curriculum is a continuation of a project developed last year under the same title.

Methods: Six weekly afterschool sessions with the ACE program at Gutierrez Middle School were held on various topics: nutrition and exercise, diabetes and obesity, drugs and alcohol, bullying and goal setting. Time was spent with the participants in physical team activities, such as volleyball and dodge ball. A pre-test was administered at the first session to determine their lifestyles and experiences and then a post-test is to be administered to assess the outcome of the program.

Results: 15-20 girls participated in the afterschool program each week. Results will be assessed at the end of the program, which will take place March 20, 2014, and compared to the previous study.

Conclusion: The students have also confided in us and shared concerns about self-esteem, peer pressures and sexuality. We are currently not permitted to discuss sexual education with the students. This limitation serves as a significant barrier, but also presents a great opportunity to enhance the efficacy of the program. The plan is to enhance the curriculum and continue the program, aiming to present the identified needs to the school superintendent with the goal of being able to address the already identified need for age appropriate sex education.

Education

Skate it Out

Project Discipline: Social Work

Primary Presenter: Antonia Calibosa

Mentors: W. Andrew Achenbaum, PhD, and Chrissy Grove

Community Partner: Houston Roller Derby

Project Location: Houston, Texas

Background: *Healthy People 2020* highlights the importance of addressing the social determinates of health. Adolescent health is listed as a "new" initiative and specifically emphasizes that the prevention of mental, emotional and behavioral (MEB) disorders must begin early and, with respect to adolescents, must include engaging them in a positive psychosocial atmosphere.

Adolescent girls frequently struggle with mental illness/behavioral health, unintended pregnancy, substance abuse, nutrition, obesity, decreased physical activity and lack of positive female role models. In the age of reality television, social media, cyber-bullying and stigmatization, connecting girls who are at-risk for MEB disorders to a positive female empowering activity is critical.

According to the Centers for Disease control, Texas ranks fourth in teen pregnancies. Compared to their male peers, adolescent females have a higher rate of suicide contemplation and attempts, and are twice as likely to have been cyber-bullied or bullied on school property. They are also more likely to be forced into intercourse and avoid school because they feel unsafe and are less likely to engage in regular physical activity.

Objectives: The goal of this program is to teach girls the sport of roller derby and skating as a healthy outlet to emotions, to empower them to become leaders and to provide positive role models and social environments. The relationships that the girls see demonstrated, both on and off the track, are explored and articulated in the classroom to further reinforce what they are being taught. In addition, the off-skates classroom component covers topics ranging from nutrition, conflict resolution, team-building, running a do-it-yourself organization and cross-training workouts. Skaters who may have had similar experiences tell the girls their stories and how roller derby has inspired or changed them, both as a means of physical activity and social support. At the conclusion of each session, participants may be asked to stay on as peer mentors for the next group.

Methods: Participants were recruited from Houston Roller Derby's existing database and website, word of mouth, press releases, social media and the Girl Scouts. Selected participants committed to 12 weeks of two-hour on-skates training dedicated to learning the sport of flat track roller derby and one-hour off-skates classroom sessions dedicated to derby-related topics. At the conclusion of each 12-week session, participants took part in an exhibition scrimmage for friends and family and could volunteer at monthly bouts in exchange for free tickets, experiencing for themselves what it means to be part of a do-it-yourself organization.

Results: In progress

Conclusion: In progress

Education

Social Perspective on Breastfeeding in the Seton Home Community and the Intervention of BEST

Project Disciplines: Interprofessional: Medicine, Nursing

Primary Presenters: Jessica Zavadil and Belinda Wong

Other Students Involved: Cheri Cassford, Elise Hull

Mentor: Ruth Berggren, MD

Community Partner: Seton Home

Project Location: San Antonio, Texas

Background: Many women, particularly young mothers, do not breastfeed due to lack of resources and education, despite the many benefits that breastfeeding provides for both baby and mom. BEST is a student-led organization that has partnered with Seton Home, a residential facility for pregnant teens and teenage mothers, to provide breastfeeding education and support to teens during and after pregnancy. The objective is to attain a better understanding of the social aspect of breastfeeding among individuals who attended meetings, as well as the general Seton Home population.

Methods: Eight teen girls who regularly attended BEST meetings and were pregnant or had recently given birth and ten Seton Home residents with children who had never attended meetings were surveyed. The surveys included questions about basic breastfeeding knowledge and social perspective on breastfeeding. We held nine hour-long meetings with informal discussions and interactive activities that covered topics including breastfeeding positions, self-expression, common myths on breastfeeding, body image and increasing milk supply.

Results: Most of the girls surveyed had positive outlooks on breastfeeding, regardless of whether they attended the BEST meetings or not. Interestingly, both groups had girls who felt that their friends and family did not want them to breastfeed or were neutral about breastfeeding. The girls who did not attend BEST meetings were more likely to feel uncomfortable about breastfeeding in public. They also had less basic breastfeeding knowledge.

Conclusion: While BEST is successfully promoting breastfeeding education and a supportive breastfeeding environment at Seton Home among girls who attend meetings, we have identified that some girls continue to feel a lack of support from their family and friends. In the future, we will try to develop activities to help the girls talk with their family and friends about their decision to breastfeed and maybe improve the education of family and friends about the importance of breastfeeding.

Education

Super Scientist and Math Magicians: A Collaborative Service Learning Project

Project Discipline: Nursing

Primary Presenter: Jennifer Dowd

Other Students Involved: Timothy McCade, Rachel Crab, Julianna Thomas and 2nd semester undergraduate nursing students

Mentor: Laura Sisk, MSN, RN

Community Partner: Potranco Elementary School

Project Location: San Antonio, Texas

Background: Potranco Elementary, a Title 1 School of Medina Valley Independent School District, and the University of Texas Health Science Center at San Antonio School of Nursing have created a partnership to inspire and motivate children at a young age to pursue higher education and lay the groundwork for a healthy lifestyle. This partnership has given both MVISD and UTHSCSA the opportunity to expand our mission with a mutual goal. The lessons on health promotion have been expanded to Pre-kindergarten thru fifth grade students, with an emphasis on those at-risk for dropping out of school, poor retention and low self-esteem. Medina County is a medically underserved community increasing the need for health education and health promotion.

Objectives: Potranco Elementary students will indicate a marked interest and understanding in healthy lifestyles and health promotion behaviors. The students will express a growing interest in attaining higher education, specifically in health careers through kinesthetic hands-on learning and mentorship.

Methods: Students rotate through different learning stations and are given educational packets tailored specifically for the projects. Concepts are reinforced by teachers. Additionally, the following was introduced: Science Day was one method used, in which the entire school day was devoted to teaching health promotion concepts. The community festival was another method used to reach community members, emphasizing healthy living across the life span. Finally, a mentor program was initiated, where nursing students work directly with the at-risk students, providing mentorship and education.

Results: Student surveys were collected and verbal feedback mirrored the positive written critiques. Feedback from MVISD staff expressed great enthusiasm for continued activities. The students are transferring health promotion knowledge learned in the presentations to everyday situations. We have built on previous lessons and have expanded the project to include more offerings and reach more students (N=700) and community health fair participants (N=500).

Conclusion: Our project is ongoing and we continue to develop lesson plans to challenge students and further enforce learning objectives. We continue to have round table discussions with our community partner to evaluate, debrief and guide the development of future lessons. This project is presented annually at PTO meetings. Our community partner will begin trending data to capture the impact of this program on student's academic performance.

Education

The Asthma Air Movement Project

Project Discipline: Respiratory Therapy

Primary Presenter: Joshua Coquat

Other Students Involved: Denise Acevedo, April Anderson, Emmanuel Davila

Mentor: Donna Gardner, MSHP, RRT, FAARC

Community Partner: Walzem Elementary School, NEISD

Project Location: San Antonio, Texas

Background: Walzem Elementary School, part of The North East Independent School District (NEISD), serves over 67,000 students. Many of them are minorities living in low-income areas who would benefit from learning how to avoid infection through washing hands correctly, avoid tobacco and indoor allergens, as well as ways to minimize these health risks, and how to help a classmate that may be having an asthma attack.

Objectives: By the end of March 2014, students that participated in the after school *Asthma & Air Movement* project will identify two indoor environmental risk factors for allergies, demonstrate how to wash their hands correctly to prevent germs from spreading and recognize the symptoms associated with asthma.

Methods: Five stations were created, with one educational topic per station. Before students engaged in the stations they created an "Edible Asthma Airway", using foods to simulate what happens during an asthma exacerbation and filled out a pre-test with five questions related to each station. Students were then divided into age groups and moved through stations that educated them on how to wash their hands using glow germ and a black light, what triggers can cause asthma flare ups and what asthma feels like. An indoor/outdoor air quality station displayed what can cause allergies to trigger and how to improve indoor/outdoor air quality and a lung sound simulation allowed the students to hear what asthma sounds like.

Results: Out of the 125 students that participated, 38 post-test cards were successfully collected. Due to the shortage of staff, many cards were not collected. However, the post-test scores were significantly higher than the pre-test scores; pre-test average of 40%, post-test average of 80%. While the results do reveal a 50% increase, it is unclear if the scores would be lower or higher with all test cards collected.

Conclusion: The staff of Walzem Elementary was helpful and understanding of our shortage of volunteers. The post-test revealed an increase in student knowledge. However, due to post-test cards that were not accounted for, the results are somewhat inaccurate. In the future, we intend to continue this project in the NEISD and possibly gravitate to middle school students.

Education

Youth Empowerment Enhancing Health and Wellness (YEEHAW)

Project Discipline: Public Health

Primary Presenter: Jana DeJesus

Other Students Involved: Laryssa Dandeneau, Caryn Ketay, Reyes Montes III

Mentor: Ruth Grubestic, RN, DrPH, PHCNS-BC

Community Partners: The Boys and Girls Club of Bandera County and Alkek Elementary School

Project Location: Bandera, Texas

Background: The Boys and Girls Club of Bandera County is a non-profit organization that provides school-age children with afterschool programming, focusing on educational and personal development. A need for health and wellness education was identified as no long-term programming had been implemented prior.

Objectives: Our primary objective is to identify the impact of health and wellness programming on the improvement of health, behavior and knowledge base of participating members. The long-term objective is to leave lasting impressions leading to health-educated decision making in adulthood.

Methods: The program is comprised of a one-hour weekly class composed of brief but impactful and relevant activities. They focus on four core areas: hygiene, nutrition, physical activity and environmental health. Pre-test activities to establish baseline knowledge are performed at the beginning of each class. Post-test activities are performed on subsequent class days to determine recall/retention of information and overall topic comprehension. An overall survey of the four focal areas was conducted at the program's onset, along with measurements of blood pressure, height and weight. The same survey and measurements are again recorded at the end of the program year.

Results: A total of 37 individual students have attended the program at least four times on average (according to attendance records) over the course of six months. It is expected that improvements in information recall and comprehension will be directly related with more consistent attendance patterns. Vital signs, height and weight measurements along with health behavior patterns are also expected to improve with attendance consistency.

Conclusion: Providing consistent, engaging activities presents an ongoing challenge. Dynamic activities involving movement or creative expression and short session periods (< 1 hour) held student attention longer than traditional classroom-style presentations. Future programming development should include parent and family participation to identify outreaching capacity of afterschool programming.

Outreach

ACCESS CARE TEXAS: Developing an Effective Communications Strategy to Share CSL Project Information Both Internally & Externally

Project Disciplines: Interprofessional: Dental, Medicine, Nursing, Pharmacy

Primary Presenters: Jerry Abraham and Courtney Hobza

Other Students Involved: Lindsey Breier, Caitlin Castle, Jacob Ferris, Charles Field, Victoria Flores, Janitzio Guzman, Stefan Jensen, Anupama, Kapadia, Kris Koch, Stephanie Lomeli, Sam Lucio, Stephanie Mandujano, Andrew Mark, Corinne McLeod, Patrick Oloba, Andrea Richardson Jesse Sandhu, Joel Sarmiento, Larriel Shaw, Gabriella Villanueva, Emily Wasson, Raed Zuhour

Mentors: Ruth Berggren, MD, and Melanie Stone, MPH, MEd

Community Partner: San Antonio Metropolitan Health District

Project Location: San Antonio, Texas

Background: ACCESS CARE TEXAS: ACT Together for Health is a Community Service Learning (CSL) initiative of the Center for Medical Humanities & Ethics (CMHE) at the University of Texas Health Science Center San Antonio (UTHSCSA). This is a community-based initiative, dedicated to providing resources and guidance for 300,000+ uninsured Bexar County residents, some of whom may be eligible for coverage through the Affordable Care Act (ACT) Health Insurance Marketplace and government subsidies.

Objectives: The project is organized into five leadership teams: Communications, Information, Implementation, Grassroots Organizing. The Communications & Marketing Team mandate includes: (1) project brand identity, (2) website, (3) social media, (4) marketing materials, (5) educational materials, (6) internal communications, i.e. email digest, RSS feed, (7) archive of project correspondence and (8) external communications, i.e. press releases, media relations.

Methods: Regular project management strategies were employed to track deliverables and report progress and productivity. Strategies: Microsoft Office Excel 2010© workbooks, Microsoft Office OneDrive© to archive all photos, attachments & print material digital files, Google Drive© for materials that are shared with project organizers.

Results: The Communications Team successfully completed multiple tasks and duties. Achievements: successful project log; static website; presence on social media platforms including Facebook©, Twitter© and NOWCastSA; print & advertising materials and archive of all documents and project artifacts.

Conclusion: Aligning organizers' talents with resources and time constraints were of the utmost importance. Poor social media adoption amongst project volunteers make utilizing tools such as Twitter© irrelevant. Budgeting appropriately for printed & branded materials posed challenges as the project evolved to meet new requirements and demands. Utilization of productivity tools online helped streamline information sharing to all program volunteers and project leaders. Finally, political and cultural attitudes presented continued challenges for the Communications Team. Overall, the project is contributing a valuable resource to the community and increasing enrollment in the Health Insurance Marketplace.

Outreach

Diabetes Screening and Education: Community Outreach Program

Project Discipline: Medicine
Primary Presenters: Albert Lee and Margaret Brown
Other Students Involved: Alexa Rodin and Shaoli Chaudhuri
Mentor: Kristy Kosub, MD
Community Partner: H-E-B
Project Location: San Antonio, Texas

Background: Type 2 Diabetes Mellitus (DM-2) is the fourth leading cause of death in Bexar County with a 40% greater mortality rate than the Texas average.¹ Modest weight loss secondary to lifestyle changes can greatly reduce the development of DM-2 in overweight patients,² and reduce the rate of complications for people living with DM-2.^{3,4} In this project, medical student volunteers held diabetes screenings with the intent to screen and educate a representative population of Bexar County residents.

Objectives: (1) To increase awareness and education of diabetes in San Antonio. (2) To analyze the stage of change in pre-diabetic and diabetic patients after a blood glucose reading result. (3) To provide an opportunity for medical students to practice in the community.

Methods: A total of six diabetes screenings were held from August 2013 through February 2014 at a Bexar County HEB. Medical students measured shoppers' blood glucose levels and placed subjects into healthy, or pre-diabetic and diabetic ranges (>100mg/dL fasting or >140mg/dL non-fasting). Pre-diabetic and diabetic subjects were counseled to seek medical intervention and educated on the risks of diabetes and how to prevent complications through healthy lifestyle changes. These subjects were also called for follow-up to evaluate actions and lifestyle modifications after the screening.

Results: Follow-up found that 56% of people actively made lifestyle changes, 38% intend to make changes or seek medical attention and 5% have no intention of making changes after learning their blood sugar level was in the diabetic or pre-diabetic range.

Conclusion: Follow-up conversations consistently showed a need for increased community advocacy and education. Many patients were aware of the consequences of diabetes and wish to make lifestyle changes, but were unaware of the resources available to them. This project demonstrates the positive value of screening and education in terms of making lifestyle changes and the need for greater education on healthcare resources available to low-income populations.

1 Diabetes Prevalence, 2006 Bexar County Community Health Assessment, Retrieved March 2, 2014 from <http://www.healthcollaborative.net/assessment06/diabetes-health/diabetes5.php>

2 Sjöström CD, Peltonen M, Wedel H, Sjöström L: Differentiated long-term effects of intentional weight loss on diabetes and hypertension. *Hypertension* 36:20-25, 2000

3 Knowler WC, Barrett-Connor E, Fowler SE, Hamman RF, Lachin JM, Walker EA, Nathan DM, Diabetes Prevention Program Research Group: Reduction in the incidence of type 2 diabetes with lifestyle intervention or metformin. *N Engl J Med* 346:393-403, 2002

4 Tuomilehto J, Lindström J, Eriksson JG, Valle TT, Hamalainen H, Ilanne-Parikka P, Keinanen-Kiukkaanniemi S, Laakso M, Louheranta A, Rastas M, Salminen V, Uusitupa M: Prevention of type 2 diabetes mellitus by changes in lifestyle among subjects with impaired glucose tolerance. *N Engl J Med*

Outreach

Diabetes Screening and Literacy Promotion at the 2013 Texas Folklife Festival

Project Discipline: Nursing

Primary Presenter: Allison Hollek

Other Students Involved: Allison Hollek, Glenise Lynn Perez and International Nursing Students Association (INSA) members

Mentor: M. Danet Lapiz-Bluhm, PhD, RN

Community Partner: UTSA Institute of Texan Cultures

Project Location: San Antonio, Texas

Background: Diabetes is highly prevalent in minority populations. The rate of diabetes in the predominantly minority-populated City of San Antonio is 14%, which is double the national average. Health literacy issues associated with minority populations may contribute to this problem.

Objectives: The main objective of this CSL project was to identify diabetes risk and increase public awareness to promote diabetes prevention and/or management by performing health screenings for South Texas residents attending a community festival.

Methods: Student volunteers provided health screenings at the 2013 Texas Folklife Festival in San Antonio, Texas. Volunteers assessed blood pressure, glucose, cholesterol and body mass index (BMI). They offered education on healthy lifestyle and health literacy promotion using the *Ask Me 3*TM campaign.

Results: Participants (N=150) were from diverse ethnic groups: African (7%), Asian (9%), Caucasian (33%) and Hispanic (41%), 16% of which had no insurance, while 31% had no primary care provider. Their mean health scores were: BMI = 27.6 (range:19-53), blood glucose level = 94.7 (range: 31-201) mg/dl, cholesterol levels =165.9 (range: 79-294) mg/dl and blood pressure = 124.4/75 mmHg (range: 95-164/54-100 mmHg). 96% of the attendees did not know about the *Ask Me 3* campaign. On average, the participants rated the service 4.8 out of 5 and stated that they learned how to keep themselves healthy (4.7/5). At the follow-up phone interviews, 88% reported to have made improvements toward a healthier lifestyle since the screening. Of these, 86% made improvements in at least one of the screening measures.

Conclusion: The screening provided a much needed and highly appreciated health education and literacy promotion intervention to a diverse group of individuals. The health numbers indicate that these minority populations are vulnerable as they were mostly not aware of their risks nor of the tools to understand their health care issues.

Outreach

Life Lessons Through Physical Fitness - Girls on Track

Project Discipline: Medicine
Primary Presenter: Lanna Little
Other Students Involved: Amy Bridges
Mentor: Adela Valdez, MD, MBA
Community Partner: Girls on the Run
Project Location: Harlingen, Texas

Background: The Rio Grande Valley has higher rates of obesity than the average community in the United States. *Girls on the Run* (GOTR) is a nonprofit national organization that focuses on enriching young girls' lives through developing personal fitness. The organization does this through a scientifically validated curriculum that builds self-esteem, improves body size satisfaction and increases commitment to physical activity.

Objectives: We intend to increase community awareness of GOTR by distributing flyers at local events, making contact with middle schools, networking with community leaders and personally coaching the girls. Through these efforts we hope to increase the community's investment in the program.

Methods: Completion of our objectives will be measured by direct observation, i.e., how many community members express interest in the program and/or become coaches, how many flyers we distribute and how many of the existing members complete their 5K. Additionally, our success will be measured by the creation of a second GOTR chapter.

Results: Results at this time are still pending; however, we expect to complete our objectives by May 30th. Currently we have made contact with several community members who are interested in this organization and we have distributed 1,000 flyers at local events. All participants are on track to complete the program at this time.

Conclusion: Though the community is limited financially, individuals are eager to better Harlingen and are looking actively for ways to do so. Our long-term goal is to make GOTR autonomous by connecting the schools with interested parties in order to create a new chapter, independent of support from CSL. Although many in the community have expressed interest, the greatest challenge experienced has been obtaining commitment to the program. Another barrier to recruitment is our lack of knowledge of the Harlingen community and its resources.

Outreach

Pharmacy Literacy And Navigation (PLAN): An Interprofessional Approach to Enhancing Access to Care

Project Disciplines: Interprofessional: Pharmacy, Public Health

Primary Presenter: Crystal Howell

Other Students Involved: Steven Lee, Stephanie Mandujano, Meikwan Ralston, Linda Yang

Mentor: Veronica Young, PharmD, MPH

Community Partners: The Patient Institute and South Central Area Health Education Center

Project Location: San Antonio, Texas

Background: The Patient Institute identified the need to develop health literacy tools targeting pharmacy navigation that are culturally relevant to seniors in Bexar County. In joint partnership with South Central Area Health Education Center, the interprofessional student team is conducting a multiphase service learning project consisting of (1) a needs assessment with community pharmacy staff, (2) an assessment with seniors, (3) educational tool development and (4) tool evaluation by community partners and seniors.

Objectives: The objective of the first phase is to determine what pharmacy staff believe are the pharmacy health literacy and navigation needs of Bexar County seniors age 50 years and older as defined by AARP.

Methods: A structured interview questionnaire was developed for the pharmacy needs assessment. The student team produced a training video to standardize the interviewing process. Bexar County was divided into quadrants following the highway system to ensure pharmacy representation from each region. Pharmacists and pharmacy staff were interviewed.

Results: PLAN interviewed 25 pharmacy staff from chain pharmacies and three from independently-owned pharmacies. The most commonly asked questions by seniors involved drug interactions, insurance, over-the-counter medications, price and directions. Most respondents believe their seniors are unaware of pharmacy services such as medication therapy management (MTM), immunizations, health screenings and drug interaction checks. Only 9% reported most of their seniors were aware of MTM services; 14% felt their senior consumers understand pharmacy terminology well. Most would like insurance topics included in an educational tool.

Conclusion: The pharmacy health literacy and navigation needs of Bexar County seniors were identified by pharmacy staff. Results from an on-going assessment with seniors will be compared to those from pharmacy staff. Perspectives from both will guide the development of a comprehensive educational toolkit to improve pharmacy literacy and navigation that addresses the needs of Bexar County seniors.

Outreach

Promoting Oral Health Education and Hygiene in the Low-Income Geriatric Community

Project Discipline: Dental

Primary Presenter: Francisco Nieves

Other Students Involved: Mary Glasheen

Mentor: June Sadowsky, DDS, MPH

Community Partner: Houston Housing Authority

Project Location: Houston, Texas

Background: *Mission: Smile Support* partnered with the Houston Housing Authority to promote oral health at a publicly funded elderly and disabled community. The residents' demographic is at a significantly increased risk of oral health diseases.

Objectives: (1) Identify at risk, low-income elderly populations. (2) Provide oral health education and emphasize oral hygiene prioritization. (3) Deliver oral hygiene products and instructions. (4) Recognize comorbidities, age/drug-related xerostomia. (5) Develop proper communication skills with the elderly population. (6) Evaluate the effectiveness of *Mission: Smile Support*. (7) Suggest potential implementation into elderly communities.

Methods: Sponsored by The Albert Schweitzer Fellowship, *Mission: Smile Support* addressed the lack of oral hygiene education and care for this elderly population by providing supplies and instruction to 40 residents. Each individually distributed with oral hygiene instructions specific to each geriatric patients. After four months, each resident was reevaluated for their use of the oral hygiene products and improvement of their oral health and habits.

Results: The participants increased their oral health awareness with positive changes in their oral hygiene routines and showed a higher prioritization of their oral health and interest in visiting a dentist for preventive cleanings and treatment.

Conclusion: The low-income elderly populations' oral hygiene habits and prioritization of oral health improved from the encouragement and education provided by *Mission: Smile Support*. We recommend that low-cost, volunteer programs, such as *Mission: Smile Support*, be implemented in other Texas publicly funded housing complexes in order to encourage an increase in and inform residents of proper oral hygiene habits. We would recommend long-term studies to further judge the efficacy of programs like *Mission: Smile Support*.

Outreach

Salud al Pasito: Small Steps Toward Better Health

Project Disciplines: Interprofessional: Medicine, Nursing

Primary Presenter: Lucia Nguyen and Tiffany Chen

Other Students Involved: Tyler Hughes, James Liu, Alejandro Parres, Michael Hallenbeck, Karen Lin, Alexander Constantine, Justin Low, Abigail Cain

Mentor: David Henzi, EdD

Community Partners: San Antonio Walks! and South Central Area Health Education Center

Project Location: San Antonio, Texas

Background: The increasing prevalence of obesity and diabetes in San Antonio presents a significant burden on the health of the community, often leading to various long-term complications, including cardiovascular and kidney diseases. To combat these preventable illnesses, Salud al Pasito (SaP) engages the community to educate and motivate individuals to take control of their well-being.

Objectives: SaP aims to informally bring the community and health care professionals together to encourage healthy, active living by making small changes, notably walking, into their lives while simultaneously assessing the health literacy of the residents of San Antonio.

Methods: Regular free walking events are organized for community members and health care professionals to meet informally and discuss personal health. During these events, the community can receive health screenings, learn about health issues and hear motivational speeches by health care professionals, all before walking appreciable distances together. Additionally, SaP assesses health literacy in the community by polling participants about their top health-related concerns, providing them with basic information and questions on these topics to ask their physician, facilitating discussion and learning.

Results: Post-walk surveys provided to participants show 75% (n=104) engage in walking less than six times a week; 67% (n=87) of participants do not engage in the CDC recommended level of at least 150 minutes of moderate exercise weekly. After participating, 69% (n=108) of participants indicate they would strongly agree to make an effort to walk more. The top three concerning chronic diseases across all age groups included hypertension and hypercholesterolemia (20%), diabetes (17%) and obesity (16%) (n=379).

Conclusion: The biggest challenge faced by a new organization is expanding participation via exposure to the community. SaP's current community clearly wishes to engage in healthy lifestyle changes; therefore, SaP and other similar organizations can have a large influence in promoting health by continuing to hold events, promote health literacy and improve practitioner-patient relationships.

7TH Annual CSL Conference Planning Committee

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CAN DO (Children and Neighbors Defeat Obesity) Houston	Regional Academic Health Center (RAHC) Community Medicine Educational Cooperative
Dolores Linton Elementary School	Research to Advance Community Health (REACH) Center SA2020
Donna Independent School District	SAMM Transitional Living and Learning Center
Edward White Middle School	San Antonio AIDS Foundation
El Milagro Clinic	San Antonio Metropolitan Health District
Family Focused AIDS Clinical Treatment Services (FFACTS) Clinic	San Antonio Public Library
First United Methodist Church of Eagle Pass	San Antonio Walks!
Girls on the Run	San Antonio Youth Literacy
Gutierrez Middle School	San Fernando Cathedral
Harlingen Independent School District	Seton Home
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Mentors

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