



## **CONSCIENTIOUS CLINICIAN PROGRAM (CCP) REPORT**

### **LEHMAN COLLEGE FALL 2022**

Report By:

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## ❖ Program Description

The Conscientious Clinician Program (CCP) at Black Health works with academic institutions to address the gaps in care and health disparities experienced by African Americans and other marginalized communities of color. The CCP targets students interested in health professions and provides awareness about the stigma faced by these communities throughout various points of the health care system. Black Health continues to expand its partnership with local universities to provide the CCP.

The CCP aims to educate future clinicians and public health students about several health-related topics beyond disease-specific information, with discussions on the barriers and challenges that minority and vulnerable communities face due to socioeconomic status. The CCP program was offered to students registered in the FALL 2022 semester at Lehman (Course HPI 101) and at the end of the program, students receive a certificate.

- CCP Program Objectives:
  - Discuss up-to-date HIV/ AIDS prevention and treatment strategies.
  - Identify ways in which the social determinant of health impact access to care, linkage, and adherence to treatment in marginalized and invisible populations.
  - Discuss the impact of stigma on the relationship between a health provider and patient
  - Apply knowledge and skills from the workshop to build culturally competent and therapeutic alliances with clients.
  
- Fall 2022 Lehman CCP Workshop Schedule:
  - CCP Virtual Workshop 1: Supporting Marginalized Communities
  - CCP Virtual Workshop 2: Using Trauma-Informed Approaches in Care Settings & Addressing the Needs of the LGBTQ and Transgender and Gender Non-Conforming (TGNC) Communities
  - CCP Virtual Workshop 3: The Social Determinants of Health and Unpacking Bias and Stigma in Medicine
  - CCP Workshop 4: Addressing Mental Health in Care
  - CCP Virtual Workshop 5: An Introduction to HIV/ AIDS, Hepatitis C, and STIs

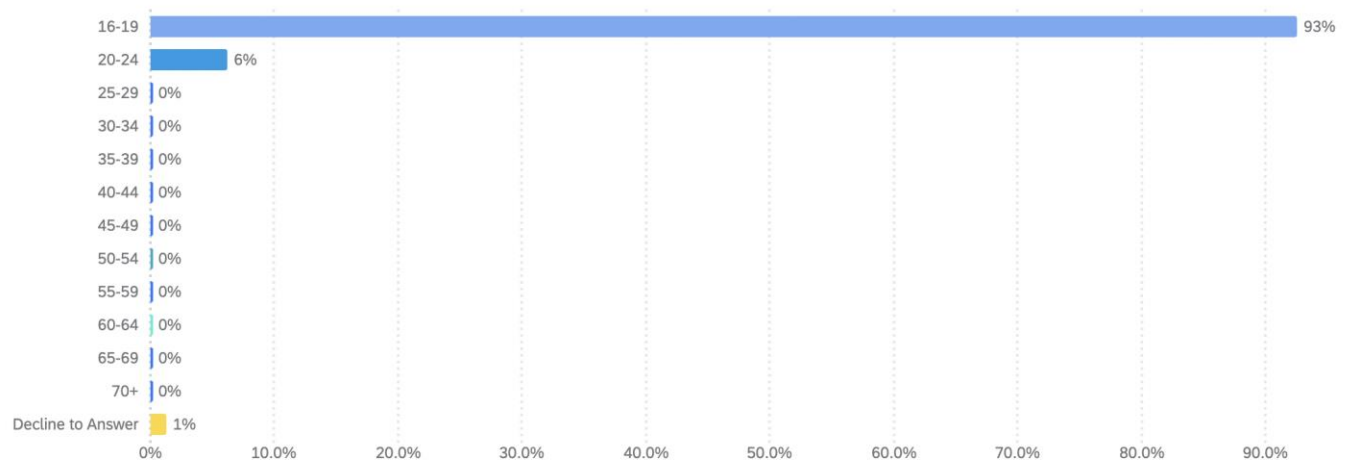
## Demographic Characteristics

For the Fall 2022 semester of the CCP at Lehman College, the program was offered to 300 students, 264 were active participants (meaning the number of students registered for the HPI 101 course). The majority of participants (61%) supplied responses to the presurvey, which consisted of questions that asked about demographic characteristics and questions about the workshop topics/ content. Below are the demographic characteristics of the students who completed the pre-survey for the CCP.

**Age:**

Students who completed the pre-survey were between the ages of 16 to 24 years of age. Majority of the students were between the ages of 16-19 years (93%), followed by those within the ages of 20-24 years (6%) and the rest declined to answer (1%).

Age: Please indicate your age range: 161 ⓘ

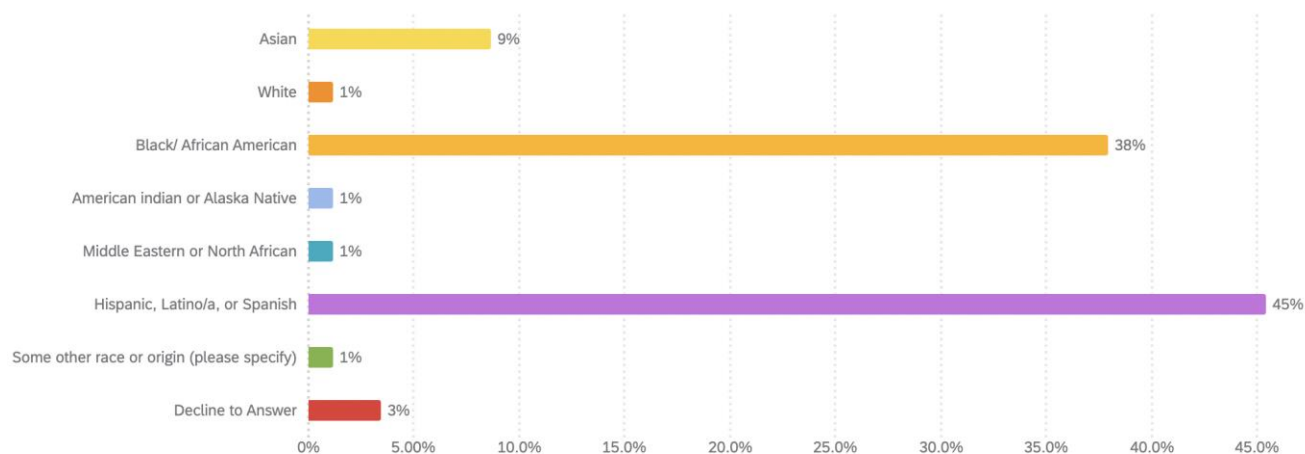


### Race and Ethnicity:

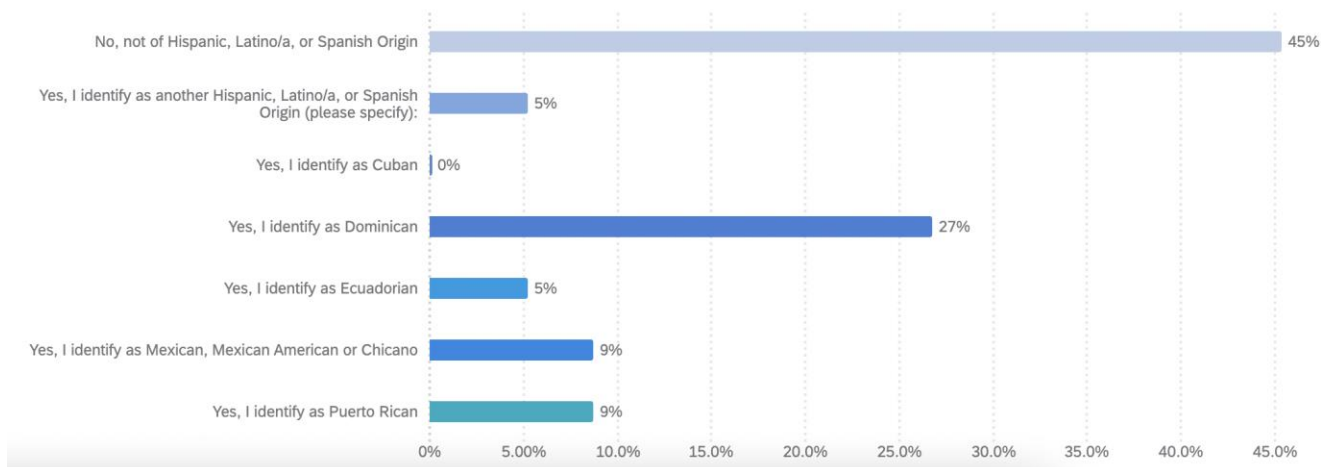
For race, nearly half of students (45%) identified as being of Hispanic, Latino/a or Spanish. More than a third (38%) identified as being Black/ African American, and about a tenth (9%) identified as being Asian. The remaining responses (7%) identified as being either North African, White, American Indian/Alaskan Native, another population, or declined to respond.

For ethnicity, the majority of students (45%) did not identify being of Hispanic, Latino/a or Spanish origin. More than a quarter (27%) of students identified as being Dominican. An equal number of respondents (9% each) identified as being Mexican/Mexican American/Chicano or Puerto Rican. Less than a tenth of respondents (5%) identified as being Ecuadorian. The remaining responses (5%) identified as being Colombian, Salvadorian, Guatemalan, Peruvian, Brazilian, or Panamanian.

How do you identify your race (please check all that apply)? 161 ⓘ



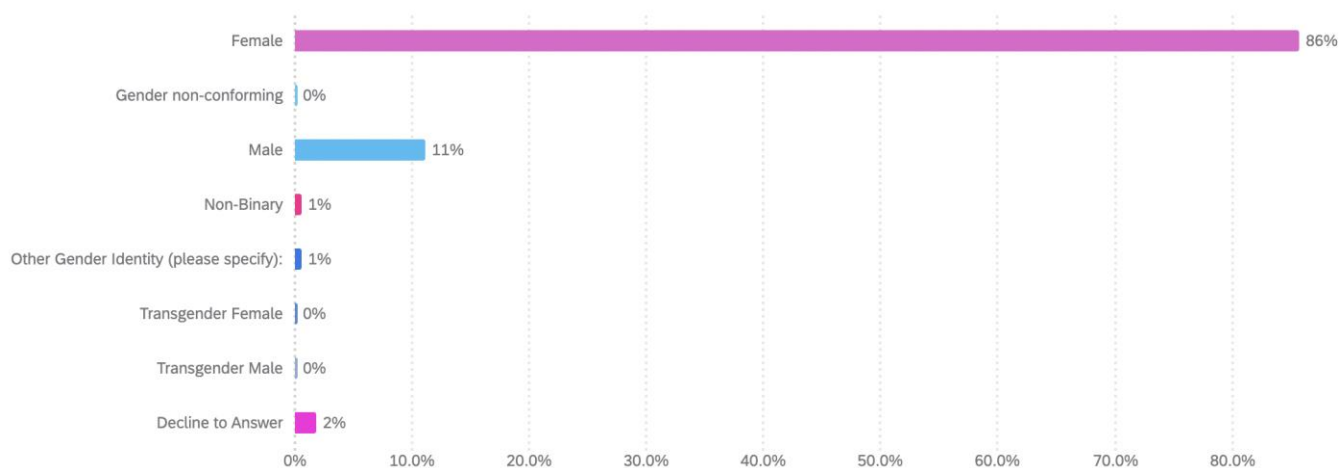
Are you of Hispanic, Latino/a or Spanish Origin (please check all that apply)? 161 ⓘ



## Gender:

More than two-thirds of response (68%) identified as female. One tenth (11%) identified as male. An equal number of responses (1% each) identified being either non-binary or other gender. The remaining 2% of respondents declined to answer.

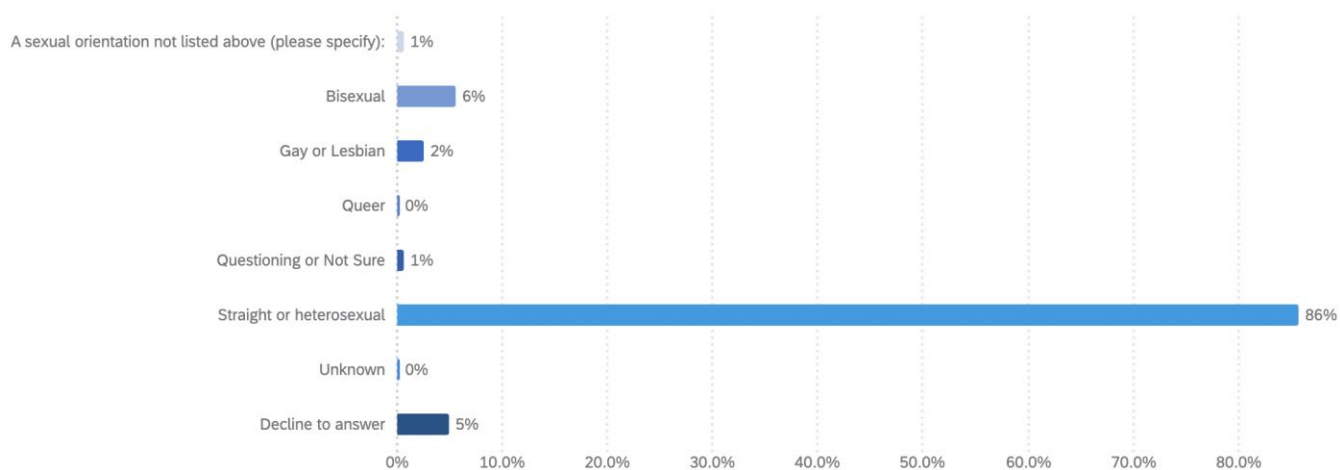
How do you describe your gender? 161 ⓘ



### Sexual Orientation:

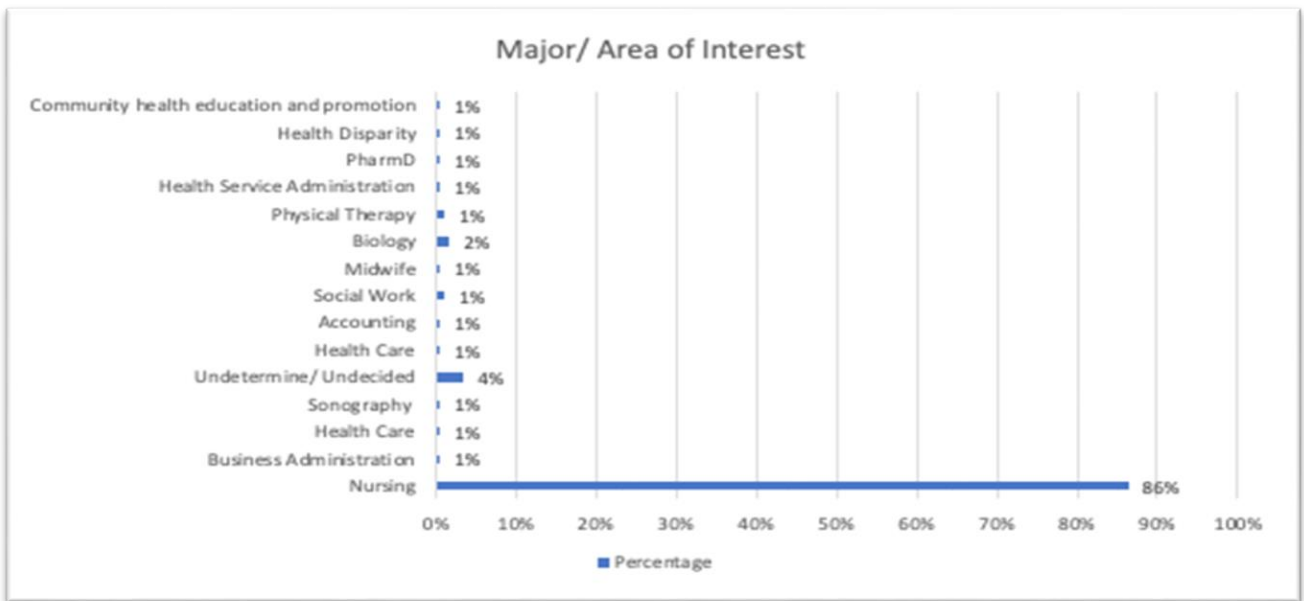
The majority, 86%, of respondents identified as straight or heterosexual. Less than a tenth (6%), identified as Bisexual. Those identifying as gay or lesbian were 2% of responses. Those identified as questioning or not sure were 1% of results. There were 5% of students who declined to answer.

How do you identify your sexual orientation? 161 ⓘ



### Academic Major/ Area of Interest:

The majority of response regarding academic major or area of interest were in health or scientific professions. Most of the respondents (86%) indicated an interest in nursing. Just over a tenth (12%) of responses were equally allotted to many vocations in health and science. Biology merited 2% of responses. About 4% of students indicated that they were still undecided about major and/or area of interest.



### ❖ CCP Virtual Workshop 1: Supporting Marginalized Communities

#### **Workshop Description**

Historically marginalized communities often experience a unique set of health needs, rooted at the intersection of complex individual, interpersonal, sociocultural, and political factors. This session engages participants in strategies for identifying and addressing those needs by centering the voices and experiences of members of these communities. By the end of the session, participants will feel empowered to take action and confront health injustice to achieve health equity.

#### - Presenter Biography

Dr. Judith Flores MD, FAAP, CHCQM is a Fellow of the American Academy of Pediatrics and has maintained an active clinical practice for over 30 years. She is a retired commissioned officer with the U.S. Public Health Service. As a New York Puerto Rican, she was raised & educated in Central Harlem. Board Certified in Pediatrics and in Health Care Quality and Management, and a Fellow of the New York Academy of Medicine and the American Public Health Association. Her interest in Community Medicine leadership and Population Health in her career has taken her from lead pediatrician providing care for families impacted by substance use disorder to medical, academic & healthcare leadership and publication. Dr Flores continues to be part of Health and Hospital Corporation, working with the New York City Test and Trace Corp, leading the Health Care Facilities Contact Tracing Notification Team.

#### - Workshop Specific Learning Objectives:

- Define terms, discuss challenges and opportunities for health care professionals to meet needs during a time of great transition in public health, equity, and the global environment.

- Students will gain an appreciation of the need for lifelong learning across many disciplines.
- Appreciate the importance of collaboration and inclusivity with teams of professionals, population, and the communities they serve.

### **Workshop Summary:**

During the interactive workshop, Dr. Flores provided different examples of marginalized communities and how health emergencies (such as COVID-19 Pandemic and MPOX) exacerbated health disparities present in many communities. Dr. Flores also highlighted the disproportionate rates of health care professionals and the need for greater diversity within the healthcare workforce.

The unique health disparities of The Bronx were underscored by Dr. Flores and Black Health Chief Operating Officer, Melissa Baker. High rates of comorbidities are correlated to many social determinants of health including community infrastructure/built environment, lack of access to housing, jobs, and the needs of migrant populations. The borough's high asthma rates and reduced health literacy indicate the impact of social determinants on the health of a community.

Ms. Baker highlighted the political determinants of health and political policies that impact health rates. Missing an election could yield missing a vote for one's own health.

Particularly due to the economic inequity within the borough and city as a whole, the discussion threaded the role of civic engagement, social services, and public health. While the Tuskegee Study continues the haunting legacy of mistrust of medicine for many communities of color, the history of civic activism seen in organizations such as the Black Panthers and Young Lords in addressing health and social services for communities like the Bronx are significant and under-discussed.

A question regarding the limited number of primary care providers (PCPs) in the Bronx yielded Dr. Flores to present statistics comparing PCP rates by each borough. She explained that the COVID-19 pandemic presented the glaring disparities to access providers in the Bronx and Queens. She cited that the limited availability of PCPs contributes to greater emergency room reliance for primary care.

The limited diversity of the health professions workforce served an essential part of the discussion. In addition to representing the community by hiring a staff that resembles them, it is critical that members of a care team (nurses, social workers, community health workers, etc.) can effectively communicate. An understanding of language, culture, and traditions, is important for patients often at their most vulnerable.

Seeking roles in leadership is a way to proactively change the system. Ms. Baker encourages students to identify mentors as well as envision themselves as future leaders. Especially because of our social and structural systems that are rife with bias, Dr. Flores identified the power of language that can stigmatize and divide.

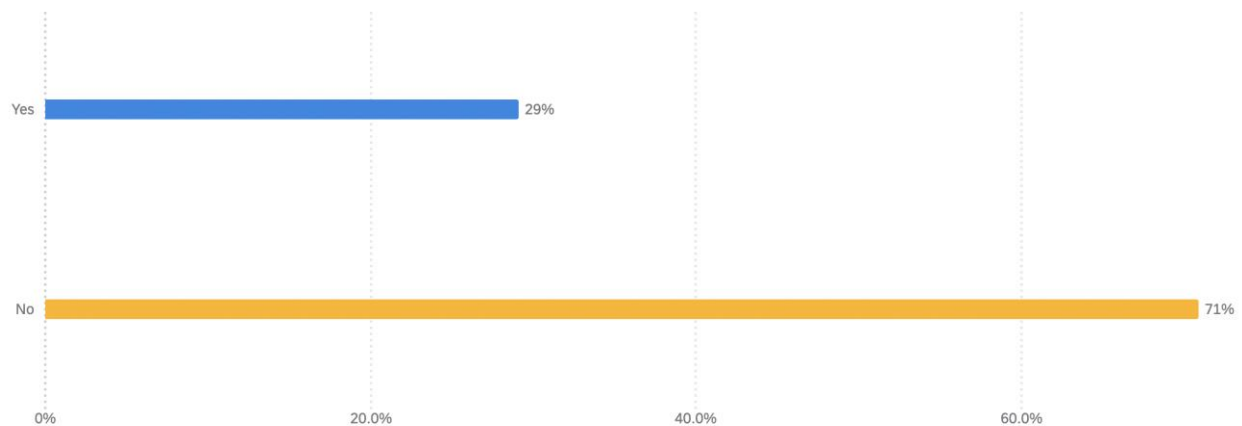
### → Poll Survey

Poll survey questions consist of both quantitative and qualitative questions. The quantitative questions asked students to identify if they have a mentor in the field they are interested in, what educational barriers they have experienced, and who they identify within their support system. The qualitative questions asked students about key terms for this workshop. The poll questions can provide insight to the academic institution on areas where they can provide additional support and resources to mitigate the identified educational barriers. There were 55 responses for the poll questions for this workshop.

#### - Quantitative Questions:

When asked if they have a mentor in their field of interest, nearly three-quarters (71%) of respondents indicated that they do not have a mentor.

Do you have a mentor in the field you are interested in? 55 ⓘ

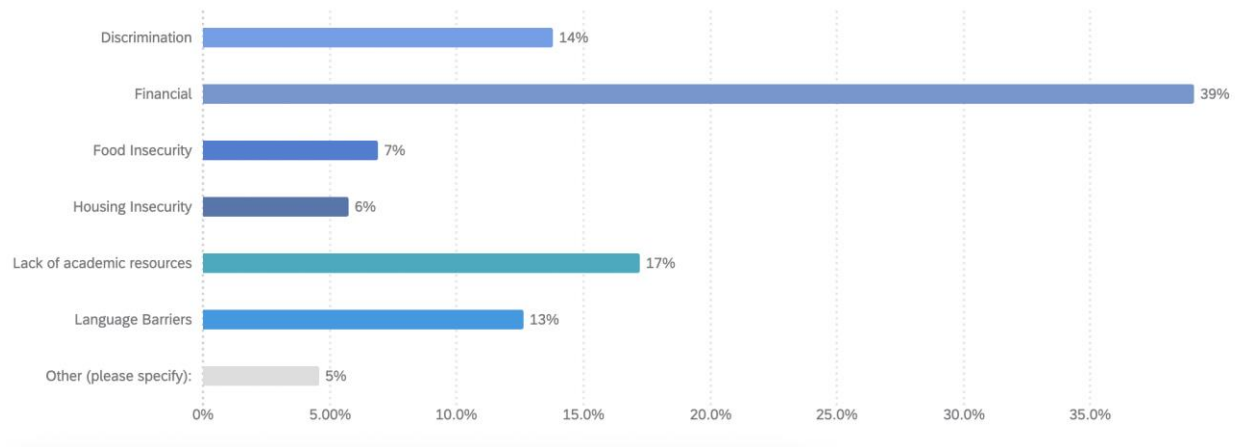


In identifying what educational barriers the students have experienced, more than one third (39%) identified financial barriers as the main concern. Just under one fifth (17%) identified a lack of academic resources. About an equal amount identified discrimination (14%) or language barriers (13%). About an equal amount identified food insecurity (7%) or housing insecurity (6%). The remaining response (5%) included response that identified no concerns, mental health, or balancing work and school.

For next semester's CCP program no concerns would be added as an answer choice for students.

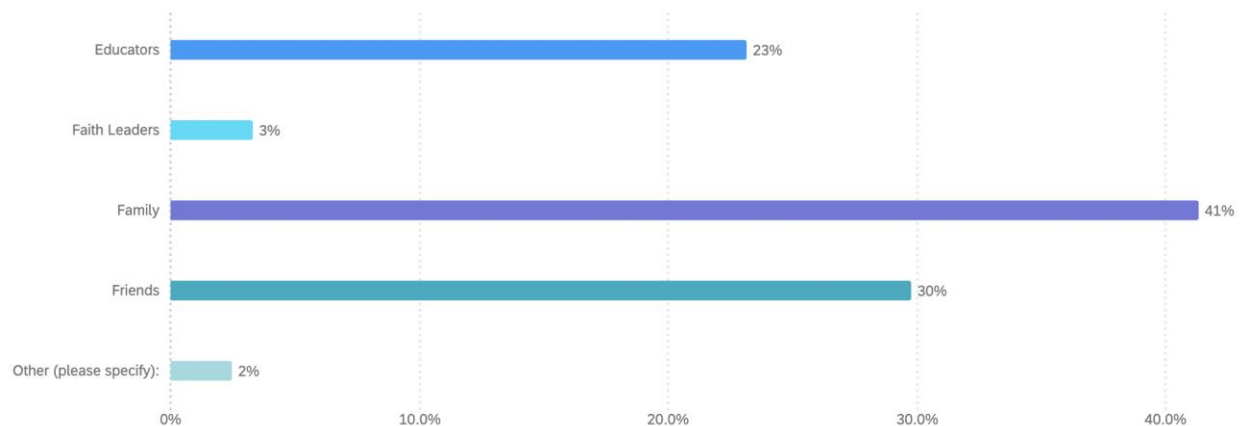


What barriers to education have you experienced? 55 ⓘ



Students identified a combination of individuals within their support system, including family, friends, educators, and faith leaders. Nearly half (40%) of students identified family as a major part of their support system. About a third (30%) of respondents identified friends as being part of their support system. About a quarter (23%) identified educators as part of their support system. The remaining response (5%) identified faith leaders or other mentors.

Who has been part of your support system? 55 ⓘ



#### - Qualitative Questions:

The poll survey for this workshop included open ended questions for students to answer questions in relation to workshop terms, their community, and future work as health care professionals.

Students were able to define workshop terms, provide information on the importance of research and data collection as well as provide examples of what they can do to improve and reduce health disparities as future health care professionals. Questions that students responded to include:

- What defines a marginalized community?
- What is health equity and why does it matter?
- What is the difference between health equity and social determinants of health?
- What are some examples of health disparities?
- Why is equity important in research and data collection?
- What are some examples of what you can do to improve and reduce health disparities as a future health care professional?

Two open-ended questions asked about the importance of equity in research and data collection and examples of how they would improve health disparities as future health care professionals. Students indicated that equity is important in research and data collection as it allows for communities to receive treatment and obtain different opportunities/options, inform policy changes, highlight areas communities need assistance with (identify barriers), and will help meet people where they are.

**Question: Why is equity important in research and data collection?**

*"As are all things in data collection in the healthcare system, equity is important because it ensures policy decisions and how it will affect and benefit target populations and communities including as discussed previously, marginalized and underprivileged communities."*

*"it's important because it's supposed to make sure that everyone is able to receive the same exact treatment as well as opportunities"*

*"Equity is important in research and data collection because it implement and ensures that the best policy and decisions would be made."*

*"Ensuring policy decisions will best benefit target populations, undeserved communities, etc."*

*"Equity is important in research and data collection because it is useful to learn different experiences of various people on their own takeaway in health. Using the kinds of research can show what these health services need to focus on and improve to make their services better"*

*"Equity is important in research and data collection because we need to see who is really having and getting access to the proper resources and health care to live healthier lives It also would be important because we can see the gaps in what groups and or communities that are lacking in equity and need that extra attention so that they are aware of the opportunities that are out there to reach health equity"*

*"Equity is important in research and data collection because it may show that each race might need different help in getting proper health care for example Hispanics might have a language barrier and POC might be face discrimination"*

*"Is crucial to develop equitable data practices to guarantee that policy decisions will best benefit target populations especially underrepresented and underserved areas as evidence-based research becomes a more essential driving factor in policymaking"*

*"Guaranteeing that targeted people such as underrepresented and underserved communities would best benefit from policy initiatives"*

*"It is important because it helps you better understand the issues in the community and understand the groups that need attention, I say this because not every community has access to good health care and there are always people who is given a hard time trying to get health care"*

*"Equity is important in research and data collection because it is crucial to determining how people across the country are being treated in order to fairly depict a community that is in need of help you need to be able to have data to present the challenges they face"*

*"Equity is important in research and data collection because research becomes more of a driving force in policymaking it is important to implement equitable data practices in ensuring policy decisions will best benefit target populations"*

*"Equity is important in research and data collection so that someone can receive the proper type of health they need even if they might speak a different language or face economic social problems"*

*"Equity is important in research and collect data because it shows health results or death population based on race age or area, they live in It's important to see how communities are doing if they're being treated with equity as other communities"*

In response to what they can do to improve and reduce health disparities as future health care professionals many respondents indicated the importance of awareness and/or education. Volunteering was also named as important in order to learn about different cultures and conditions that impact these individuals, thus having a better idea on the best practices to help different communities and allowing for more inclusive health care. Students also highlighted the importance of being politically engaged, as well as educating family, friends, colleagues, and/or younger students, so future generation are aware of these disparities that affect their communities.

**Question: What are some examples of what you can do to improve and reduce health disparities as a future health care professional?**

*"As a healthcare worker I can ensure all patients are treated properly and not dismissed because of their social status, race, gender, or language barriers. As a future healthcare worker, I can also try to educate those around me about the stigmas and biases these individuals face that stop them from receiving proper care. Hopefully, if everyone is aware that these stigmas are doing more wrong than good, they can change their ways and over time we can reach a point where everyone is treated with equity."*

*"Some examples of what I can do to improve and reduce health disparities as a future care professional us bringing up and raise more awareness through education, social media since it*

*is a big platform where things can be put out to. Also, as a health profession in the future I can improve more resources and opportunities for everyone to have access to specifically to the groups of people who are affected by Health disparities."*

*"Being more engaged in politically"*

*"Include everyone no matter their struggles"*

*"Be inclusive help where I can pay attention to differences so I can help"*

*"Advocate for changes."*

*"One thing I can do to improve and reduce health disparities as a future health care professional is being involved in my community healthcare system. Volunteering and making sure everyone is getting the treatment based on what their specific needs and making sure they familiar with different process and keep them educated on certain things."*

*"What I can do to improve health disparities in the future is to volunteer in different places to gain experience and expand my perspective in people's burden and help their environment increase resources in their area."*

*"I would like to work or volunteer in those free clinics that are provided health services for low-income communities I've heard that sometimes they are under staffed which takes away services from those who need it"*

*"Raising awareness through education can certainly be the way I can improve and reduce health disparities or trying to be more involved with health care organizations to help reduce health disparities that can try to improve access to affordable housing jobs and so much more"*

*"I can go back to work in the community I grew up in to present a familiar face in my areas hospital which might be of some comfort for people I know coming in to get help"*

*"Some examples of things I can do to improve and reduce health disparities as a future health care professional is learning what disadvantage each race faces in health care Also learning about different cultures so that when I am a health care professional, I know how each culture lives their life and the risk they face"*

*"Encouraging all to get regular doctor visits and reminding them that immigration status does not affect eligibility to health care"*

*"I can educate myself on health disparities so that when I become a nurse, I will be able to help those from any background or social determinants to the best of my ability so that they have a chance at health equity"*

*"Some examples to improve health disparities is to provide extra charity funds or programs to help those in need and offer mentorships so those in need can explore and gain knowledge from others"*

*"Raising awareness in school and through my friends and family"*

*“Make sure that I am educated about the different backgrounds that people have so that I can understand my patients better and understand what they are going through”*

*“This involves education in schools that tackle these issues so future generations can be more informed of these issue”*

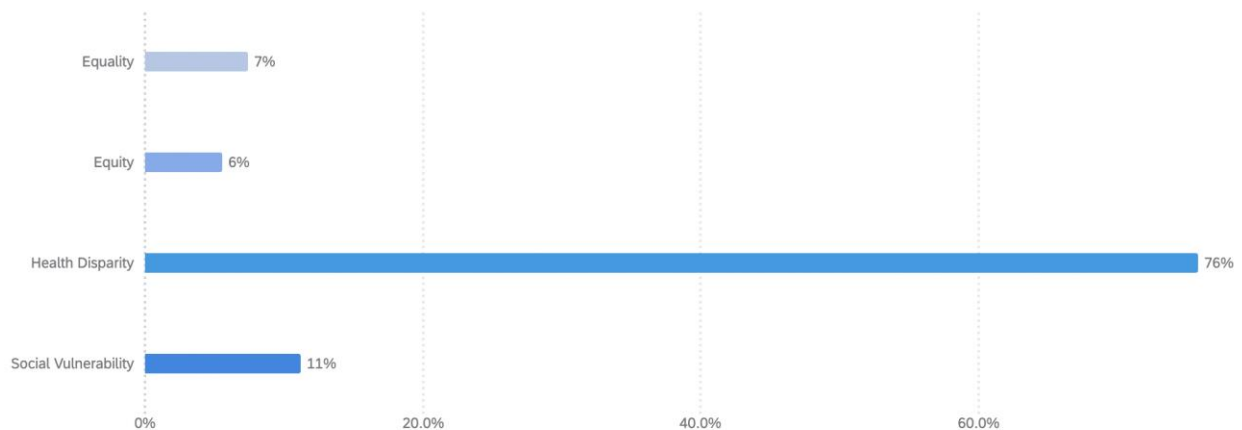
→ **Pre and Post Knowledge Questions:**

Two questions were included in the pre-survey and repeated in the session’s post survey. The questions determined how well they were able to identify key terms before and after the workshop. The questions were composed of a definition and the answer choices contained the correct term. There were 161 responses to the pre-survey and 91 responses to the post survey – 56% engagement rate.

The initial question asked students the definition of health disparity. Three-quarters of students (76%) selected the correct response for the pre-survey, while the majority (84%) selected the correct term during the post survey.

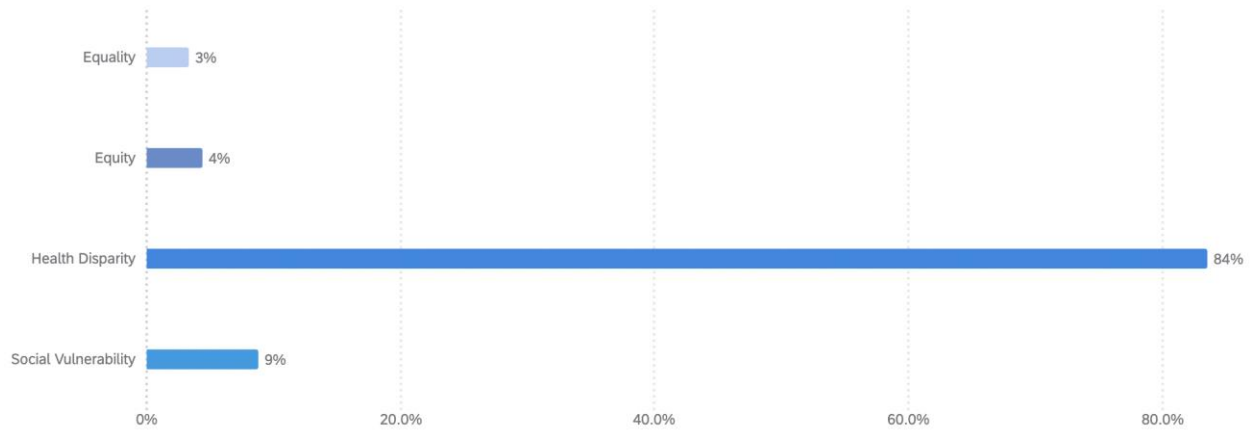
- Pre-Survey Result:

The preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are ex... 161 ⓘ



- Post- Survey Result:

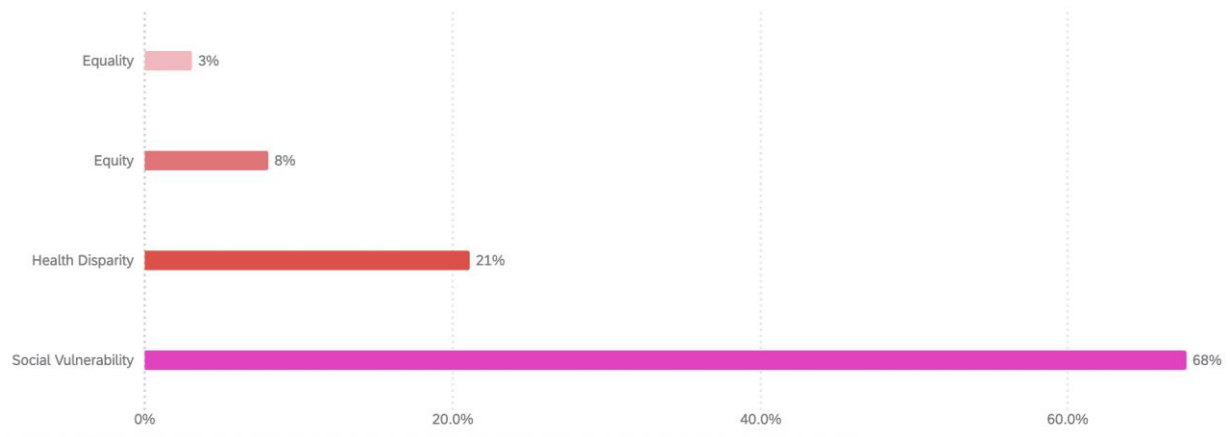
The preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are ex... 91 ⓘ



For the second question, students were asked to identify social vulnerability index. Over two-thirds (68%) of student selected the correct response in the pre-survey. The correct response grew to three-quarters (76%) in the post survey.

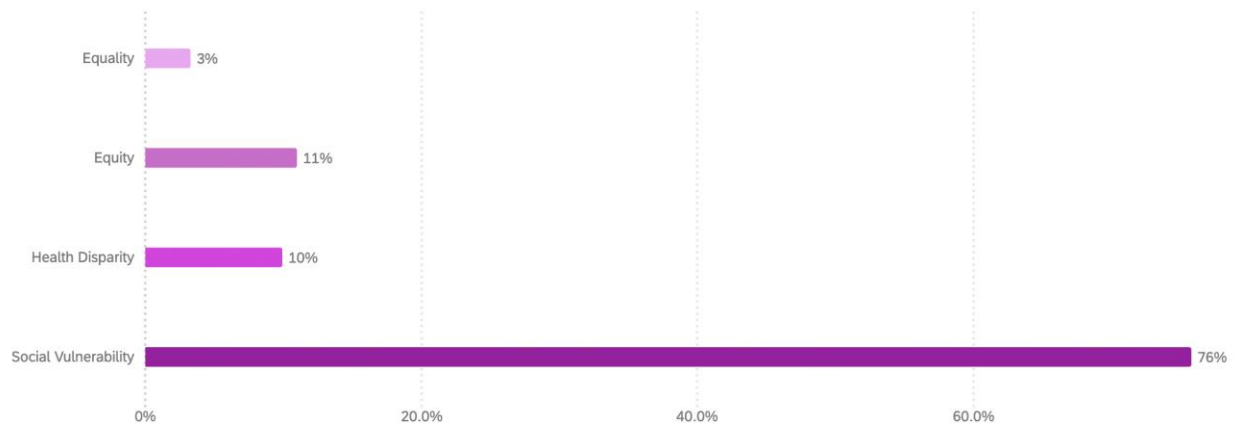
- Pre- Survey Result:

What type of index enables emergency response planners and public health officials to identify, map, and plan support for ... 161 ⓘ



- Post- Survey Result:

What type of index enables emergency response planners and public health officials to identify, map, and plan support for ... 91 ⓘ



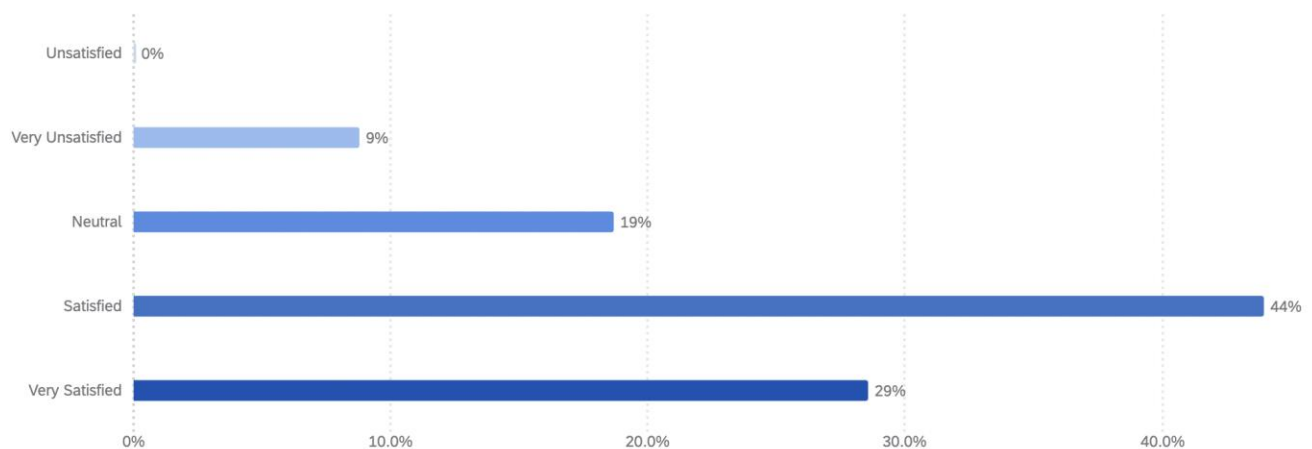
#### → Post Survey:

The post survey for this workshop included additional questions about the event. The questions allowed students to indicate how satisfied they were with the event; how likely they would recommend the workshop; as well as feedback about the material presented and the presenter. There was a total of 91 responses to the post survey.

#### Event Satisfaction:

Overall, response was mostly positive. Just under half (44%) of the response indicated being satisfied. About a third (29%) of responses indicated they were very satisfied with the event. About a fifth (19%) of respondents indicated that they were neutral regarding the event. Just under a tenth (9%) indicated that they were very unsatisfied.

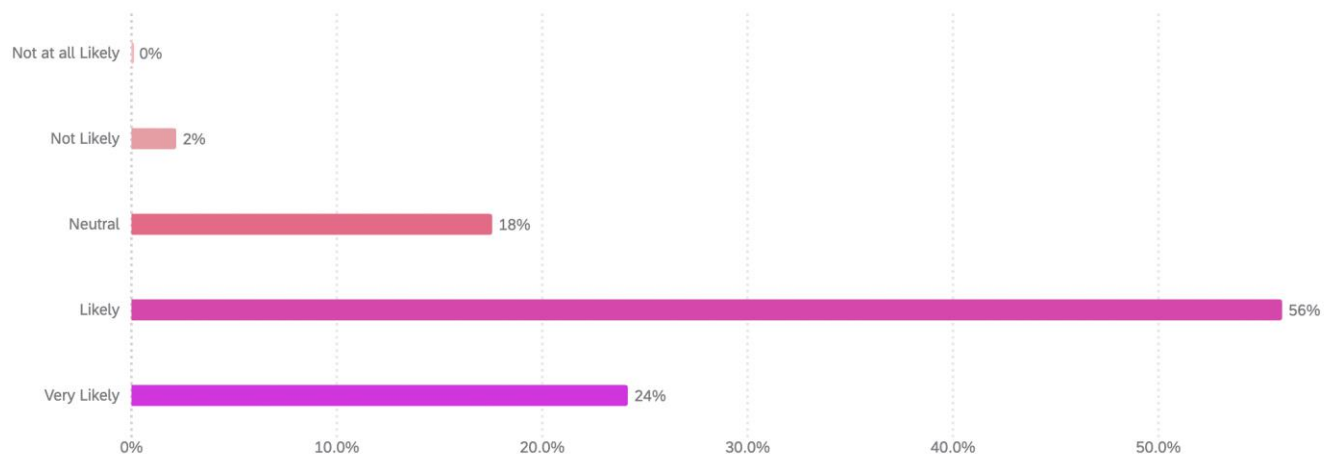
How satisfied were you with the event? 91 ⓘ



#### Event Recommendation:

A majority of students indicated that they would favorably recommend the workshop to friends, family member and colleagues. More than half (56%) responded they were likely to recommend the workshop. About a quarter (24%) of response indicated they were very likely to recommend the workshop. About a fifth (18%) of respondents were neutral about recommending the workshop. A small number of response (2%) indicated they would not recommend the workshop.

How likely are you to recommend this event to your friends, family members, or colleagues? 91 ⓘ



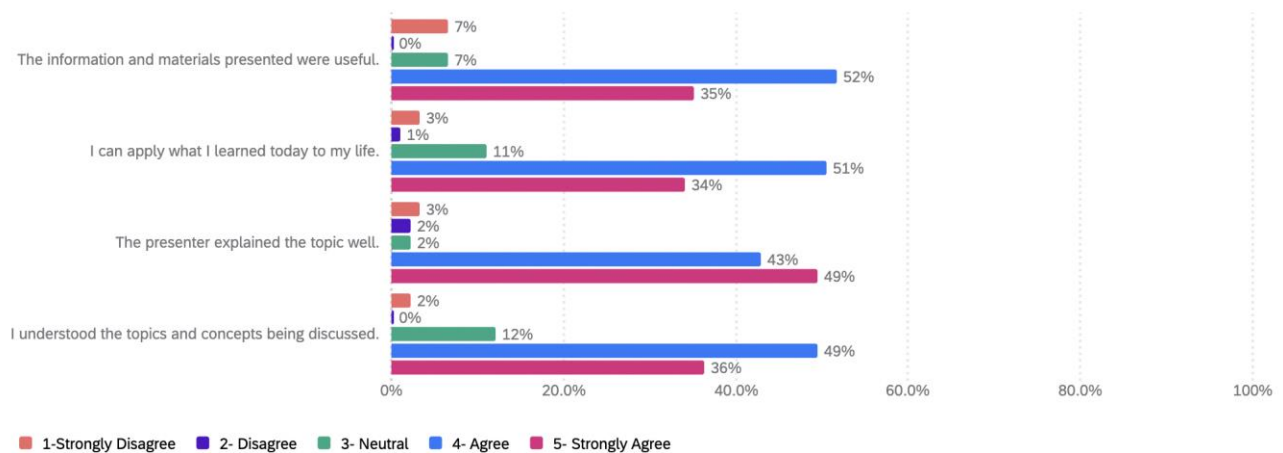
#### Level of Agreement:

Students were asked to rate four statements regarding the workshop material and application of the presenter.

- About 87% of students indicated finding the information and material presented in the workshop useful (both agreeing and strongly agreeing with the statement), while 7% indicated a neutral rating and 7% disagreeing.
- About 86% of students indicated that they could apply what they learned in the workshop to their lives, while 4% disagreed with this statement, and 11% neither agreed or disagreed.
- About 92% of students showed agreed that the presenter explained the topic well, 5% disagreed with the statement and 2% neither agreed or disagreed.
- About 93% of students understood the topics and concepts discussed in the workshop with 55% of students strongly agreed with this statement, followed by 38% that agreed, 3% who felt neutral and 3% disagreed.



Please rate how much you agree on a scale of 1-5: (1 is strongly disagree and 5 is strongly agree) 91 ⓘ



### → Post Survey (Qualitative Questions)

Two qualitative questions for this workshop asked students to share what they would do differently because of the workshop, as well as provide additional comments and feedback. In response to what they would do differently, four themes emerged: awareness (about 65% of responses), general approval (11% of responses), reference/research (about 10% of responses), and students indicating no changes or not being sure of what they would do differently (14% of responses).

*Awareness* can be defined as being concerned and well-informed about a situation. In this case the focus is about supporting marginalized communities (workshop topic). This theme was further divided into codes such as, cultural navigation and healthcare, health disparities, social inequalities, language, patient experience, and implicit bias. These subcodes focus on the different levels of awareness students would have at an intrapersonal (themselves), interpersonal (family, friends, etc.) and community level.

Students indicated that due to the workshop they would pay close attention to the factors that impact health conditions within their communities. They would research different topics in order to gain a different perspective of the health care system and its influences as well as raise awareness by educating their family, friends and community.

*General approval* in terms of the workshop topic can be defined as having a positive opinion about the workshop. Students indicated how informative the workshop was as well as how they will use the information to learn more about Black Health and other organizations. Students also shared what they would do during the following workshops, such as taking notes, prepare questions. In addition

*Reference/research* in terms of the workshop topic can be defined as wanting to learn more about a topic (in this case marginalized communities). Students indicated that due to this

workshop they would prepare more questions for next sessions, they would also do more research and/or further their education about current health issues, rates of diseases, their communities in order to educate others and become conscientious clinicians.

Question: What do you think you'll do differently because of this event?	
Code	Quotes
<b>Awareness:</b> <i>Cultural Navigation and Healthcare</i>	<p><i>"Research health care in my community better."</i></p> <p><i>"I'll be knowledgeable about the different diversity and how important it is within health care"</i></p> <p><i>"Strongly reevaluate how I look at the health care system and the impact on patients"</i></p> <p><i>"It was basically about the health promotion and prevention of diseases so that equity could be achieved. I would tell others to always go to a doctor if you have early symptoms."</i></p> <p><i>"I think I will help marginalized communities in different ways"</i></p> <p><i>"I think maybe explain demographics within cities of New York to see equity and equality in the healthcare system."</i></p> <p><i>"Become more educated and become a more patient person when I become a part of the healthcare team"</i></p> <p><i>"I'll have a different perspective of the healthcare system towards my ethnicity and others similar to mine. Basically, to mentally prepare for my visits to any healthcare facility"</i></p> <p><i>"I will definitely try to be more involved and volunteer in healthcare in my community even if it's starts off by answering phones like someone said in the meeting. You have to start somewhere in order to get to where you want."</i></p> <p><i>"In the future when I do become a health provider, I'll make sure to know my patients and study different background groups"</i></p> <p><i>"To be more politically engaged when it comes to voting and how they will work or better the healthcare field when it comes to black and colored communities."</i></p> <p><i>"What I think I'll do differently because of this event is that there's nothing that is going to change my thought about going into the healthcare field. I want to make a change in the healthcare"</i></p>

	<p><i>especially in the Bronx. I want to be able to make a different and help minorities.”</i></p> <p><i>“Being fully aware of how the system works for the future of people in the healthcare field.”</i></p> <p><i>“Something I will do differently because of this event is taking more actions towards important subjects that has to do with the health care system. As well I think I will be more engaged to many different events given by Lehman, so I can gain more information and even probably get an internship to help me succeed more”</i></p> <p><i>“I’ll pay more attention. See the health community in a different light”</i></p> <p><i>“I will see the health field differently and work harder to improve it”</i></p> <p><i>“Look at healthcare differently”</i></p> <p><i>“I feel like this has made me want to be more curious and better informed of my area and the people living around me, as well as factors that affect my community’s overall health. I think it helps me more to have this knowledge since my I have lived my entire life in the same area in The Bronx with my family, and I find it helpful if I know how the health of people, including my family, is affected. “</i></p>
<p><b>Awareness:</b> <i>Health Disparities</i></p>	<p><i>“I think this made me pay more attention to my community and the factors that have an impact in the way we are treated and how we receive information and resources.”</i></p> <p><i>“Pay more attention to the different circumstances in my community that determine our health”</i></p> <p><i>“Be more vocal health equity and its importance, especially after becoming a Nurse.”</i></p> <p><i>“I’ll make sure to have those who are not as privileged as me in mind”</i></p> <p><i>“Getting people some help like giving them food or other things they need “</i></p>
<p><b>Awareness:</b> <i>Societal Inequities</i></p>	<p><i>“Research and see what areas in the Bronx are facing health problems due to their race”</i></p> <p><i>“I think I will follow up with these kinds of programs and information and be more aware of what’s going on in our society</i></p>

	<p><i>and what we can do differently to make sure that everybody is given the equal amount of health benefits they need."</i></p> <p><i>"Be more aware of the things that happen to black/African American people help so I can make difference"</i></p> <p><i>"Paying more attention to addressing the situations that we are in and impact us."</i></p> <p><i>"Because of this event, I will have a more open mind about the different disadvantages each race faces."</i></p> <p><i>"I learned that some communities are underprovided for because people don't sign their census so I will sign my census when the time comes"</i></p> <p><i>" I'll be more of an advocate for the health my community and educate myself on this topic"</i></p> <p><i>"I will try to help my community"</i></p> <p><i>"Because of this event I believe I will try to educate those around me about the social disadvantages that could affect them in the healthcare system so they can be aware of it and not allow themselves to be treated wrongly while they are seeking for help. "</i></p> <p><i>"Observing the difference in care with brown communities compared to white communities "</i></p>
<p><b>Awareness:</b> General</p>	<p><i>"Listen more"</i></p> <p><i>"I feel as though I have a wider perspective of the world and it becomes an eye opener."</i></p> <p><i>"Be more cautious of what is going on in life and around me."</i></p> <p><i>"Start noticing things differently, taking in internships!"</i></p> <p><i>"Keep opened minds"</i></p> <p><i>"I would look more into the resources that are being provided in the school"</i></p> <p><i>"Bring more awareness to it"</i></p> <p><i>"Try to learn more about this topic"</i></p>

	<p><i>"I will be more aware as a young black female adult what to be more aware of."</i></p> <p><i>"Be more conscious and sympathetic"</i></p> <p><i>"I think I'll do differently inform people that I know about these health issues and how to prevent them. Gaining knowledge throughout this workshop has taught me different topic that can be useful in the future and probably now."</i></p> <p><i>"Raise awareness about the situations presented in this event"</i></p> <p><i>"Try to help raise awareness on this issue by telling friends and family "</i></p>
<b>Awareness:</b> <i>Patient Experience</i>	<i>"I would try to have an understanding of any of my future patients instead of just making them feel like I'm brushing them off. "</i>
<b>Awareness:</b> <i>Implicit Bias</i>	<i>"I will make sure that in college I take a class that addresses a culture that I am unfamiliar with so I can cancel out my implicit bias"</i>
<b>Awareness:</b> <i>Self-Care and Self Awareness</i>	<p><i>"Reaching out to my doctor more"</i></p> <p><i>"Pay close attention to what's going on around me, and see how it's effecting people."</i></p> <p><i>"I think I will apply this knowledge from the event to my overall outlook on my classes and my intended major. Meaning, I will look at it with open eyes and see it as an amazing opportunity to be able to help others."</i></p> <p><i>"Be more cautious of the things I do"</i></p> <p><i>"I will be aware of the healthier options if I ever encounter any of the health conditions discussed. "</i></p> <p><i>"The way I take in information that is given"</i></p> <p><i>"I will be able to communicate differently with others by knowing the information I now learned"</i></p> <p><i>"Start thinking critically "</i></p>

	<p><i>"I will try to better my health"</i></p> <p><i>"I think now I will think at my health more"</i></p>
<b>General Approval</b>	<p><i>"Nothing it was pretty informative."</i></p> <p><i>"Nothing because I learned a lot of good Information"</i></p> <p><i>"I will try to learn more about the company itself and hopefully learn more from their websites and such."</i></p> <p><i>"I will make sure people know of the different resources that are available to them because not many are told."</i></p> <p><i>"Take more note."</i></p> <p><i>"Try to take a couple notes down"</i></p> <p><i>"I would come more prepared and ask questions."</i></p> <p><i>"Everything was good for me"</i></p> <p><i>"I'll take notes next time"</i></p>
<b>Reference/ Research</b>	<p><i>"Question preparation"</i></p> <p><i>"I will begin to inform myself more on current health issues so I can be a conscientious clinician"</i></p> <p><i>"I think I'll do more research based upon the rates of diseases and being aware"</i></p> <p><i>"I will definitely try to attend more meetings in my community based on these topics"</i></p> <p><i>"I will definitely do more research in my area and see how can I help</i>  <i>I will help educate others because of the information I have received from this event."</i></p> <p><i>"I will want to definitely learn more"</i></p> <p><i>"I believe it will be better for me to be informed about what options I have to treat at the moment of treating any disease and know what are my options."</i></p>

	<i>"I think I'll do more research based upon the rates of diseases and being aware"</i>
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The second qualitative question asked for additional feedback or comments. The majority of the students did not provide additional comments or feedback regarding the presentation (about 68%). The remaining third (32%) of comments showed a positive sentiments with the workshop. Favorability of the workshop and the supporting content indicated excitement for future workshops.

Question: Any other feedback or comments you would like to share?	
Code	Quotes
<b>Educational</b>  <u>Definition:</u> learning or obtaining knowledge about mental health	<i>"Keep on with the amazing work &amp; explaining"</i>  <i>"I absolutely liked this meeting it was very informative!!"</i>  <i>"The event provided very useful information"</i>  <i>"It was an informative lecture"</i>  <i>"No, the presentation was very informative"</i>  <i>"I learned useful information from today's workshop"</i>
<b>Praise</b>  <u>Definition:</u> Approval and admiration	<i>"I like that it was interactive with the polls and surveys."</i>  <i>"I thought the presentation was executed well with enough information mentioned."</i>  <i>"Those Health Care personal did an amazing job."</i>  <i>"I really liked the presentation"</i>  <i>"This was a great presentation I can't wait for the next presentations"</i>  <i>"I really like the session today and hope learning from many other different professionals in the health care system! Really appreciate this opportunity."</i>  <i>"It was very inspirational. I thank all presenters"</i>  <i>"Amazing job"</i>  <i>"The presentation was well presented"</i>

	<p><i>"This was a great informational session!"</i></p> <p><i>"Great presentation!"</i></p>
<p><b>Thanks</b></p> <p><u>Definition:</u> Gratitude</p>	<p><i>"Thank you so much for this opportunity and sharing "</i></p> <p><i>"Thank you for all the important information"</i></p> <p><i>"I like it"</i></p> <p><i>"Thank you for this class and teaching us"</i></p> <p><i>"This workshop was very helpful and informative thank you so much"</i></p>
<p><b>Clarity</b></p> <p><u>Definition:</u> Clear and easy to understand</p>	<p><i>"All presenters were clear to their topics, briefly explained."</i></p>
<p><b>Enjoyment</b></p> <p><u>Definition:</u> satisfaction with workshop</p>	<p><i>"I enjoyed it"</i></p> <p><i>"I enjoyed the presentation"</i></p> <p><i>"I really enjoyed the presentation especially since it discussed things I didn't even notice or knew existed. I'm glad its made me more aware."</i></p> <p><i>"I'm excited for next week's workshop."</i></p>
<p><b>Critique</b></p> <p><u>Definition:</u> Critical analysis of workshop to provide feedback</p>	<p><i>"Speak less"</i></p>
<p><b>Follow up Questions</b></p>	<p><i>"How can minorities make change given that they are the smaller population"</i></p>

❖ **CCP Virtual Workshop 2: Using Trauma - Informed Approaches in Care Settings & Addressing the Needs of the LGBTQ and Transgender and Gender Non - Confirming (TGNC) Communities**

**Workshop Description**



Trauma-informed approaches center the client or patient and shift the focus from “What’s wrong with you?” to “What happened to you?” This allows for providers to develop a more comprehensive view about who the patient is and events that have impacted their health outcomes, which facilitates the provider’s ability to provide more effective services. Trauma-informed approaches also have the potential to improve patient engagement, treatment adherence, and health outcomes, as well as provider and staff wellness. In this session, participants will learn to recognize the signs and symptoms of trauma in patients; examine the impact of trauma on patients, their families, staff, and the communities they are part of; integrate knowledge about trauma-informed approaches into their work; and identify strategies for actively avoiding re-traumatization. The needs of the LGBTQ and TGNC communities can vary greatly from their cisgender counterparts, as well as from each other.

- Presenter Biography:

Dr. Julian Watkins is Health Equity Advisor at the Center for Health Equity and Community Wellness in the Bureau of Health Equity Capacity Building with the NYC DOHMH. He is a physician, public servant, and Culture of Health Leader with a history of leadership in clinical medicine, public health, and creative direction. Dr. Watkins prefers to use the term “health justice” over health equity. “I think people understand the term justice better. It evokes something somewhere deep down. You hear the word justice and you feel it in your bones.”

- Learning Objectives:

- Describe the diversity of lived experience within the LGBTQ+ community
- Differentiate between gender identity and sexual orientation.
- Understand the social and structural challenges LGBTQ+ communities face
- Understand the impact of trauma experienced by LGBTQ+ individuals
- Describe the Trauma-informed approach to enhancing patient care

## **Workshop Discussion**

During the workshop, Dr. Watkins provided students insight on the importance of viewing the LGBTQ+ community as a rich diverse community. During the presentation the importance of completing the census, registering to vote and voting during local, state and national elections was once again shared with students, as completing these actions are important factors in determining what services are provided to our communities.

The first question students asked in the workshop revolved around HIV and infection rates in the Black and Latino communities Dr. Watkins explained that there are many factors that may contribute to high rates such as access to health care, medical training, insurance, testing and low awareness of PrEP

The importance of advocacy was also stressed. Anyone regardless of economic or educational status can be impacted by HIV. Student voices, in particular, are critical in influencing opinions and can raise HIV awareness. Dr. Watkins also shared how it is important for students to

continue to provide well-rounded information within their communities and to their medical providers.

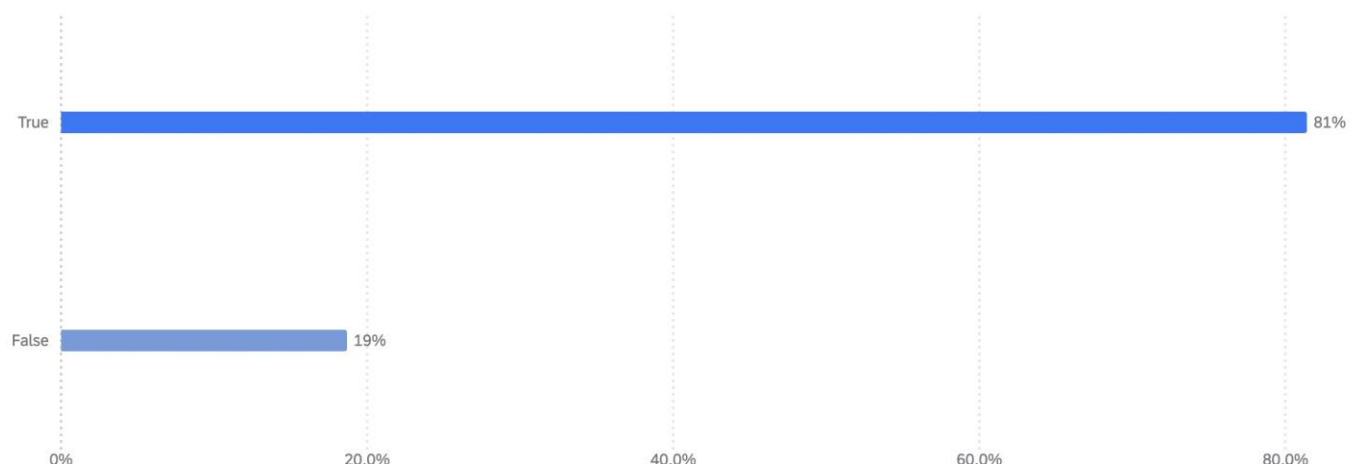
Interpersonal discussions were also highlighted. Dr. Watkins addressed the importance of open conversations about sex, unhealthy relationships, alcohol, and other substance. Social stigma often leads these conversations to be avoided or dismissed. One student introduced the role of politics in health care and resources. Dr. Watkins addressed how the political environment impacts social services and the availability of health care. He provided examples of the Supreme Court's overturning of Roe vs. Wade for abortion access (Dobbs vs. Jackson) along with gender affirming care bans in multiple states such as Florida. Noting that civic activism impacts the ability to provide and receive care, Dr. Watkins encouraged students to ensure their voter registration and to stay aware of candidates and issues in their communities.

#### → Poll Survey

Survey questions for this workshop asked students about key terms, their familiarity with trauma informed care, and what social determinants of health have they experienced within their community. There were 220 responses to the poll survey.

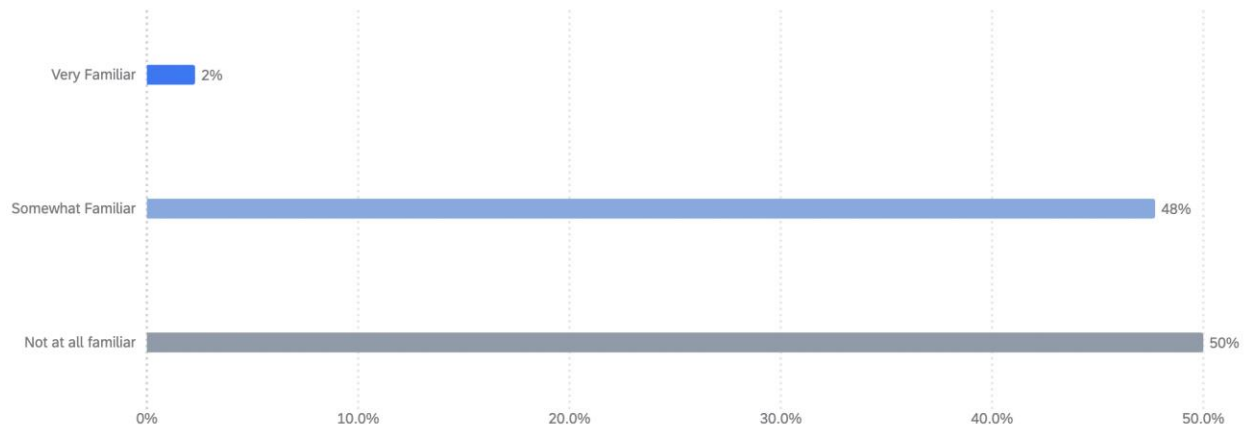
Poll Question 1: The first question is a true or false statement that asked students if all people have a sexual orientation and gender identity. The correct response to this question is true. The majority of the response (81%) selected true. About a fifth (19%) of the respondents incorrectly selected false.

All people have a sexual orientation and a gender identity. 220 ⓘ



Poll Question 2: The second poll question asked students to indicate their familiarity with Trauma-informed care. There was an even distribution of students indicating they were not at all familiar (50%) or somewhat familiar (48%). The remainder (2%) indicated being very familiar with the topic.

How familiar are you with Trauma Informed Care? 220 ⓘ



Poll Question 3: The third poll question asked student to share what social determinants of health they have experienced within their communities (students were allowed to select multiple answer choices). The answer choices were derived from the workshop presentation and defined as:

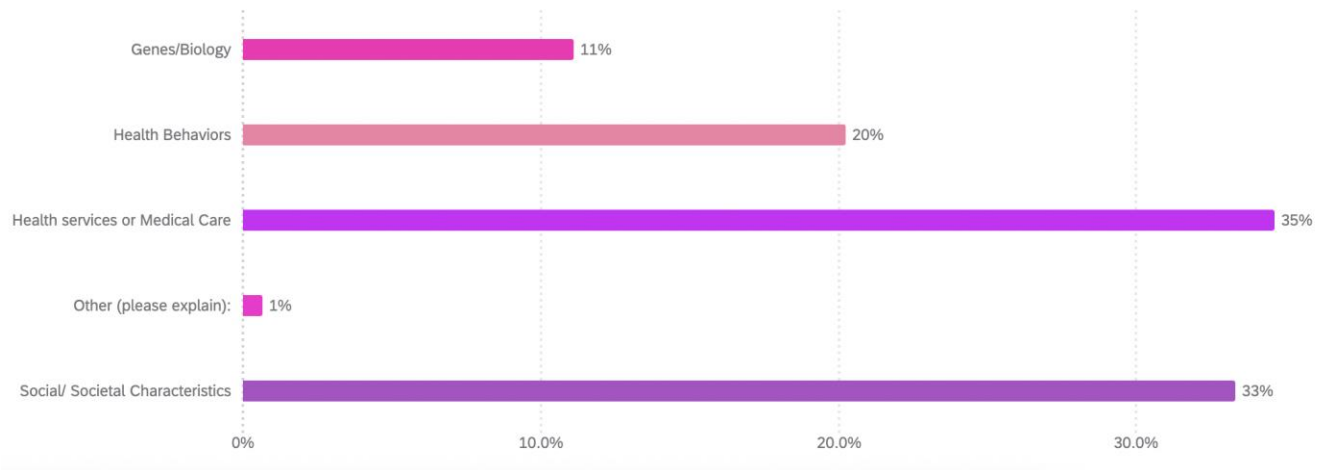
- **Genes/Biology** encompass sex, age, genetic makeup;
- **Health Behaviors** encompass smoking, eating and physical activity;
- **Social/Societal characteristics** encompass total ecology and discrimination based on income or sex, where a person lives such as air, water and sanitation quality;
- **Medical Care** encompasses insurance coverage and quality of health care
- **Other** encompasses level of education, immunity levels, income level, parenting, race/ethnicity, quality of the surrounding built environment, quality of schools and a person's ability to work.

Just over a third of responses (35%) indicated exposure to social determinants of health via health services or medical care. A solid third of responses (33%) indicated their community exposure to social determinants of health was via social/ societal characteristics as a determinant. One fifth of responses (20%) indicated health behaviors. A tenth of respondents (11%) were exposed via genes/biology. A smaller portion of response (1%) indicated income.

For next semester, definitions of the answer choices will be provided. This allows students to accurately select responses and minimize recall bias, as well as include no determinants of health experienced as an answer choice.

What social determinants of health have you experienced within your community? 220 ⓘ

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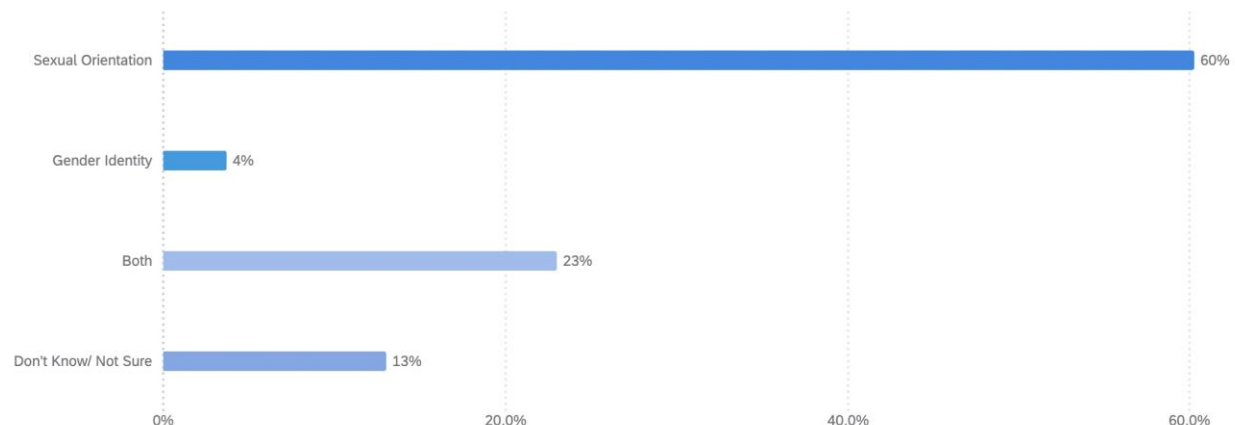
### → Pre and Post Knowledge Questions

For this workshop there were three questions that were asked during the pre-survey and repeated in the post survey, in order to show a shift in knowledge. The questions were based on terms presented in the workshop. There were 161 students that replied to the pre-survey and 181 students that replied to the post survey – an engagement rate of 89%.

The first question provided the definition for sexual orientation. Half of respondents (50%) selected the correct response in the pre-test. The correct response increased to nearly two-thirds (64%) in the post test. While those indicating uncertainty by selecting “Don’t Know/Not Sure” lessened between the pre-survey (13%) and post survey (4%), respondents selecting both sexual orientation and gender identity increased from the pre-survey (22%) to the post survey (27%).

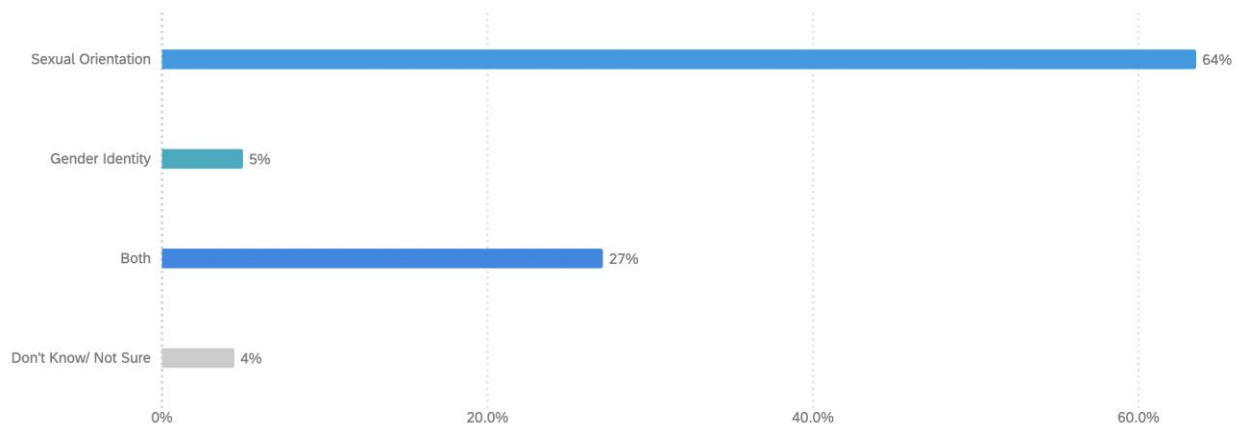
#### - Pre-Survey Result:

How a person characterizes their physical and emotional attraction is defined as: 161 ⓘ



- Post Survey Result:

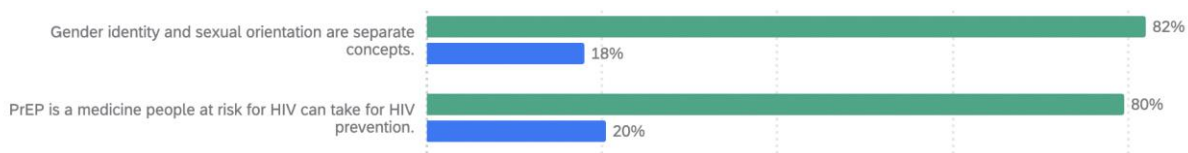
How a person characterizes their physical and emotional attraction is defined as: 181 ⓘ



The second question asked if gender identity and sexual orientation are two separate concepts. The answer is true. The presenter explained that all people have a sexual orientation and gender identity, but they are separate concepts. Nearly a fifth of respondents (18%) selected false in the pre-survey. In the post-survey, incorrect response was less than a tenth (6%).

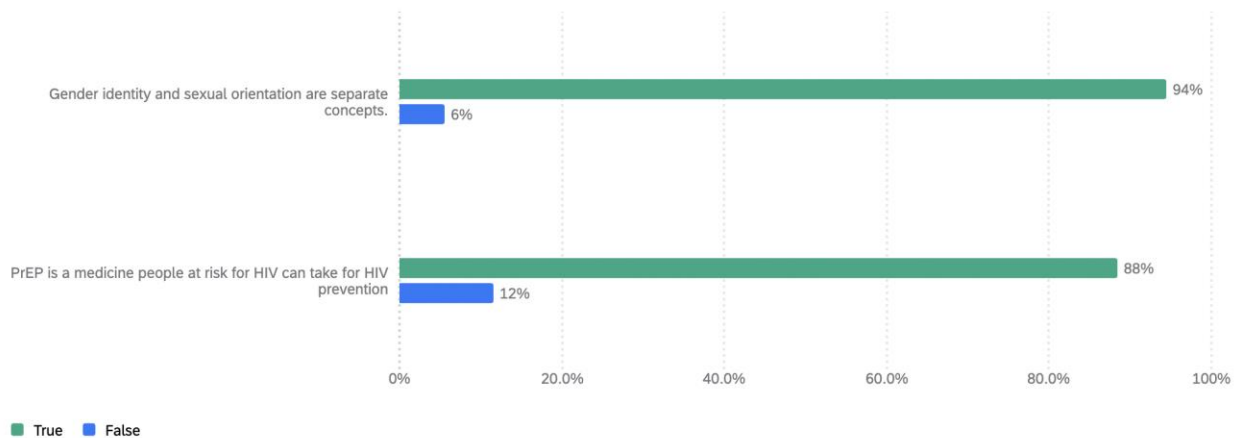
The last question asked students about PrEP. Dr. Watkins spoke about PrEP to highlight health inequalities in relation to coverage, specifically explaining that Black and Latinx patients have lower prescription rates. Students were asked if PrEP was prescribed for HIV prevention. ; The correct response is True. While the majority of responses (94%) correctly selected true in the pre-survey, that value declined (88%) in the post-survey.

- Pre-Survey Result:



- Post Survey Result:

Please indicate if the following statements are True or False: 181 ⓘ



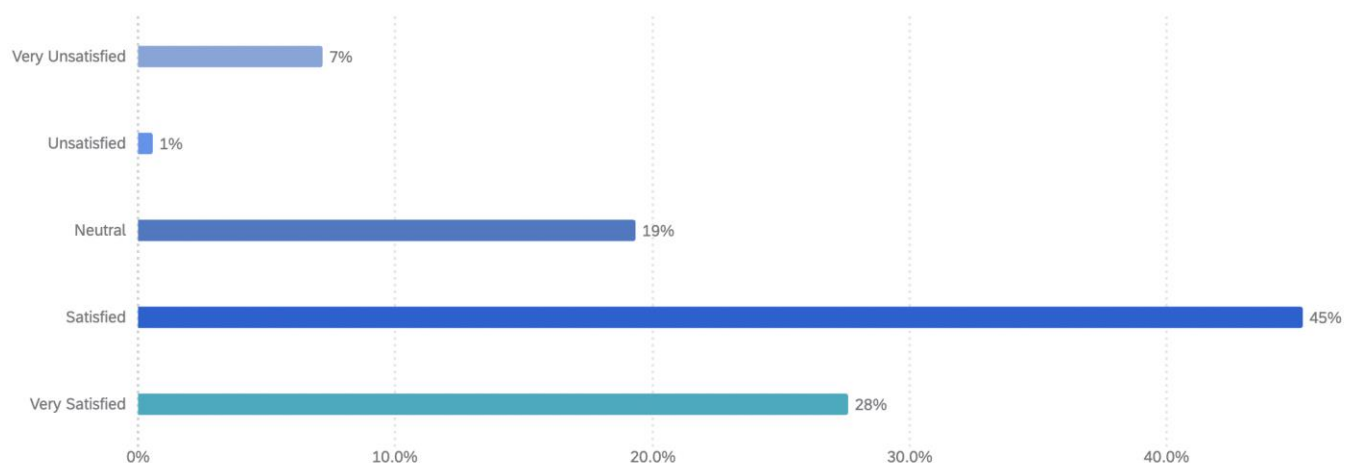
### → Post Survey

The post survey for this workshop included additional questions about the event. The questions allowed the students to indicate how satisfied they were with the event; how likely they would recommend the workshop; as well as the feedback about the material presented and the presenter. There was a total of 181 responses to the post survey.

#### Event Satisfaction:

Favorable sentiments on the workshop were largely received. Nearly half of the respondents (45%) selected that they were satisfied with the workshop. More than a quarter (28%) indicated they were very satisfied with the workshop. About a fifth (19%) expressed neutral sentiments. Less than a tenth expressed disapproval, either being very unsatisfied (7%) or unsatisfied (1%) with the workshop.

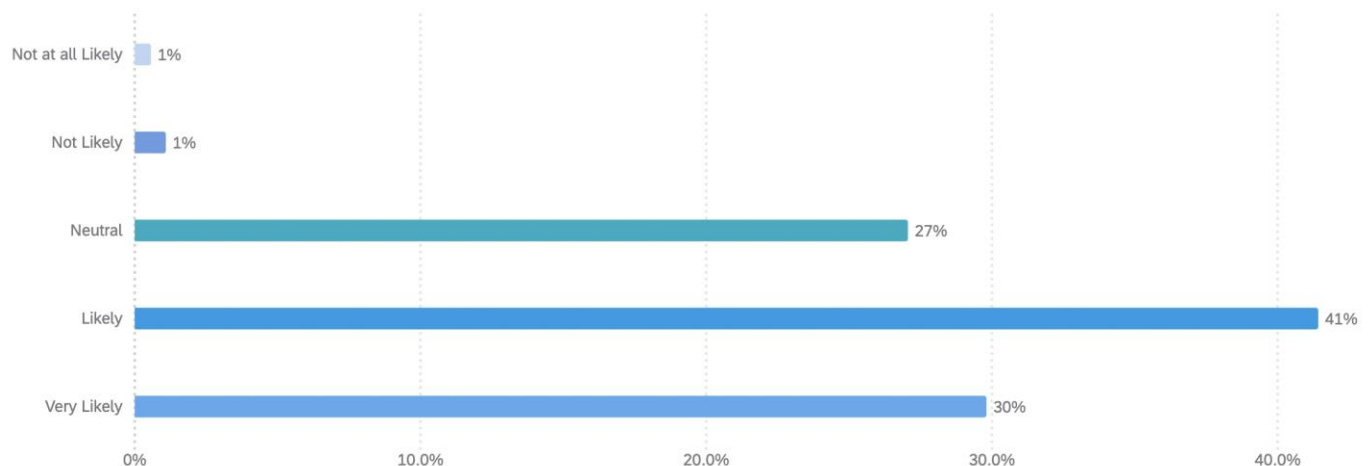
How satisfied were you with the event? 181 ⓘ



#### Event Recommendation:

A willingness to recommend the workshop to friends in family was shared by nearly three-quarters of respondents (71%). More than a third (41%) responded that they were likely to recommend and just under a third (30%) indicated they were very likely to recommend the workshop. Just over a quarter of responses (27%) were neutral regarding a recommendation. An equal number of respondents (both 1%) indicated they were not likely or not at all likely to recommend the workshop.

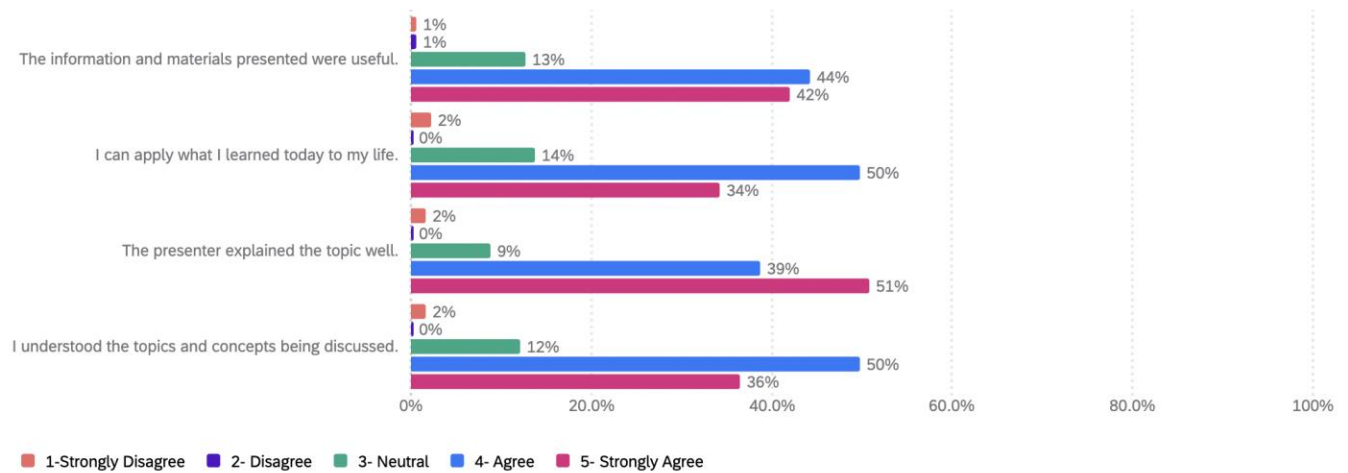
How likely are you to recommend this event to your friends, family members, or colleagues? 181 ⓘ



#### Level of Agreement:

- Students were asked to rate four statements regarding the workshop topic, concepts, materials provided in the workshop, as well as the presenter's delivery. The majority of students (86%) indicated finding the workshop and material useful - either agreeing (44%) or strongly agreeing (42%) with the statement. Just over a tenth (13%) indicated neutral sentiments. An equal number of respondents (each 1%) were not receptive to the workshop or content - either disagreeing or strongly disagreeing.
- About 84% of respondents affirmed they could apply what they learned in the workshop - agreeing (50%) or strongly agreeing (34%). More than a tenth (14%) of responses were neutral. A smaller percentage (2%) strongly disagreed with applying concepts from the workshop.
- The majority of respondents (90%) affirmed that the presenter explained the topic well; more than half (51%) strongly agreed and more than a third (39%) agreed. About a tenth (9%) were neutral. A smaller percentage of respondents (2%) strongly disagreed with the statement.
- About 86% of students understood the topics and concepts discussed in the workshop; half (50%) agreed and more than a third (36%) strongly agreed. About a tenth of respondents (12%) indicated they were neutral regarding their understanding. A smaller percentage (2%) indicated that they strongly disagreed with understanding the workshop.

Please rate how much you agree on a scale of 1-5: (1 is strongly disagree and 5 is strongly agree) 181 ⓘ



### → Post Survey (Qualitative Questions):

There were two qualitative questions in the post survey for this workshop. The first qualitative post question asked students to share what they would do differently because of attending the workshop. From the response received four themes emerged: awareness (about 36% of responses), personal change/ self-growth (about 25% of responses), general approval (9% of responses), reference/research (about 5% of responses), dissemination (about 3% of responses) and miscellaneous/other (about 3% of responses). There were about 18% of responses from students indicating no changes or not being sure of what they would do differently.

For this workshop, awareness can be defined as being concerned and well-informed about a situation. This theme was also divided into codes such as self-care/ self-growth, general awareness, trauma informed, patient experience, gender/sexual identity, and inclusivity. Reference/research in terms of the workshop topic can be defined as wanting to learn more about a topic. General approval in terms of the workshop topic can be defined as having a positive opinion about the workshop. Dissemination can be defined as sharing information, students expressed interest in sharing what they have learned in the workshop with family and friends. Miscellaneous/ other corresponds to quotes that do not fit into the identifies themes and codes.

Students expressed that they were able to understand the terms provided in the workshop, specifically how gender identity and sexual orientation are separate terms. Students also expressed being able to use the terms learned in the workshop later on in conversations. Students felt that the workshop provided a learning experience as they were able to learn more about the LGBTQ+ community, approaches to minimize/ reduce trauma, and HIV/ HIV prevention, as well as continue to further research about the topics discussed in the workshop. Some students felt motivated and inspired to vote.



**Question: What do you think you'll do differently because of this event?**

Code	Quotes
<b>Awareness:</b> <i>Self-Care and Self Awareness</i>	<p><i>"Making sure to take my education and making sure I can provide these changes in the future."</i></p> <p><i>"I will pay attention by listing more to the new outlet then going to social medica and see how events impacted the world today."</i></p> <p><i>"Take the census, be more cautious about the healthcare I am getting"</i></p> <p><i>"I will be more careful"</i></p> <p><i>"I will listen to more reliable connects then social media."</i></p> <p><i>"I would take better approaches to health" (x2)</i></p> <p><i>"I think I understand things better when it comes to LGBTQ, I got more educated with this event and I can use this later on"</i></p> <p><i>"The way I approach certain situations"</i></p> <p><i>"I will definitely become more aware of the things that I say and how I say it especially when addressing people"</i></p> <p><i>"Use the information to better express my ideas on this topic"</i></p> <p><i>"I will apply some of the things I learned today to my daily living"</i></p> <p><i>"Keep the information in mind and being more conscious about these topic"</i></p> <p><i>"Spread awareness and not be quiet"</i></p> <p><i>"Get tested often"</i></p> <p><i>"I would like at things different because now I know what can me."</i></p>

*"Speak up more."*

*"Be more open-minded "(x2)*

*"I would like to ask more questions"*

*"SEEK MORE ADVICE FROM PROFESSIONALS"*

*"I can use this later in life or currently when it comes to understanding LGBTQ this event helped me get educated and it was very useful"*

*"Not remaining silent and spreading awareness"*

*"Get tested often to be sure."*

*"Take everything in and apply it to real life"*

*"Speak out more and stand up often because I don't do that at all"*

*"I'll understand others that are different from me better than I had before"*

*"Be more vocal"*

*"I will think differently about my health care" (x2)*

*"What I will do better is watch how I approach people"*

*"Think of life differently"*

*"I will start to vote take the opportunity of the country I live in. My voice matters its important. She gives me hope I can change the world with one vote of mines"*

*"I'll help out however I can to make the healthcare system better."*

	<p><i>"The way I view people may change."</i></p> <p><i>"The way of seeing the people that are LGBTQ+ community ask questions"</i></p> <p><i>"Spread information about what I learned and use it in everyday life"</i></p> <p><i>"I'll use it in my everyday life"</i></p> <p><i>"Integrate this info into my conversations"</i></p> <p><i>"To applied the information, I receive"</i></p> <p><i>"Never judged someone"</i></p> <p><i>"I now have a sharper perspective on public health."</i></p> <p><i>"I will try and participate more"</i></p>
<p><b>Awareness:</b> General</p>	<p><i>"I would be very careful who I be near"</i></p> <p><i>"I will be more careful and aware of the types of diseases."</i></p> <p><i>"What I'll do differently is that I can understand HIV prevention and how to avoid it."</i></p> <p><i>"Be more aware of HIV and my surroundings"</i></p> <p><i>"I would use this information to be more informed about the awareness of HIV and the LGBTQ+ community in my everyday life."</i></p> <p><i>"I will be more aware of HIV because I genuinely never cared about it prior to this."</i></p> <p><i>"Be more aware and conscious about those I surround and encounter"</i></p> <p><i>"Spread more awareness"</i></p>

*"Pay more attention to the things happening around me, and especially with this new gain knowledge see how situations in our world affect certain groups of people and what we can do to help."*

*"I will do this thing because I Already know most of things side but I learned some important thing that help better improve my views"*

*"I'll start looking increasing an awareness for HIV to prevent the increase of HIV."*

*"I'll have more awareness based on the topics we learned about today"*

*"Be more aware of the health issues occurring"*

*"The different groups that may be impacted by HIV"*

*"This event educated me about things that are going on in my community which are sometimes overlooked or I was not aware of. Due to what I have learned I now have signs to be aware of."*

*"Because if this event I will be more aware of equity and how important is within a community"*

*"I will have more confident in myself and do what makes me happy without thinking about what society will say. I won't do things to please others but rather please myself."*

*"I will watch out for the effects of treatment in healthcare."*

*"I think I'll start to be aware of how many people truly have access to medical care"*

*"I'll be more aware about HIV in the LGBTQ community"*

	<i>"Understand other people better"</i>
<b>Awareness:</b> <i>Trauma Informed</i>	<i>"I will learn to be considerate of people's traumas and sexual orientation to make them feel comfortable with me and give me the trust to evaluate them"</i>
<b>Awareness:</b> <i>Patient Experience</i>	<i>"I think that going into my future career I will make sure to be mindful of the patients I may be seeing and their sexual orientation in order to be respectful."</i>  <i>"I will understand people more"</i>  <i>"I think going into the healthcare fair I will be more conscious of this with my patient, so this is very helpful"</i>  <i>"I'll try to shift people's perspective on how they view minorities and I'll show people how they are affected in healthcare"</i>
<b>Awareness:</b> <i>Gender/Sexual Identity</i>	<i>"I'll ask people their pronouns when I meet them."</i>  <i>"I now know the difference between sexual orientation and gender identity so I won't interchange them."</i>  <i>"I think because of this event I am more open minded about the difference between sexual orientation and gender identity and I will explain to people how they are different."</i>  <i>"Understand sexuality and gender identity completely different."</i>  <i>"I always thought that sexual orientation and gender identity are the same thing. Now I learned that these are two different concepts."</i>  <i>"Not much because the topic didn't really have any affect in my life but did get more educated on certain topics such as gender orientation"</i>

	<p><i>"Think more about how sexual orientation and gender identity has changed throughout the years"</i></p> <p><i>"Be more understanding and have more knowledge about sexual identity and sexual orientation."</i></p> <p><i>"I will know how to communicate better with people with different sexual orientation and genders"</i></p> <p><i>"The way I identify people gender identity and sexual orientation."</i></p> <p><i>"The way I identify people's sexual orientation and Gender identity"</i></p> <p><i>"I would know not to interchange sexual orientation and gender identity."</i></p> <p><i>"I learned things I didn't know before because of this event. Such as different between sexual orientation and gender identity and also the challenges they face because of being different"</i></p> <p><i>"Think before assuming someone's sexual orientation because of their gender"</i></p> <p><i>"I would definitely do differently is that I will realize person characterizes their physical and emotional attraction is defined."</i></p> <p><i>"I will take the necessary precautions to not associate sexual orientation with how someone identifies themselves gender wise"</i></p>
<p><b>Awareness:</b> <i>Inclusivity</i></p>	<p><i>"Try to make a difference to make things equal for my race."</i></p> <p><i>"Now I understand how different groups have their own challenges and because of this event and because of this event I know someone who is gay and now I can understand them a bit more and make them feel that they are not alone."</i></p>

*"I'll try and help people understand how these minorities are not so different and that they shouldn't be treated any differently"*

*"Be more mindful that there are many different people"*

*"I would do differently is think is understand someone who is different from me and how they express themselves"*

*"Understand others more"*

*"I will be more understanding of why the Black and Latin community go through so much. In this presentation it is discussed how much resources are not given to these communities. At first, I really didn't understand why. Now that I do I can lookout for opportunities that will help them out."*

*"I can advocate for the health care system for LGBTQ+ and have full knowledge on the statics and facts"*

*"Look are broader issues and incorporate more people"*

*"Understand others better"*

*"Understand people better"*

*"I would be more aware of this part of this community and listen to different perspectives of people in the LGBTQ+ Community"*

*"I think I will take everyone serious and give the same care to all"*

*"Think about the way Black & Latino communities are dealt with"*

*"Becoming very conscious of the racial discrimination faced in the health field and trying to educated and using our voices"*

	<p><i>"What I will do differently is treat everyone with kindness no matter what their sexuality is"</i></p> <p><i>"Be more understanding towards other people."</i></p> <p><i>"I don't think I would make something different but I'll continue to respect and make sure I don't become the problem of what the LGBTQ goes through, I will not discriminate or make them feel they are less than a person because of their preferences"</i></p> <p><i>"I'll be more considerate of people around me regardless of how they see or portray themselves."</i></p> <p><i>"I would not just judge a person based on their appearance"</i></p> <p><i>"I would not let anyone make fun of any individual based on their race or gender."</i></p> <p><i>"Try to understand that people have their own definitions on what they think physical and emotional attraction is despite it being different from everyone else you just have to try and understand one another and communicate"</i></p>
<b>Reference/Research</b>	<p><i>"Seek more knowledge from professionals."</i></p> <p><i>"I would definitely try to educate myself on the different ways that one can prevent sexually transmitted diseases such as HIV. Also, to attend hospital events that are related to this topic and share this information with others that I know who are part of the LGBTQ community"</i></p> <p><i>"After this event I want to educate myself more about certain health care things especially those that affect my community the most"</i></p> <p><i>"I will understand the concept of how communities work with politics."</i></p>



	<p><i>"I think I'll become more educated about different sexual orientations, especially the transgender and queer community because I don't know much."</i></p> <p><i>"I think I will research more about this topic on the LGBTQ+ community and learn more and new perspectives of the people who take part in this experience"</i></p> <p><i>"I think something I'll do differently because of this event is to go further in depth of knowledge about what I learned this event."</i></p> <p><i>"Something I will do differently because of this event is learning more about HIV or any certain disease that affects a community. As well as learning based upon specific groups like what are some things, they don't have an option they can choose from, trying to find a way of how it can be improved in the future and hopefully soon."</i></p> <p><i>"I'll educate myself more on healthcare stuff that directly affects my community"</i></p>
<b>General Approval/ Approval</b>	<p><i>"The event was great"</i></p> <p><i>"Everything was good, I would have done nothing different"</i></p> <p><i>"I agreed with everything said so I think I will just keep the information in mind!"</i></p> <p><i>"I'm not sure since this was an interesting topic but it's very controversial"</i></p> <p><i>"To apply the information, I received"</i></p> <p><i>"I will be more informed about this situation."</i></p> <p><i>"Not sure since it was an interesting topic but very controversial"</i></p> <p><i>"Lovely presentation no changes"</i></p>

	<p><i>"Make a change"</i></p> <p><i>"This workshop helped to show how communities work and people sexual orientations."</i></p> <p><i>"No because I already knew most of the topic but I have a wider view"</i></p> <p><i>"It gave me a better understanding."</i></p> <p><i>"This event affected me in an amazing way and has brought new or reinforced the knowledge I already had. "</i></p> <p><i>"I would do a lot of things differently. As well as help educate others based on what I learned from this work shop."</i></p> <p><i>"I thought the event went well and was very informative."</i></p> <p><i>"I think along with continuing to make people aware of our world and its traditions, but also continue to make them aware that traditions change and with that our world is changing as well."</i></p>
<b>Dissemination</b>	<p><i>"What I'll do differently is show or educate others about this topic so they could get a better understanding."</i></p> <p><i>"I would be more aware and teach people about it."</i></p> <p><i>"I think I will educate more people about how they can prevent the HIV disease"</i></p> <p><i>"I will use the information I learned to inform friends and family that are LGBTQ the information they might need to get help. I will also look at the disparity different because of the different factors involved"</i></p> <p><i>"What I can do differently because of this event is to inform my friends and family what I learn in this session."</i></p>

<b>Miscellaneous/ Other</b>	<p><i>"Sleep early in be on the class early"</i></p> <p><i>"Thinking about the way of life"</i></p> <p><i>"Yes" (x2)</i></p> <p><i>"Bring my coffee and ask more question"</i></p> <p><i>Think I still support the Conservative Party. Liberalism doesn't make sense to me."</i></p>
<b>No Changes</b>	<p><i>"N/A" (x9)</i></p> <p><i>"Nothing" (x7)</i></p> <p><i>"None"</i></p> <p><i>"Nothing really because I knew some of these topics"</i></p> <p><i>"Wonderful no changes"</i></p> <p><i>"Nothing, I treat people with the respect they deserve, I don't judge them on how they carry themselves as long as they don't harm someone else either physically, mentally or socially, and anything they tell me confidentially I will hold confidential because it is their info to tell not mine"</i></p> <p><i>"No Response"</i></p> <p><i>"Nothing different because I am aware of the topics that were spoken about"</i></p> <p><i>"Nothing I learned a lot"</i></p> <p><i>"I'll continue to do as I normally did"</i></p> <p><i>"I'm not sure" (x3)</i></p> <p><i>"Nothing because we Learn what we need to learn."</i></p>

	<p><i>"Nothing because understanding more in this event"</i></p> <p><i>"No"</i></p> <p><i>"Nothing to be honest"</i></p> <p><i>"Although this workshop was very informative, there isn't much that I would do differently after this meeting."</i></p>
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The second qualitative question asked to provide additional feedback or comments. The majority of the students did not provide additional comments or feedback regarding the presentation (about 68%, not included in chart below). The rest of the comments provided by students showed an overall positive satisfaction with the workshop. Among the responses provided, many students felt that the presentation was great, very informative, and inclusive. Students commented on the presenter and how passionate he was about the topic. Students also indicated that they would like for the workshops to be more interactive (less discussion); they enjoyed the polls provided by presenter on U.S. acceptance of same sex marriage and how many US adults personally know someone who is transgender. Students also suggested break out rooms to further discuss terms and examples (disparities with COVID-19 magnification of inequalities and structural racism, rates of hospitalizations and death by COVID-19, NYC HIV diagnosis, PrEP prescription, and MPOX vaccine distribution) in the workshop. The workshop also sparked students' interest about voting.

Question: Any other feedback or comments you would like to share?	
Code	Quotes
<p><b>Clarity</b></p> <p><u>Definition:</u> Clear and easy to understand</p>	<p><i>This workshop was very helpful in a way where it opened my eyes to understand the LGBTQ community a bit more.</i></p> <p><i>Julian is very passionate about what he does, and he showed it today. Information was very clear and straight forward.</i></p> <p><i>This made me open my eyes to how black people are treated in healthcare</i></p>
<p><b>Praise</b></p> <p><u>Definition:</u> Approval and admiration</p>	<p><i>The presenter explained the topic well and he is someone of the community he talks about.</i></p> <p><i>The speaker today was very well spoken.</i></p> <p><i>The presentation was very good.</i></p>

	<p><i>I would like to say that Dr. Watkins did a lovely presentation.</i></p> <p><i>I loved the presentation so much.</i></p> <p><i>An amazing job form explaining the black Healy LGBTQ and TRAUMA</i></p> <p><i>It was a great presentation I didn't know about.</i></p> <p><i>Keep up the amazing work on educated youth on such important topics!!!!</i></p> <p><i>This was very help.</i></p> <p><i>It was a really nice workshop.</i></p> <p><i>i loved the presentation</i></p> <p><i>Great lesson and great presentation.</i></p>
<p><b>Educational</b></p> <p><u>Definition:</u> learning or obtaining knowledge about mental health</p>	<p><i>Amazing learning b/c techniques can't wait for the next workshop!</i></p> <p><i>I loved the presentation, very informational.</i></p> <p><i>I loved the discussion it was very informative and interactive.</i></p> <p><i>This event was very educational.</i></p> <p><i>This presentation really opened a lot of information on the black, LGBTQ, and Latin communities. This helped me be more informed in our society and how much we have grown.</i></p> <p><i>Liked I how they explain trauma, HIV prevention and gender identity, sexuality with correlated well together.</i></p> <p><i>This event was informative.</i></p> <p><i>This event was very helpful. It gave ideas and information about what's going on in the world especially about why black people are more affected by certain things.</i></p>

	<p><i>It was really helpful learning more about this topic, more people need to get educated so they can start seeing things differently.</i></p> <p><i>When explaining about the voting process I thought it was useful information because of its relevance and much of its impact that can be relevant within the health care system.</i></p>
<p><b>Thanks</b></p> <p><u>Definition:</u> Gratitude</p>	<p><i>Thank you for doing this workshop for us.</i></p> <p><i>Thank you.</i></p> <p><i>Nope! thank you!</i></p> <p><i>No, thanks.</i></p> <p><i>Thank you so much.</i></p> <p><i>No, but thank you (x2)</i></p> <p><i>Thank you for providing all this knowledge!</i></p> <p><i>No, thank you!</i></p> <p><i>Thank you for taking time to inform us about the problems in our community.</i></p> <p><i>No. Great presentation, thank you all ;-)</i></p> <p><i>You did a great job thank you so much.</i></p>
<p><b>Enjoyment:</b></p> <p><u>Definition:</u> satisfaction with workshop</p>	<p><i>I really enjoyed the information that was presented to me and how it was clearly explained.</i></p> <p><i>Great workshop I really enjoy presentations like these</i></p> <p><i>Not much, I really enjoyed the event today and very glad I learned about the LGBTQ community, learning what percentage of the US population supports legal same-sex marriage which is 70%.</i></p> <p><i>I enjoyed this workshop and liked how the presenters engaged with the audience throughout the presentation.</i></p>

	<p><i>I enjoyed the representation and I feel very happy seeing how kind and inclusive the presentation was</i></p> <p><i>I really enjoyed this workshop and it was very informative</i></p> <p><i>I really enjoy listen to and applied all of those information</i></p>
<p><b>Critique</b></p> <p><u>Definition:</u> Critical analysis of workshop to provide feedback</p>	<p><i>Make it shorter.</i></p> <p><i>Incorporate participants.</i></p> <p><i>Less speaking, more activities for the audience</i></p> <p><i>I believe it was well structured and maybe include more polls, I really like them, it is very interactive.</i></p> <p><i>More interactive</i></p> <p><i>everything was great! maybe include some videos instead of just talking.</i></p> <p><i>All information was shared very briefly.</i></p> <p><i>Information was explained so briefly.</i></p> <p><i>use videos or make breakout rooms to discuss this! make it more interactive.</i></p>
<b>Follow up Questions</b>	<p><i>What the rate higher in men than women?</i></p> <p><i>I would like more to know where can i get more information about voting?</i></p>

❖ **CCP Virtual Workshop 3: The Social Determinants of Health and Unpacking Bias and Stigma in Medicine**

**Workshop Description**

The social determinants of health are life-enhancing resources, such as food, housing, transportation, education, economic and social relationships, and health care, whose distribution across populations effectively determines length and quality of life. Even though medicine and health tend to rely heavily on biology to diagnose and treat patients, social

determinants of health account for more than 75% of disparities communities experience. These disparities lead not only to increased illness and shortened lifespans, but also to poor economic outcomes for already vulnerable populations.

In short, health disparities are expensive! In this session, participants will examine social determinants of health models and learn to leverage them as they plan for, develop, and implement community-based public health interventions. Implicit bias refers to attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious way, making them difficult to control. Implicit bias is prevalent among health professionals and can impact the ways in which services are delivered to clients and contributes to health disparities, especially in marginalized groups.

- Presenter Biography

Shirley Torho is a public health, education, and inclusion strategist whose professional interests lie at the intersection of educational and health equity. She is passionate about eliminating structural barriers that facilitate health, education, and opportunity disparities in historically marginalized groups. Her work includes research on using trauma-informed care approaches in health and educational settings. She has also developed curricula, trainings, and programming that span a wide array of topics, including advancing equity in schools; fostering growth mindset and risk-tolerance on successful teams; explicitly teaching social emotional learning competencies; and cultivating inclusive leadership and mentorship practices. She has coached health providers and physicians, school leadership, and clergy in improving diversity and inclusion, creating safe and affirming spaces for all, and developing a vision for equity in various settings. Shirley has a B.A. in psychology and women's studies from Barnard College and an MPH from Columbia University's Mailman School of Public Health.

- Workshop Learning Objective:

- Examine various models for diagnosing and treating health
- Unpack the social determinants of health as factors that contribute to health outcomes
- Explore how our implicit biases create assumptions that impact the way we see and respond to each other
- Use race bias as a framework to understand how biases affect the health of individuals and communities

## **Workshop Discussion**

This workshop was very interactive as there was an active discussion between the presenter and students about the terms presented, as well as the examples provided. Students also had the opportunity to apply what they were discussing in break out rooms, where they discussed what social and structural determinants of health contributed to the outcomes of COVID-19. The workshop was broken down to discuss various models for diagnosing and treating health, how social determinants of health contribute to health outcomes, exploring biases (both explicit and implicit) and how race bias affect individual and community health outcomes. At the start of the workshop students were tasked with defining key workshop terms to start their



understanding of these terms and apply them to the workshop content. For this workshop both student and presenter posed questions about the content.

The presenter asked students to identify why focusing on disease and nothing else is limiting. Some students stated that doing this would result in overlooking other factors such as a person's confidence and self-esteem to engage in health activities as well as social and structural determinants of health. The presenter shared how policy changes can influence health outcomes and asked students to provide examples, some examples provided by students include health insurance changes, changes to abortion laws, and Mayor Eric Adam's meatless Mondays (citywide policy to across NYC schools in efforts to introduce healthy eating and health outcomes).

Students were also asked to identify what are some benefits of focusing on genes and biology to diagnose and treat people. Benefits shared by students included finding the right treatment and cure for individuals by focusing on the biological aspects, focusing on how diseases are genetic thus treating the gene/ biology. As a follow-up, students were asked to identify deficits of focusing on genes and biology to diagnose and treat people. Students identified the risk of racial bias where researchers with limited exposure may not be open-minded to other forms of treatment that may be beneficial to their patients.

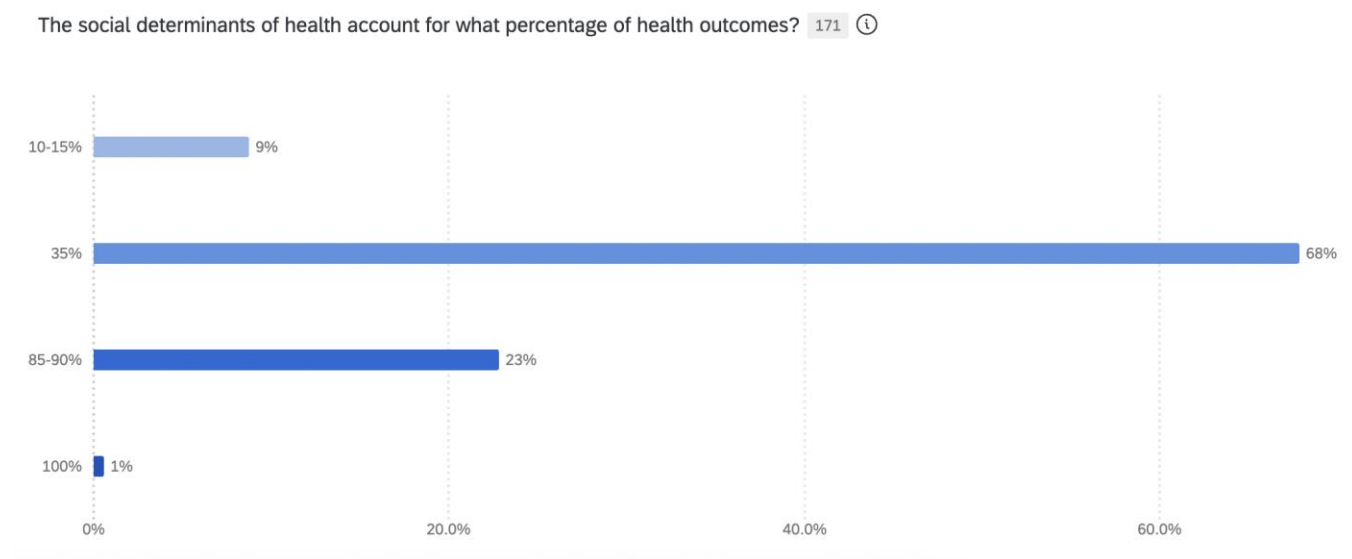
Examples were shared with students about health disparities seen with maternal and infant mortality, poverty and HIV (heatmap), and the COVID -9 pandemic. Students were asked to interpret the graphs shared and provide reasoning for these disparities. For maternal and infant mortality rates students identified that regardless of education level Black women faced higher mortality rates compared to white women due to discrimination, inequity within the health care system, and misconceptions of practical pain tolerance. Students identified correlation within the heat map between poverty rates and HIV diagnosis rates. Areas in map can be overlapped. Students explained that the cause can be due to low-income areas lack of health resources. These examples led to the discussion of social determinants of health and how these influences (health outcomes for a person and a community and the importance of working towards health equity. The last portion of the workshop discussed explicit bias (bias that happens consciously) and implicit bias (bias that happens unconsciously) and how they influence health outcomes, as well as how race in health is often framed in the context of race.

#### → **Poll Survey**

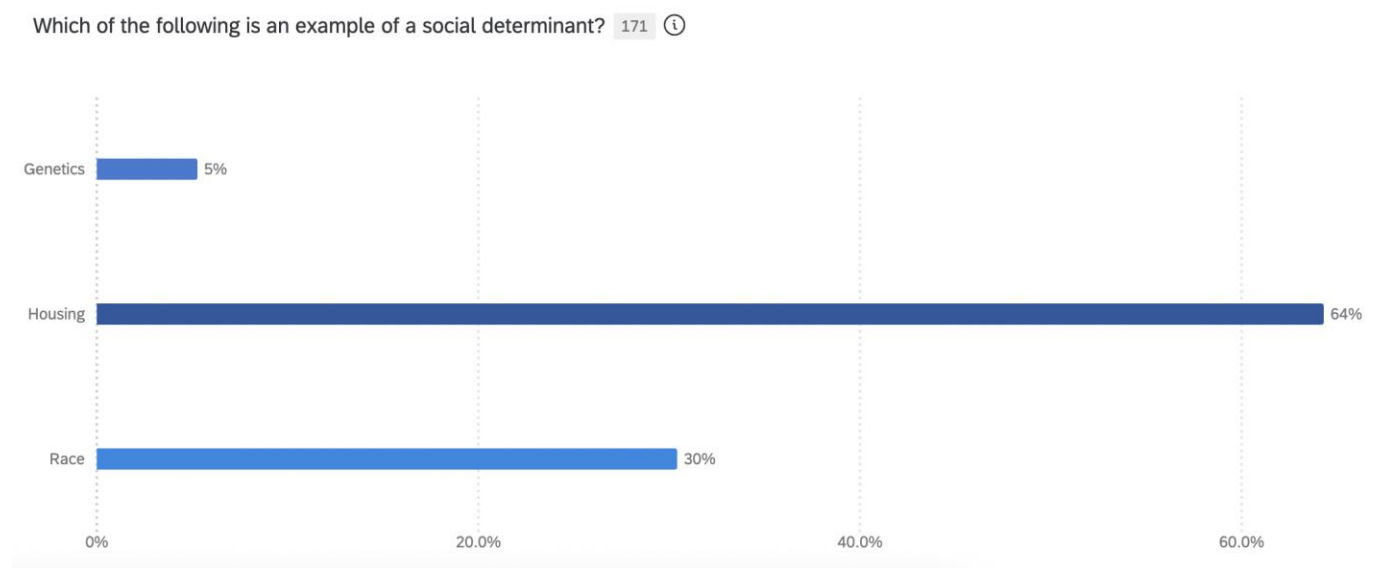
The poll questions for this workshop were provided by the presenter and were questions based on concepts and key terms presented in the workshop. There was a total of 171 students who responded to the poll questions. The survey for this workshop included an additional question to aid with workshop attendance tracking and participation.

Poll Question 1: The first questions asked student to indicate what percentage of health outcomes account for social determinants of health. During the workshop a pie chart was

provided indicating different social determinants, as well as genes and biology. Genes and biology accounted for 10 to 15% of health outcomes, thus the remaining 85-90% account for social determinants. About 23% of students selected the correct response.

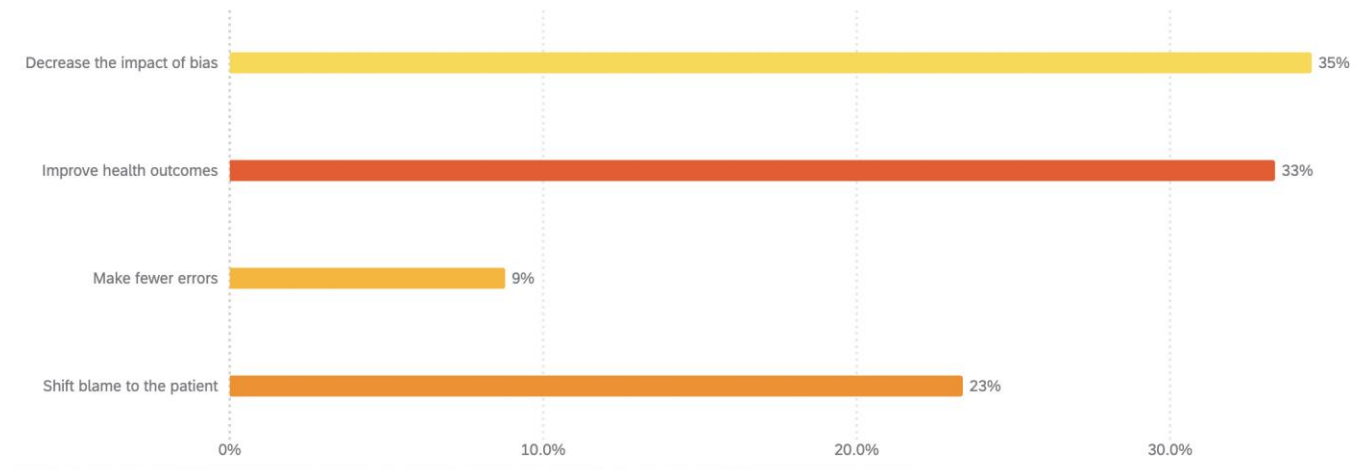


Poll Question 2: The second asked students to indicate which answer choice is an example of social determinant, the correct answer to the second question is housing. About 64% of students selected the correct response.



Poll Question 3: The third poll question asked students what happens when race is used as a biological construct, the correct answer to the third question is shift blame to the patient. About 23% of students selected the correct response.

When we use race as a biological construct, we: 171 ⓘ



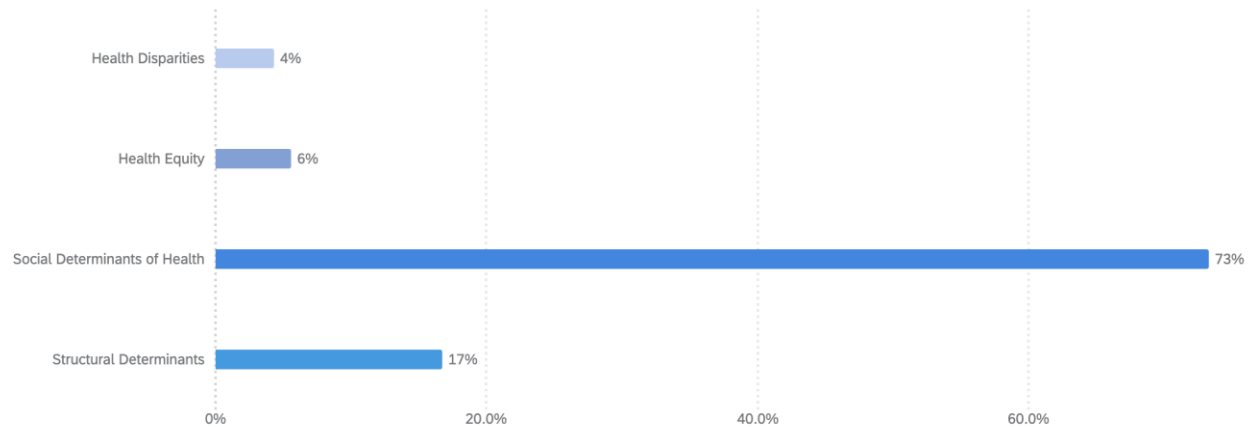
#### → Pre and Post Knowledge Questions

There were two questions for this workshop that were included in the pre-survey to obtain baseline knowledge from the students about the workshop topic and key terms and also repeated in the post survey. The questions provided definitions and listed the correct term within the answer choices. There were 161 students that completed the pre-survey and 121 students that completed the post survey – an engagement rate of 75%.

The first question asked students the definition of social determinants of health. Nearly three-quarters (73%) of respondents selected the correct response in the pre-survey and increased (88%) for the post survey. The other significant response by students in pre-survey (17%) and post survey (5%) was “structural determinants”, which was defined in the workshop as *“the social, economic and political mechanisms which generate social class inequalities in society”*.

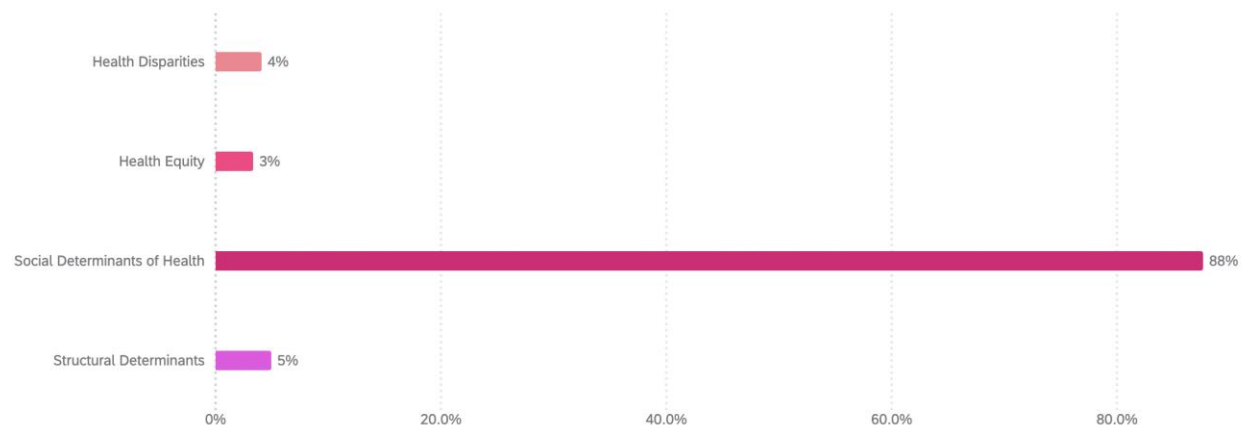
#### - Pre-Survey Result:

The conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range ... 161 ⓘ



- Post Survey Result:

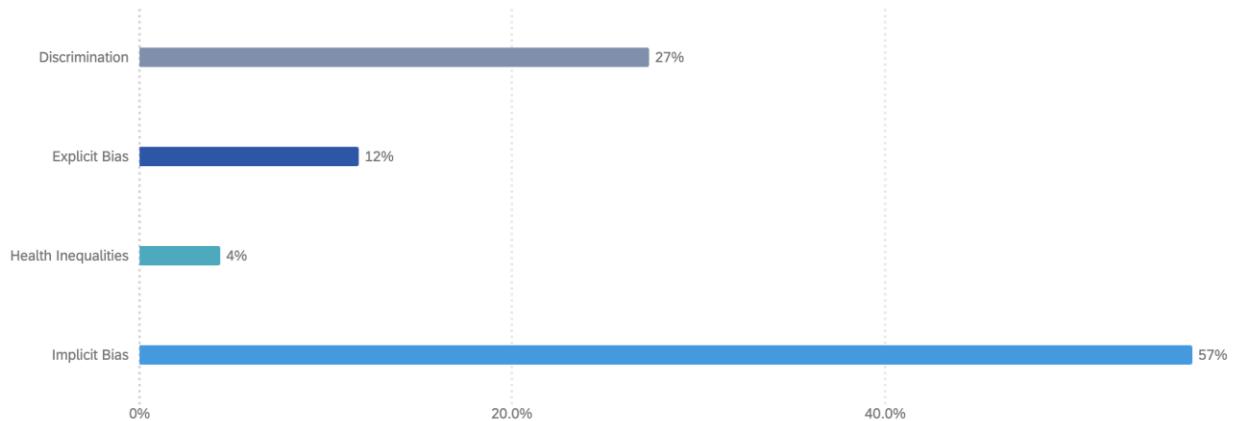
The conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range ... 121 ⓘ



The second question was the definition for implicit bias, 57% of students selected this response in the pre-survey and 75% selected this response in the post survey.

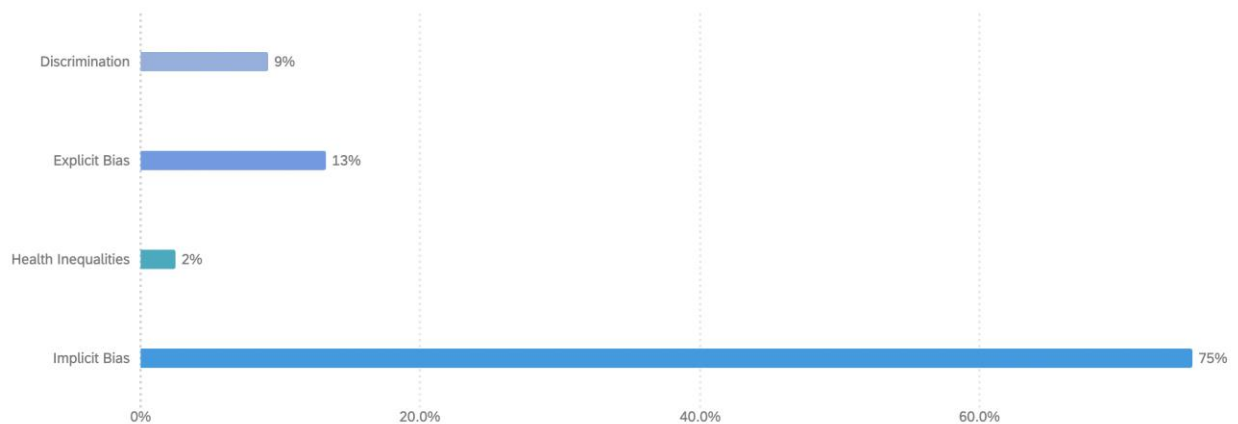
- Pre-Survey Result:

The attitude and stereotypes that affect our understanding, actions, and decisions in an unconscious manner is defined as: 161 ⓘ



- Post Survey Result:

The attitude and stereotypes that affect our understanding, actions, and decisions in an unconscious manner is defined as: 121 ⓘ



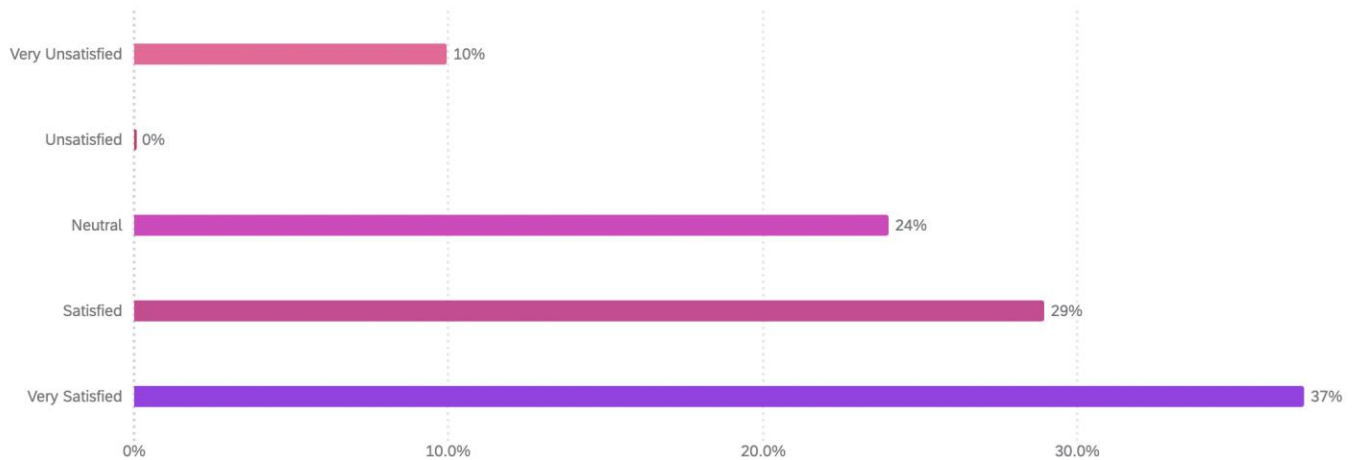
**Post Survey:**

For this session students were also asked to provide feedback about the workshop specifically their satisfaction with the workshop; if they would recommend the workshop; and their agreement with statements about the presentation content and presenter. There were 121 responses to the post survey.

Event Satisfaction

A majority of students were satisfied with the workshop (66%), either indicating that they were satisfied (29%) or very satisfied (37%) with the event. About 10% stated that they were very unsatisfied with the workshop. About a quarter (24%) were neutral.

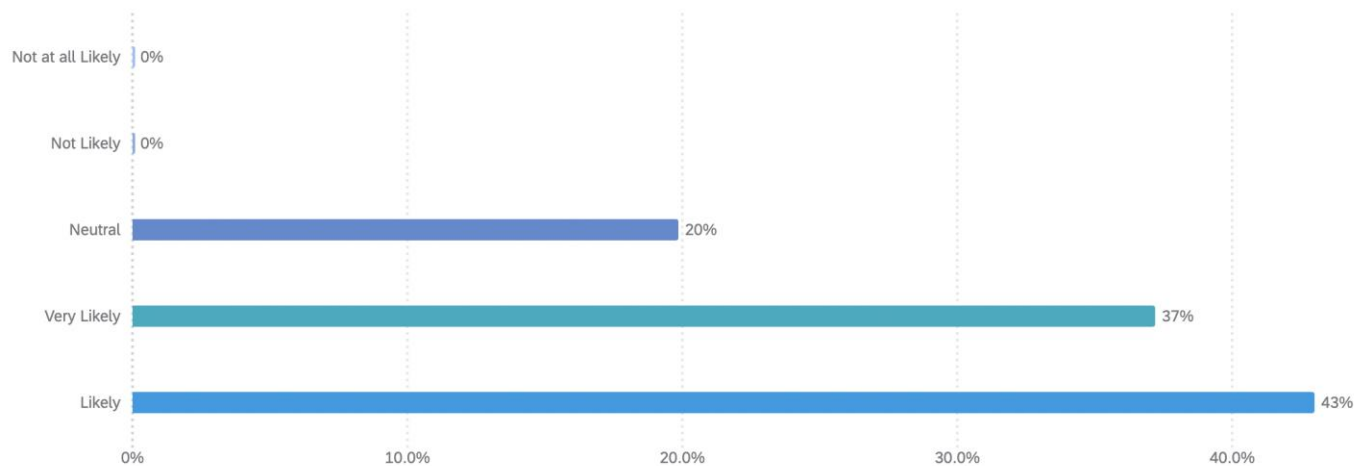
How satisfied were you with the event? 121 ⓘ



### Event Recommendation

A majority (80%) of students indicated that they would recommend the workshop to friends, family member or colleagues; more than a third (37 %) indicated that they would very likely recommend and less than half (43%) indicated that they would likely recommend. About 20% felt neutral about recommending the workshop.

How likely are you to recommend this event to your friends, family members, or colleagues? 121 ⓘ

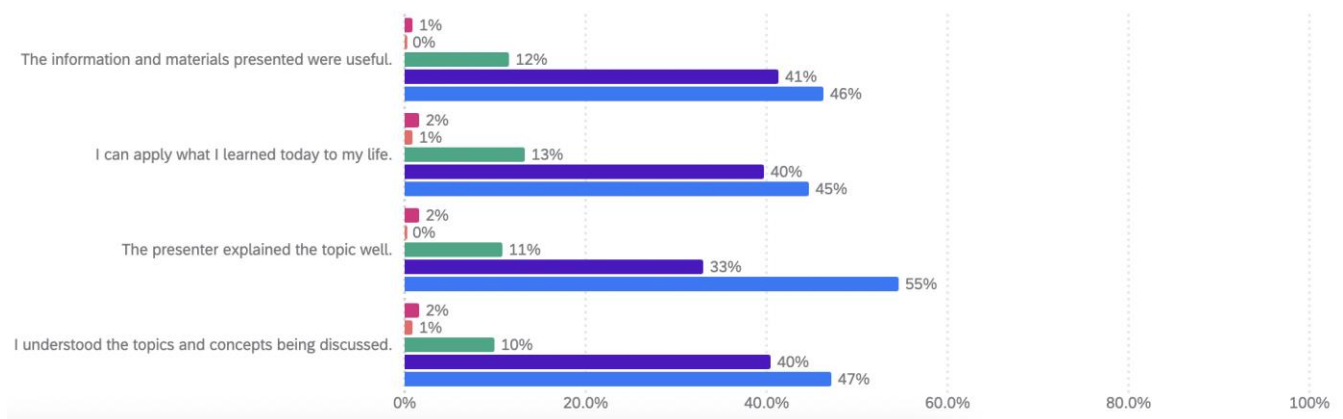


### Level of Agreement:

Students were asked to rate four statements regarding the workshop topic, concepts, and material provided in the workshop, as well as how well the presenter explained the topic

- Regarding how useful the information and material presented in the workshop, 87% of students indicated agreement with this statement, while 12% indicated a neutral rating and 1% disagreeing.
- About 85% of students indicated that they could apply what they learned in the workshop, while 3% disagreed with this statement, and 13% neither agreed or disagreed (neutral).
- About 88% of students agreed that the presenter explained the topic well, 2% disagreed with the statement and 11% neither agreed or disagreed (neutral).
- Regarding the understanding of the concepts discussed in the workshop, 87% of students agreed with this statement, 10% who felt neutral and 3% disagreed.

Please rate how much you agree on a scale of 1-5: (1 is strongly disagree and 5 is strongly agree) 121 ⓘ



### → Post Survey (Qualitative Questions):

For this workshop, there were two qualitative questions. Students were asked to share what they would do differently because of the workshop, as well as provide additional comments and feedback. The first qualitative post survey question asked students to share what they would do differently because of attending the workshop. From the response received four themes emerged: awareness (53% of responses), personal change/self-growth (nearly 15% of responses), general approval (9% of responses), and reference/research (9% of responses). There were about 9% of responses from students indicating no changes or not being sure of what they would do differently, about 5% of responses did not correspond to miscellaneous/other.

Awareness can be defined as being concerned and well-informed about a situation; in this case about supporting marginalized communities (workshop topic). This theme was further divided into codes such as, cultural navigation and healthcare, health disparities, social inequalities, language, patient experience, and implicit bias. These subcodes focus on the different levels of awareness students would have at an intrapersonal (themselves), interpersonal (family, friends, etc.) and community level.

Personal change/ self-growth can be defined as changes an individual wants to make and/or goals for self-growth. General approval in terms of the workshop topic can be defined as having a positive opinion about the workshop. Reference/research in terms of the workshop topic can be defined as wanting to learn more about a topic. Miscellaneous/ other corresponds to quotes that do not fit into the identifies themes and codes.

Students indicated that due to the workshop they would be more aware of bias, health disparities, and social determinants of health specifically within their community. Students also expressed being more self-aware of their implicit bias and bias within their community and health care system in order to provide a more welcoming and trustworthy environment for their future patients. Students also highlighted the importance of continuous research and education on the topic discussed in this workshop as well as raise awareness within their community. A direct impact of the workshop was how it strengthened and fortified some students' decision to continue to pursue a career in nursing as well as importance of being more assertive and knowledgeable about the care they receive as a Black woman. Below are some of the responses provided by students to this question.

Question: What do you think you'll do differently because of this event?	
Code	Quotes
Personal Change/ Growth	<p><i>"I will take different approaches"</i></p> <p><i>"Ask more questions to learn about health because not everyone out here is trying to educate you".</i></p> <p><i>"I'll participate more"</i></p> <p><i>"Participate more in events"</i></p> <p><i>"Due to this event, I think i will start to volunteer and pay more attention to the issues happening in my community."</i></p> <p><i>"I'll participate more"</i></p> <p><i>"Be a better person"</i></p>



	<p><i>"Share new information I learned with friends and family"</i></p> <p><i>"Ask questions"</i></p> <p><i>"Share what I learn here to others."</i></p> <p><i>"Share info with others"</i></p> <p><i>"I will participate more"</i></p> <p><i>"Because of this event I will be more open minded "</i></p> <p><i>"Listen more"</i></p> <p><i>"Helping people more"</i></p> <p><i>"Something I'll do differently would be being more aware and more involved in my community"</i></p> <p><i>"Think differently in life and the health field"</i></p> <p><i>"Spread awareness"</i></p>
<p><b>Awareness:</b></p> <p>Language/Communication</p>	<p><i>'Include these things into my dialogue"</i></p> <p><i>"I think now I would be more careful the way you talk to people cause it to come out the wrong way"</i></p>

	<p><i>"Just to always be extremely cautious on what you might say and how you say it because it can sometimes come off as rude or discriminatory; especially if you don't mean it"</i></p>
<p><b>Awareness:</b></p> <p><i>Bias</i></p>	<p><i>"I think I will try to be less biased when looking towards individuals and also thinking about others."</i></p> <p><i>"I will begin to undo the implicit bias instilled in my brain due to my family and my cultural beliefs"</i></p> <p><i>"Make sure I do not allow Social Determinants affect the way I treat patients"</i></p> <p><i>"I would not be biased in any situations in the future and continue my education to make a difference."</i></p> <p><i>"I would probably not use the implicit bias because affect our understanding"</i></p> <p><i>"I will think twice before making a decision, so my bias doesn't affect the outcome negatively. "</i></p> <p><i>"I will limit the negative bias to certain situations and think about how it affects people."</i></p> <p><i>"I will try not to use bias in unnecessary situations."</i></p> <p><i>"I will be more cautious because of others' background. "</i></p>

*"I think that I will try not to live with so much biases."*

*"I think I will take a self-evaluation and remember everyone's situation is different and from that will not make an unconscious bias about the person or group as it does not help further our community."*

*"Considering in the society that we live in judging someone was mostly based on their race but because of this event I will definitely make it aware that it's something we need to put an end to. "*

*"I will apply the lessons  
I learned to my life not judged people and not be bias"*

*"Not to judge people base on race"*

*"Recognizing and identifying my unconscious biases and being aware before letting it turn into something bigger than it is"*

*"I'll be more careful about my facial expressions and no prejudice in public places when I see people different from each other"*

*"I will make sure to not blindly judge people based on their race. Everyone deserves the same treatment."*

*"Pay more attention to the people around us before judging because as stated ... factors of health are influenced by numerous amounts of things"*

	<p><i>"I think I will keep in mind the way that some people in the healthcare treat other races and what I would do to prevent this."</i></p>
<p><b>Awareness:</b></p> <p><i>Societal Inequities</i></p>	<p><i>"The way I view others"</i></p> <p><i>"I will understand people better and social disparities"</i></p> <p><i>"I think I will know that in this day and age it's hard to be a Black woman getting medical help so I have to be aware of what I need and assertive with my wants so I can get myself the best of care"</i></p> <p><i>"The event made me look at race and define it differently."</i></p> <p><i>"I will be more open-minded about the differences each race faces in health"</i></p> <p><i>"Include people's perspectives."</i></p> <p><i>"To see how race still plays a role in the world we live in."</i></p> <p><i>"I will be more aware of health determinants"</i></p> <p><i>"I will be more wary of prejudice on the health care system."</i></p> <p><i>"Understand how certain races or groups of people should be treated so everyone can get fair treatment"</i></p>

	<p><i>"I'm going to become more aware of social determinants happening in my community."</i></p> <p><i>"I'll probably be more aware of the health disparity present in our healthcare system and use this information in the future to help make a change"</i></p> <p><i>"How someone's health can be impacted by their environment"</i></p> <p><i>"This event helped me better understand a lot of the health disparities that affect certain communities when receiving care."</i></p>
<p><b>Awareness:</b></p> <p><i>Systems Thinking</i></p>	<p><i>"I was thinking about getting my major in nursing with a minor in health education and promotion"</i></p> <p><i>"I'll start applying what I learnt in this event to life and help improve the healthcare system."</i></p> <p><i>"Some things I will do differently is more open minded to the various reasons why people may be sick or I'll. As a student who wants to be a nurse this is very important to me because a lot of times we are only taught about the body and don't talk much about other factors that can lead to sicknesses and bad systems."</i></p> <p><i>"How I look at healthcare. it is more complex than doctors treating diseases. "</i></p> <p><i>"Because of this event we as individuals have to be more aware of our surroundings with this, we can help other people understand their problem without facing them alone"</i></p>

	<p><i>"I will look into different behaviors within the healthcare systems and employees more closely from now on"</i></p> <p><i>"Something I will do differently because of this event is being able to consider more of the health models for example Biological, social and psychological factors. These are some factors I should consider more and learn more about. "</i></p>
<p><b>Awareness:</b></p> <p><i>General</i></p>	<p><i>"What I would do differently is I will share the information that I have learned today to my peers and family. This kind of information will be passed down and change people's ideals or beliefs that they have on this topic. Also, this will help gain more knowledge and better understanding of the people around me who don't know about implicit bias and social determinants."</i></p> <p><i>"I will be more aware of my surroundings and actions."</i></p> <p><i>"I would think of my actions and the way I look at things."</i></p> <p><i>"It honestly just gave me different views and perspectives of the world and make me realize how others see it as well as myself!"</i></p> <p><i>"View statistics in a non-face value manner"</i></p> <p><i>"I will use these definitions and examples of bias and discriminations to help people become better informed about how these things are a part of healthcare"</i></p> <p><i>"I see certain things differently now "</i></p>

	<p><i>"Consider how everyone is impacted"</i></p> <p><i>"I think become more aware of the way I think and everything that's happening around me, become more aware of things"</i></p> <p><i>"This motivated me more to become a nurse due to the statements mentioned."</i></p> <p><i>"I would use this information to be more open minded and be aware about the world around me"</i></p>
<b>Reference/ Research</b>	<p><i>"Take notes"</i></p> <p><i>"Takes Notes and ask question!"</i></p> <p><i>"Takes more note"</i></p> <p><i>"I would definitely do more research on my community and find the factors that affect the people here getting and having access to health care, as well as researching how using genetics can help treat and diagnose different diseases."</i></p> <p><i>"Do more research on my career"</i></p> <p><i>"I will try to educate myself more because educating myself can help me have better perspectives of people and therefore not be prone to fall into implicit biases."</i></p> <p><i>"Do more research"</i></p> <p><i>"I would look how my environment specifically effects my health and what I could change around that will extremely benefit me."</i></p>

	<p><i>"Something I think I'll do differently because of this event is become more interested in listening to speakers especially ones who talk about the medical field because it was very entertaining and was actually very useful. "</i></p>
<b>General Approval</b>	<p><i>"I've done research in senior year for this topic, so it was refreshing to re learn it all"</i></p> <p><i>"I learned a lot from this event and it opened a new area for me" "Good for the most part."</i></p> <p><i>"Everything was done amazing"</i></p> <p><i>"Yes"</i></p> <p><i>"Great workshop"</i></p> <p><i>"I think it was amazing just the right Information "</i></p> <p><i>"I don't think anything needs to be done differently."</i></p> <p><i>"Nothing. Everything was well presented"</i></p>
<b>Miscellaneous/ Other</b>	<p><i>"I was having problems getting into the zoom call due to the link I got so I will just make sure the link and the meeting id is working right before the meeting"</i></p> <p><i>"I learn to take the pandemics serious that would maybe it let it spread less."</i></p>



	<p><i>"Helping others in a better manner because I try to put their emotions &amp; feelings more. "</i></p> <p><i>"My understanding of health professions."</i></p> <p><i>"Thinking of other ways people can be accommodations in certain situations"</i></p>
<b>No Changes</b>	<p><i>"Continue to advocate for myself in the healthcare system."</i></p> <p><i>"None"</i></p> <p><i>"N/A"</i></p> <p><i>"Nothing"</i></p> <p><i>"I'm not sure depending on the events that around me"</i></p> <p><i>"I am not sure"</i></p> <p><i>"Nothing specifically"</i></p> <p><i>"I'll continue to do as I originally did"</i></p> <p><i>"I think when it comes to topics like these there won't be any day-to-day huge changes."</i></p>

There was an overall positive satisfaction with the workshop. The majority of students felt that the workshop was great and very informative. They shared that they were able to learn a lot from this workshop and could see themselves using the content in their everyday lives. In addition, students shared how the workshop was very interactive and allowed them to share their own knowledge on the topics discussed. Students also provided feedback on how great the presenter was.

Question: Any other feedback or comments you would like to share?	
Code	Quotes
<b>Thanks</b>  <u>Definition:</u> Gratitude	<i>"Thank you!"</i>  <i>"No thank you"</i>  <i>"I would like to share my gratitude for taking time to educate us about what goes on in neighborhoods/ hospitals that don't involve just problems with medicine but the social problems that people face."</i>  <i>"Everything was well explained thank you."</i>
<b>Educational</b>  <u>Definition:</u> learning or obtaining knowledge about mental health	<i>"This was a very informative and amazing presentation and I appreciate it a lot that I am able to learn about community issues and what we can do to help"</i>  <i>"Today's event was interesting and a lot of information provided."</i>  <i>"It was a very informative workshop."</i>
<b>Praise</b>  <u>Definition:</u> Approval and admiration	<i>"I loved this workshop."</i>  <i>"Loved it!"</i>  <i>"I absolutely loved it and found it educational, very informatively."</i>  <i>"Great speaker"</i>  <i>"I loved the presentation"</i>  <i>"They did an amazing Job of explaining"</i>  <i>"Love how the presenter kept everyone engage"</i>  <i>"I really like all of the information"</i>

	<p><i>"It was a great workshop"</i></p> <p><i>"I liked the fact that a lot of the information was something that can be used in everyday life as well outside of education. It can be thought of daily no matter where you are."</i></p> <p><i>"Great!"</i></p> <p><i>"Nothing: It was a great event!"</i></p>
<p><b>Enjoyment</b></p> <p><u>Definition:</u> satisfaction with workshop</p>	<p><i>"I really enjoyed how I got to share my knowledge in this event and felt like it was a very interactive session."</i></p> <p><i>"I liked the presentations a lot and I enjoyed hearing about these professions and different topics."</i></p>
<p><b>Critique</b></p> <p><u>Definition:</u> Critical analysis of workshop to provide feedback</p>	<p><i>"I feel like the breakout rooms were a good input"</i></p> <p><i>"I like how we worked in break out rooms to answer the question"</i></p> <p><i>"More polls"</i></p> <p><i>"Make it shorter"</i></p>

#### ❖ CCP Virtual Workshop 4: Addressing Mental Health in Care

##### **Workshop Description:**

The World Health Organization (WHO) defines mental health as "not just the absence of mental disorder" but "as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." If public health is to meet the challenge of protecting and promoting the public's health, mental health must be incorporated into prevention, treatment, and care. In this session, participants will explore why it is imperative to address mental health as part of a comprehensive approach to health care and strategies to engage patients in prioritizing their own care.

##### - Presenter Biography

Dr. Patrice N. Douglas, LMFT, is a Licensed Psychotherapist and Doctor of Psychology based in Southern California. She is the owner of Empire Counseling & Consultation located in multiple states. She specializes in many subsets of psychology, including anxiety, addiction, relationship health, and multicultural issues. Her worldview and understanding of Black and brown issues have stationed her as a leading expert whose words and work are referenced by such

publications as Forbes, Cosmopolitan, VICE, Oprah Magazine, Hello Giggles, and many others. She was featured in Cosmopolitan as one of the Black Relationship Experts to follow on Instagram.

- Learning Objectives:

- Understanding the historical context of medical mistrust within the Black community
- Identify key components of cultural norms that are often misinterpreted as abnormal behavior which leads to misdiagnoses.
- How to be culturally competent when treating Black/African Americans

**Workshop Discussion:**

In this workshop, Dr. Patrice provided students with different perspectives of mental health in the Black community. She highlighted some historical content that has resulted in the medical mistrust in the Black community and the importance of being culturally competent when treating the Black/ African American community. Dr. Patrice began the workshop by asking students about their familiarity with the DSM-5 to which students indicated that they were not familiar. Dr. Patrice showed students the DSM-5 text and explained its use across various medical specialties and conditions. The workshop content would revolve on the use of the DSM-5 from a mental health perspective, as well as address the gaps within the book when it comes to representing communities from a cultural perspective. Dr. Patrice shared that often times there is this miscommunication and misidentification that individuals that seek therapy want something fix when in reality many individuals just want an open space to speak.

The impact racism, stigma, as well as cultural norms have had on individuals seeking mental health care and treatment, as a played a significant role in the misdiagnosis and treatment of the Black/ African American community. Information was provided to students of some of the common stigmas that prevent Black and African Americans form accessing care. Dr. Patrice also asked students to identify what are some of the stigmas in relation to mental health that impede individuals from seeking care/ therapy and even speak about mental health with friends, family, etc. within their community. Students shared the different ways obtaining mental health care is viewed, such as a form weakness, a symbol of a person not trying hard enough, and that mental health concerns have to be dealt with personally.

Students continued to provide examples of stigma within the workshop chat. Additional comments included rhetoric of mental health being something made up, a way for people to be judged, disregarded, or ashamed to open up. The discussion also included how pride can stop someone from obtaining care as they believe that therapy will not help, along with important factors when considering care (i.e., costs). Students' contributions to the workshop questions highlighted the common perspectives of mental health care within Black and African American communities as well as other communities of color.

Medical mistrust within the black community was a result of many factors, such as slavery, unethical experiments and dismissal of pain/ health concerns by medical professionals. The movie Woman King was used as an example to explain how post traumatic slave syndrome

contributes to the multigenerational oppression of Black and African Americans descendants from those who were enslaved, specifically that the notion of not continuing to live if injured was seen as a better option than being seen or considered as weak. Dr. Patrice also provided students with examples of the many unethical experiments committed on Black people during slavery (often times without anesthesia) and how these experiences led to medical mistrust.

Another example provided by Dr. Patrice includes the Tuskegee Experiment, which was an unethical syphilis experiment conducted on Black men in the south to see the progression of syphilis. Men in the experiment were lied about receiving treatment as well as denied treatment that cured syphilis. This experiment is one of the reasons for the IRB process, but also a big factor of the medical mistrust seen within the Black community. Another example shared in the workshop was about complications Serena Williams had after birth which were at first brushed off by the medical providers treating her and resulted in her actually having clots present that could have led to her death.

Another focus of the presentation is the War on Drugs and the high incarceration rates and sentencing lengths of Black and Hispanics. Contemporary treatment options for substance use, were not provided for Black and Hispanic individuals during the War on Drugs. As a result, fewer individuals sought care for substance use concerns, many with fear of being labeled.

Workshop videos from Black Health Community Mental Health Project (along with the New York Public Library and Columbia University) were shared with students about the impact of COVID-19 on mental health. These animations were derived from focus groups with community members (in English and Spanish) to be culturally appropriate and relatable for the community. A sample video addressed overcoming mental health stigma that older generations have grown up with, echoing what students shared at the start of the workshop. Dr. Patrice asked students to reflect on the video as well as think about the older generations within their family and how the video might have made them consider viewing them differently as well as accepting where they are in their mental health care journey.

Dr. Patrice asked students to share how they felt learning about the historical perspective of mental health within the Black and African American community; why stigma exists for the Black community; and why it is challenging for Black and African American individuals to seek care. Students responded that the information provided in the workshop was eye opening especially being able to see how stigma stems and relates to post slavery. Other students reflected on how important it is to talk about this as perspectives on mental health are changing, as well as how the information provided was a refresher. The next discussion in the workshop addressed the readiness to treat Black people within mental health care and a general health care setting. Dr. Patrice stressed the importance of understanding the roles of racism, prejudice, oppression, slavery, Black history, and culture. In addition to these aspects of structural inequities, the ability to obtain a provider and/or health care professional is that more challenging when practitioners are not ready to treat Black people (likely to refer them out). The topic of religion and mental health was also discussed. Dr. Patrice explained that at times individuals who are seeking mental health care are told to only rely on their religion/spirituality, and even though religion/spirituality can be very important to certain individuals, that does not mean that they cannot benefit from mental health care and thus both can

coexist. Dr. Patrice also highlighted that there are advances between this relationship as some therapists are incorporating faith-based elements, as well as churches/pastors obtaining mental health training and incorporating mental health ministries within their congregation.

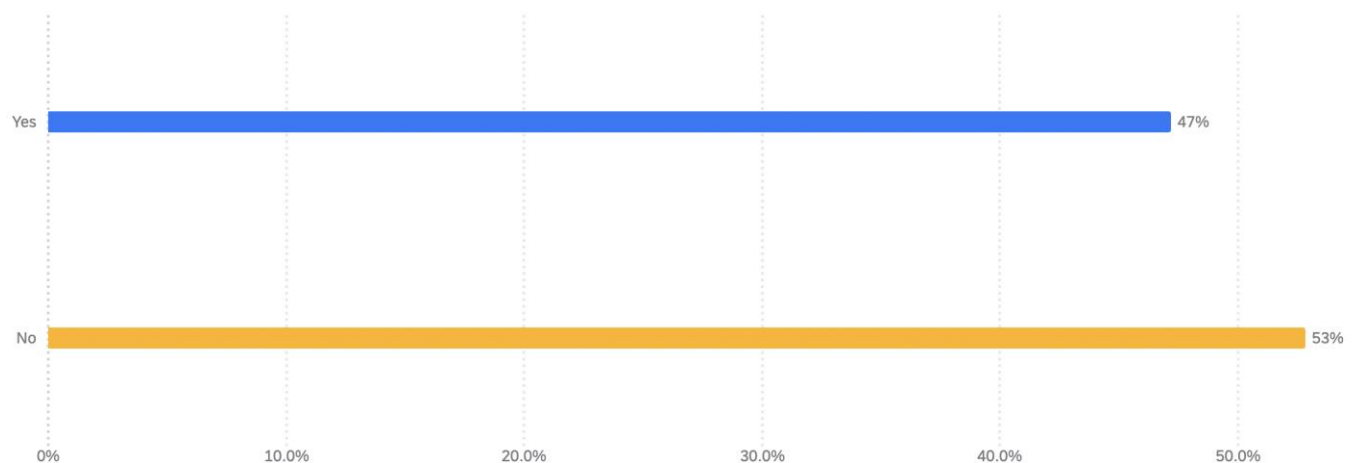
The second video that was presented in the workshop from the Community Health Project focused on what mental health is and how to start the discussion, as well as importance of obtaining support and care as a person's mental health can fluctuate and change. Students reflected on the video and once again liked how relatable the video was, as well as how the symptoms of depression were not exaggerated but truthful. The last portion of the workshop discussed different mental health conditions and the diagnostic criteria based on the DSM-5. Dr. Patrice also provided a cultural lens of the DSM-5 for Black and African Americans, as well as other communities of color since symptoms within these communities do not fit the DSM-5 diagnostic criteria and might be missed/ interpreted incorrectly resulting in diagnostic errors and unfavorable experiences for individuals.

### → Poll Survey

Poll survey questions for this session were used to grasp students' interest and self-reflection about mental health care/ psychiatry, specifically how comfortable they feel working with community of color and their knowledge about mental health treatment. The poll questions were provided by the workshop presenter. There were 159 responses received for the poll questions.

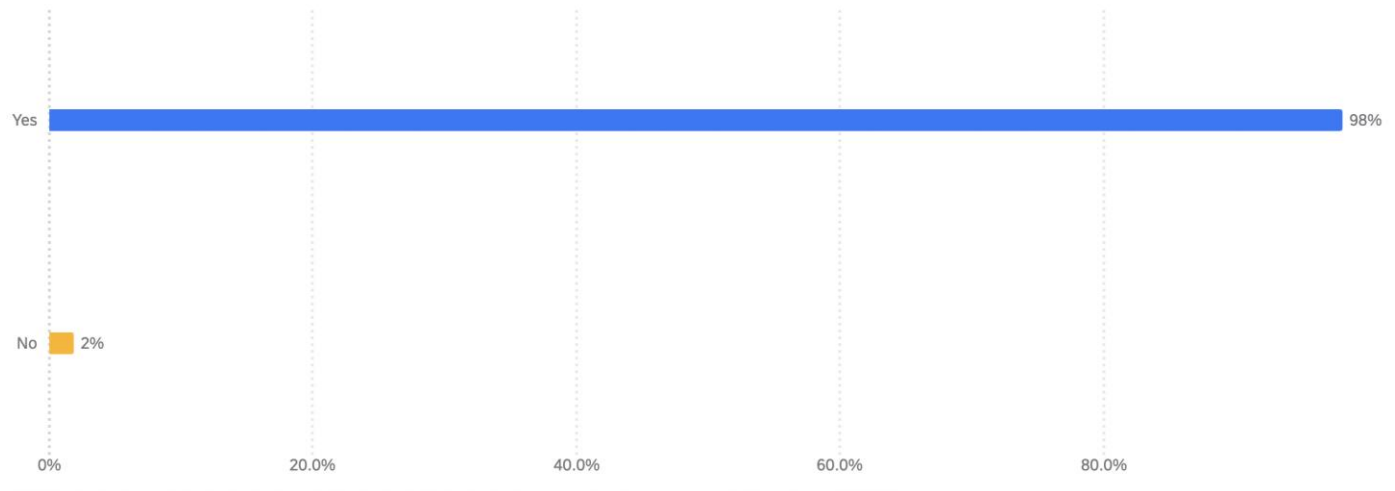
Poll Question 1: The first question asked student to share if they are interested in working in mental health/psychiatry. The responses were divided, 53% of the students indicated that they are interested, while the other 47% indicated that they were not interested.

Do you have interest in working in mental health/psychiatry? 159 ⓘ



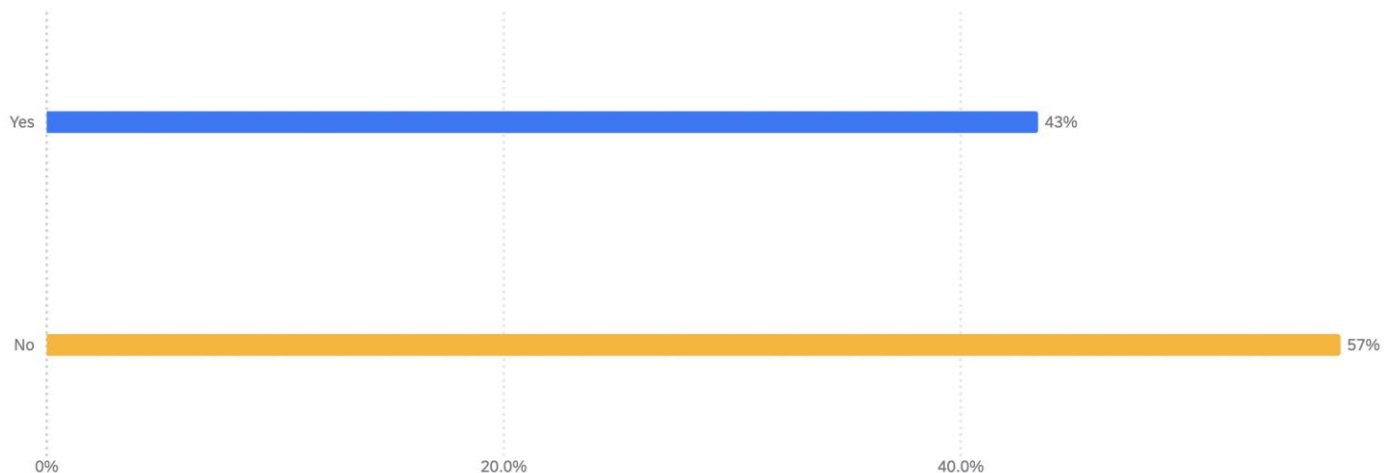
Poll Question 2: The second poll question for this workshop asked students if they feel comfortable working with communities of color in a medical setting, 98% of students indicated feeling comfortable, while 2% indicated that they were not.

Do you feel comfortable working with communities of color in medical settings? 159 ⓘ



Poll Question 3: The third poll question asked students if they feel that they know enough about mental health treatment, 57% of students indicated that they do not know enough about mental health treatment, while 43% indicated that they did.

Do you feel you know enough about mental health treatment? 159 ⓘ



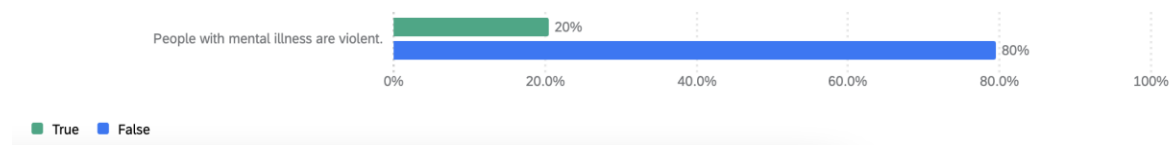
#### → Pre and Post Knowledge Questions:

The pre and post survey questions for this workshop focus more on stigma and misconceptions associated with mental health. The questions were obtained via the CDC mental health quiz on the myths and facts associated with mental health (*Mental Health Quiz*, 2021).

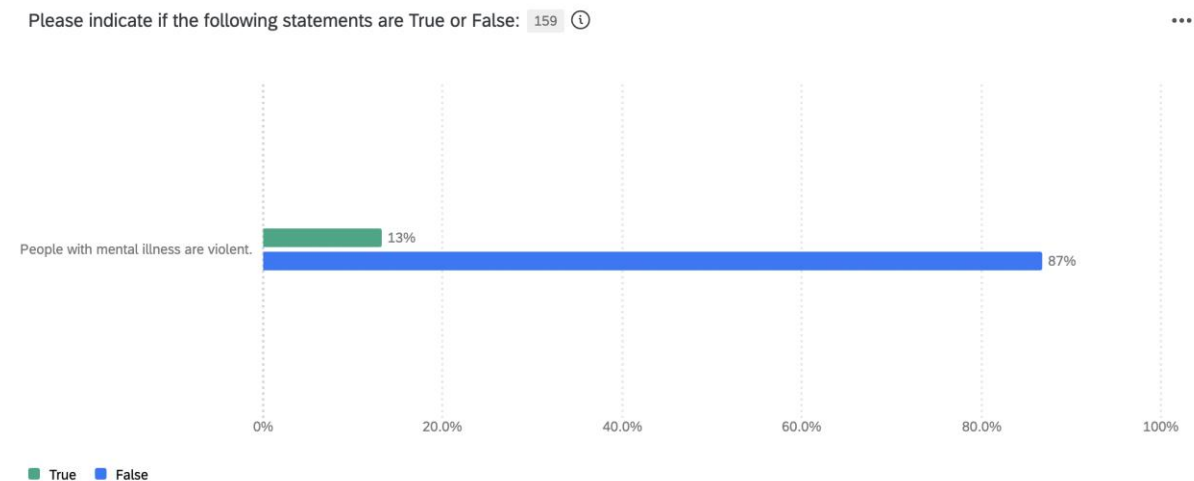
The first question was a true or false question that asked students if people with mental illness are violent; the correct response is false. There was a shift in the students' response, 80%

indicated that the statement was false in the pre-survey and 87% indicated that the statement was false in the post survey.

- Pre- Survey Results:



- Post Survey Results:

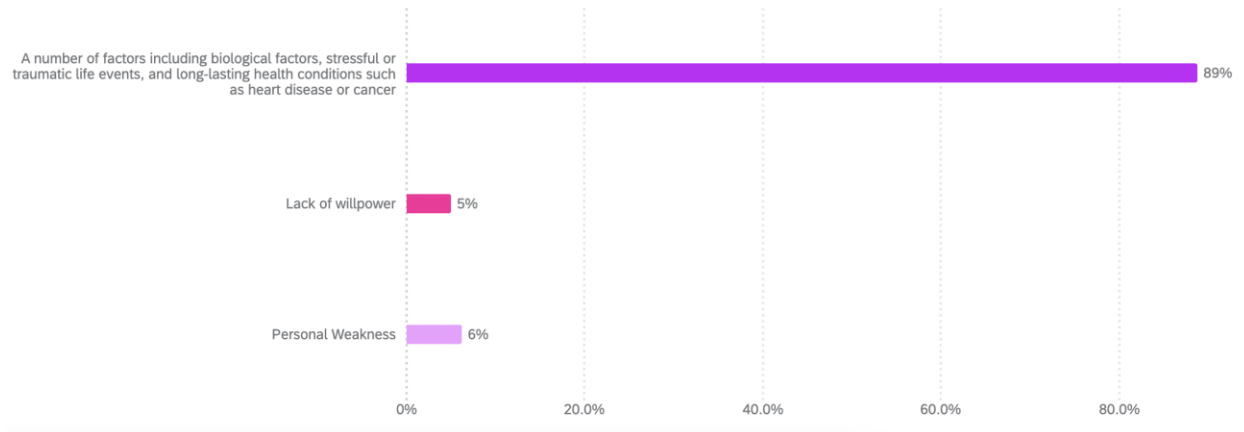


The second questions asked students about the cause of mental health. The correct response is mental health is caused by a number of factors such as biological factors, stress, traumatic life events and other long-lasting health conditions. The correct response was selected by 89% of respondents in the pre-survey and 94% selected the correct response in the post survey. A smaller percentage of students selected the additional options to this question which are lack of will power and personal weakness, which are myths associated with mental health.

- Pre- Survey Results:

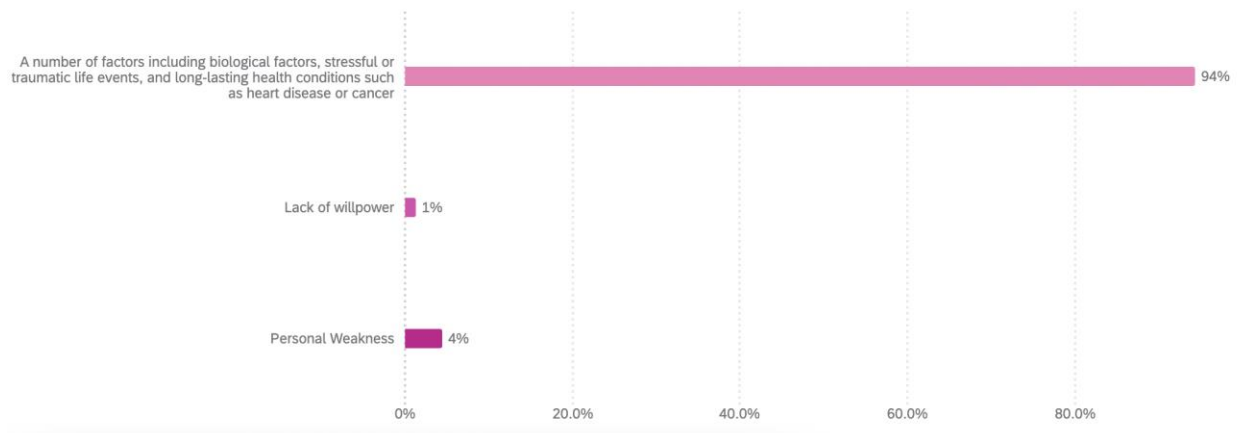


Mental illness is caused by: 161 ⓘ



- Post Survey Results:

Mental illness is caused by: 159 ⓘ



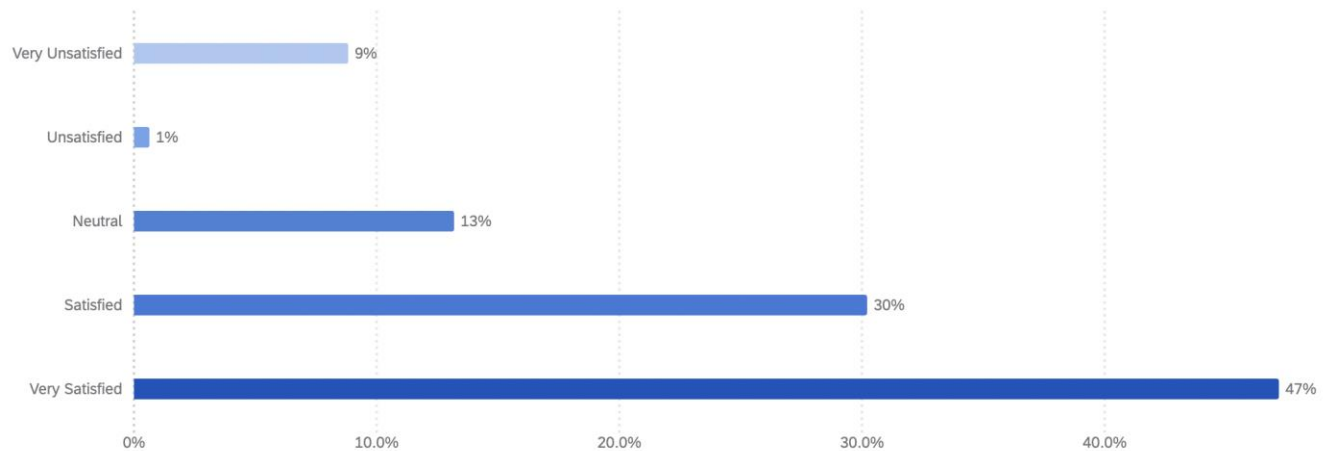
→ **Post Survey:**

For this session students were also asked to provide feedback about the workshop, specifically how satisfied they were with the workshop, if they would recommend the workshop and their agreement with statements about the presentation content and presenter. There were 159 responses to the post survey.

Event Satisfaction

The majority of the students were satisfied with the workshop, indicating that they were either satisfied (30%) or very satisfied (47%). About 13% of students had a neutral satisfaction; while 10% of students expressed being unsatisfied with the workshop.

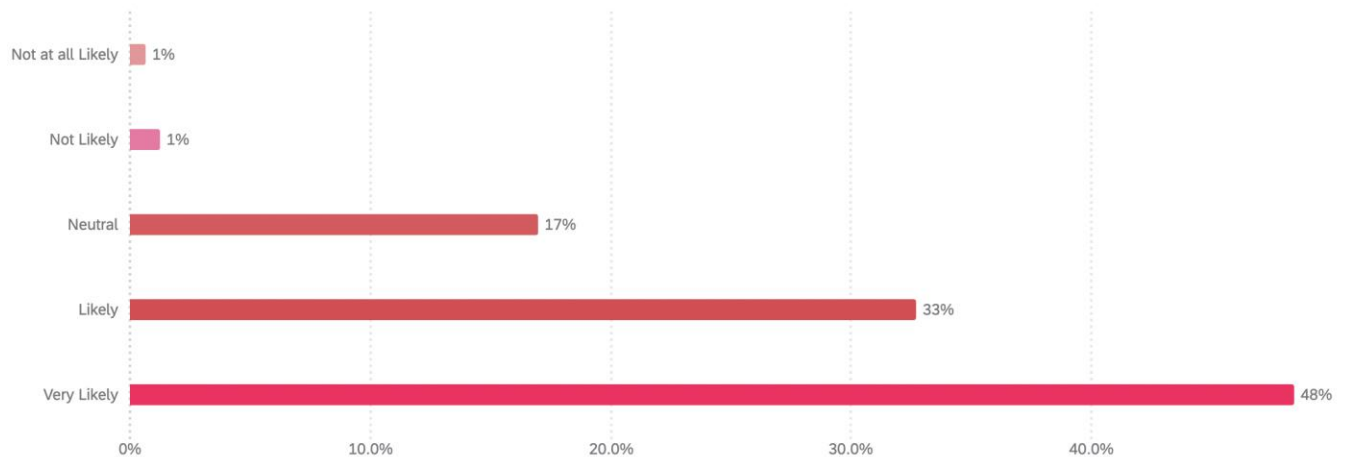
How satisfied were you with the event? 159 ⓘ



### Event Recommendation

The workshop merited 81% of students to indicate that they would recommend the workshop to friends, family member or colleagues (48% indicated that they would very likely recommend and 33% indicated that they would likely recommend). Just under a fifth of students (17%) indicated that they were neutral about recommending the workshop; and 2% indicated that they would not recommend the workshop.

How likely are you to recommend this event to your friends, family members, or colleagues? 159 ⓘ

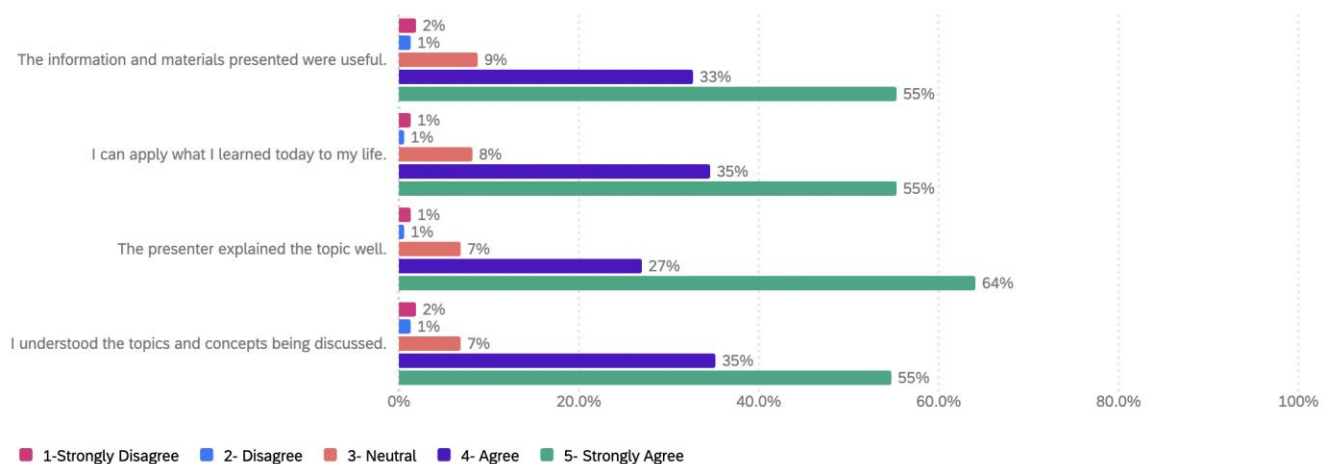


### Level of Agreement:

Students were asked to rate four statements regarding the workshop topic, concepts, material provided in the workshop, as well as how well the presenter explained the topic

- Regarding how useful the information and material presented in the workshop, 88% of students indicated agreement with this statement, while 9% indicated a neutral rating and 3% disagreeing.
- About 90% of students indicated that they could apply what they learned in the workshop, while 2% disagreed with this statement, and 8% neither agreed or disagreed (neutral).
- About 91% of students agreed that the presenter explained the topic well, 2% disagreed with the statement and 7% neither agreed or disagreed (neutral).
- Regarding the understanding of the concepts discussed in the workshop, 90% of students agreed with this statement, 7% who felt neutral and 3% disagreed.

Please rate how much you agree on a scale of 1-5: (1 is strongly disagree and 5 is strongly agree) 159 ⓘ



### → Post Survey (Qualitative Questions):

For this workshop there were four qualitative questions that asked students to share their experience regarding mental health, specifically what it means to them and what misconceptions they have heard about mental health within their communities, as well as follow up questions about the presentation, specifically what they would do differently because of the workshop and any additional comments/feedback.

The first open-ended questions asked students to describe what mental health meant to them. From the responses, there were different themes seen, specifically wellbeing/ holistic health (about 30% of responses), navigational component (about 19% of responses), self-acceptance/ self- awareness (about 16 % of responses), balance (about 10% of responses), valued (about 10% of responses), vulnerable (less than 7% of responses), multifactorial (about 3% of responses). The remaining responses were miscellaneous/other (about 3% of responses).

*Wellbeing/ holistic health* can be defined as overall health and combination of how a person feels (emotionally, physically, etc.) resulting in an acceptable level of comfort, and happiness. Students' responses show mental health interpretation varies from person to person, showing

how it continues to evolve as more discussions continue to occur. Students stated that mental health is a person's physical, emotional and social wellbeing and how these areas determine how a person manages and/ or reacts to internal and external stressors.

*Balance* in terms of mental health can be defined as having an equilibrium/ stability. Students indicated that mental health is the ability to stability in all aspects of life.

*Self-acceptance/ Self-awareness* is defined accepting factors (both positive and negative) of oneself and being aware/ notice changes (both internal and external). Students reflected on how mental health for individual is the ability to take care of oneself and others as well as how a person is able to identify when they are not feeling like themselves and seek support from others in order to be a better version of themselves.

*Navigational component* can be defined as a form guidance for individuals and clinicians at a personal level (coping/managing stress or life experiences) as well as social level (navigating social interactions). Students explained how mental health guides how individuals view their environment, explains how a person is as well as influence how an individual communicates. Students also explained that mental health also guides individuals' efforts to seek help to improve their health.

*Valued* can be defined as the importance of something, in this case mental health. Students indicated that mental health is valuable and important to them since it impacts different aspects of an individual's life and it's important to care for it. Students stressed the importance of continuous discussions on mental health.

*Vulnerability* is defined as being susceptible to harm. One comment expressed that mental health is a place of vulnerability. Multifactorial is defined as having many factors that influence mental health. Students indicated that mental health was influence by many things/ illnesses and that it looks different for everyone. Students also indicated that mental health can have different meanings.

Miscellaneous/ other corresponds to student responses that do not fit in the previous codes.

Question: What does mental health mean to you?	
Code	Quotes
<b>Wellbeing/ Holistic</b>  Definition: Overall health and combination of a person feels (emotionally, physically, etc.) resulting in an acceptable level of comfort.	<i>"Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act."</i>  <i>"Mental health is the degree of wellness a person's psychological or emotional self has."</i>  <i>Mental health o me is how a person is feeling and how well they are taking care of their self</i>

*"Your health within your mind"*

*"To me mental health means the wellbeing of your emotional and physical health"*

*"The wellbeing of a person emotionally and psychologically"*

*"Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act."*

*"Mental health to me means caring about every aspect of yourself including your brain/mind and how it works."*

*"For me, mental health can affect the wellbeing of individuals whether that is in a positive or negative way. There are a variety of factors that can cause an alteration to one's mental health which can include PTSD, stressful life events, biological and environmental factors."*

*"Mental health the state of your emotional wellness."*

*"Mental health is the emotional wellbeing of a person."*

*"Mental health to me is ensuring that you are aware of your overall wellbeing and will do whatever means necessary to satisfy those needs by looking for help and etc."*

*"What mental health means to my emotionally, psychologically stability and well-being."*

*"Mental health means Our emotional, psychological, and social well-being are all parts of our mental health. It influences our thoughts, emotions, and behaviors."*

*"A person's way of thinking, acting and overall, their mood."*

*"To me, mental health is our wellbeing when it comes to everything other than physical health. It's how we feel on the inside, and the emotions and trauma we carry which aren't visible to others."*

*"To me it means the wellbeing of our minds."*

*"Mental health refers to your state of mind, by the we think, feel and act."*

*"Mental health is the state of mind meaning how our emotional, psychological, and social wellbeing affect us."*

*"It is the state of someone's wellbeing. It means a lot for me because in my family I am the first one to recognize it as a factor of life and not just me not being able to control my emotion."*

*"To me, mental health means a person's wellbeing and how good their mental state is."*

*"The state of which your mind impacts your overall health."*

*"A person condition with regard to their psychological and emotional wellbeing"*

*"Mental health includes our emotional, psychological, and social well-being, and also It affects how we think, feel, and act."*

*"Mental health to me means a person's general state of mind whether it's making a choice, how we handle our emotions, our well-being, how we feel etc."*

*"Mental health is our emotional, psychological and social wellbeing. It influences how we think, feel and behave and the choices we make"*

*"Mental health to me means a person who is going through a rough time in their lives with regard to their wellbeing, emotions and more. It affects people how they think, feel and the way they behave."*

*"Mental health means to me is our emotional, psychological, and social well-being."*

*"Mental health to me means the state of your psychological, emotional and social wellbeing."*

*"It means our emotional, and our behavior, it's like how it affects the way we act, our feelings and our thoughts. "*

	<p><i>"Mental health means how the person is getting affect by their wellbeing."</i></p> <p><i>"It is like mental, psychological and social things that makes us either happier or depressed."</i></p> <p><i>"It means the state that your mind is in on an everyday basis"</i></p> <p><i>"Mental health is our emotional, psychological, and social well-being."</i></p> <p><i>"Mental health to me means that you have your emotions in motion."</i></p> <p><i>"Mental health it's how a person deal emotionally"</i></p> <p><i>"Mental health mean to me means our emotional that affect how we think and feel."</i></p> <p><i>"Mental health means someone that's going through very hard time with their emotions."</i></p>
<p><b>Balance</b></p> <p><u>Definition:</u> Having equilibrium or stability</p>	<p><i>"Mental health means to be equally stable in all aspects in life"</i></p> <p><i>"It's important to keep it stable."</i></p> <p><i>"Mental is how you are personally taking everything going on with life well. like all the stress going on depending on how good you handle it affects you different mentally. "</i></p> <p><i>"Mental health means how stable you are mentally and how you see the world"</i></p> <p><i>"Is the state of being mentally stable"</i></p> <p><i>"A person's current state of mind, whether it is positive or negative. It can also have two effects, healthy or unhealthy."</i></p> <p><i>"Mental health to me means my mental state on how I would go about my life with making my choices according to my health and what would benefit me to keep me mentally stable."</i></p> <p><i>"Getting your mind to a place that is not harmful to yourself or others"</i></p> <p><i>"Healthy state of mind capacities."</i></p>

	<p><i>"Mental health means that there are chemical imbalances in someone's brain that is affecting their cognition, moods, personality, or behaviors"</i></p> <p><i>"Mental Health is when you are in an unstable state of mind."</i></p> <p><i>"Mental health to me means when someone is having health issues mentally that they are battling internally and sometimes can be expressed externally."</i></p> <p><i>"Mental health is a health care help to someone who might be struggling mentally"</i></p>
<p><b>Self- Acceptance/ Self Awareness:</b></p> <p><u>Definition:</u> Accepting factors (both positive and negative) of oneself and being aware/ notice changes (both internal and external)</p>	<p><i>"Mental health is my wellbeing"</i></p> <p><i>"To me, mental health means the wellbeing of oneself regarding emotional or psychological needs."</i></p> <p><i>"Mental health is a very interesting topic to talk about because people have different opinions and thoughts. To me, mental health means having a healthy relationship with your thoughts, feelings, and behaviors. It means being able to recognize and manage stress, anxiety, and depression, as well as being able to cope with life's challenges in a healthy way. It means having a positive outlook on life and being able to recognize and appreciate the good things in life."</i></p> <p><i>"Mental health is an important topic for me because personally I suffer with my mental health and although nothing is physically wrong with me, I don't feel good mentally."</i></p> <p><i>"It means being able to take care of myself."</i></p> <p><i>"To me it means take care of myself and then others."</i></p> <p><i>"My sanity"</i></p> <p><i>"Being aware of the things that people go through that can affect their mental state."</i></p> <p><i>"Mental health to me means that I am in a place where I can be aware of my emotions and if I need help processing them, I am comfortable with seeking additional help from others so that I can be the best version of myself."</i></p> <p><i>"It is something that is very important for me that I consider more important than any other life priority."</i></p> <p><i>"It means a lot to me it means getting help when needed"</i></p>



	<p><i>"Mental health is very important to me and I do things that help me keep a good mindset"</i></p> <p><i>"Mental health is important to me because it allows to be in the right headspace to move forward and develop as a person."</i></p> <p><i>"Mental health is a strong topic because for me it means that something happened to contribute for a person to act a certain way"</i></p> <p><i>"Mental health is important to me because not being in a mentally healthy place can affect your life very negatively."</i></p> <p><i>"Mental health is something that means a lot to me. It is the very thing I need to keep myself going day by day."</i></p> <p><i>"Mental Health to me is important as it can negatively affect you and the things you do on a daily basis."</i></p> <p><i>"Mental health is a priority to me without proper care for your mental health it can affect you and the people around you not to mention your environment as well"</i></p> <p><i>"Mental health to me means prioritization of my mental health and doing things in a fashion that is suitable to me preventing overwhelming feelings or stress"</i></p> <p><i>"Your status mentally and how well you are able to take care of yourself and communicate with others"</i></p>
<p><b>Navigation or Navigational Component</b></p> <p><u>Definition:</u> A form of guidance for individuals and clinicians at a personal (coping/ managing stress or life experiences) as well as a social level (navigating social interactions)</p>	<p><i>"What mental health means to me is being in a state of mental wellbeing that shapes or affects how you think and cope with things"</i></p> <p><i>"Mental Health is a health factor that can managed like any other."</i></p> <p><i>"Taking care of yourself mentally and physically"</i></p> <p><i>"Mental health to me means that you have to take care of your mind, and body. "</i></p> <p><i>"Mental health for me means being free from depression on a day-to-day basis. Being able to continue your life without anxiety stage, without being able to overthink, and have the energy to do anything. "</i></p>

*"Mental health to me refers back to our mental state and having the ability to cope with daily problems"*

*"Mental health to me is how you feel but you can work with it."*

*"How u view things and how it affects you, whether it's in a positive or negative way"*

*"Mental health is the way someone feels and what they are dealing with."*

*"How a person takes a care of themself mentally."*

*"Mental health to me is quality of life"*

*"Mental health to me means the way a person mental health is for example factors like depression stress etc. and alto of things can cause mental health to be good or bad."*

*"Mental health for me means when you aren't in the correct mindset, and you need time to heal and work on yourself."*

*"Mental is how you are personally taking everything going on with life well. like all the stress going on depending on how good you handle it affects you different mentally."*

*"Mental health means to me how we think and feel and how we handle stress"*

*"When someone starts to act different, and starts to isolate and starts to act differently"*

*"To me mental health means to be struggling with your own personal life traumas and not knowing how to get help to make it to a better state of mind"*

*"Mental health is something that most people go through in their daily life. it takes a toll on them & makes them feel less than what they really are sometimes."*

*"To me mental health means the condition of a person's thinking process and the way they view their environment."*

	<p><i>"Well, it means to do anything that is needed to be able to fix one's health"</i></p> <p><i>"Mental health to me means to have a way of communicating your thoughts and feelings to someone trust worthy. For this it can help with your emotions that have been held in for so long."</i></p> <p><i>"Mental health means to me equality and affordable resources that establish mental health care to each individual"</i></p> <p><i>"Mental health means that someone is struggling mentally."</i></p> <p><i>"Someone's health in the inner part."</i></p>
<p><b>To be Valued</b></p> <p><u>Definition:</u> The importance of something (in this case, mental health)</p>	<p><i>"Mental health means a lot to me. It plays a huge role in human social and emotional wellbeing."</i></p> <p><i>"Mental health to me is everything, because without having a stable mind or good mental health your life choices can be affected."</i></p> <p><i>"It is very important to me, and is hard to talk about because the people around me hide what they go through"</i></p> <p><i>"Mental health is something positive and negative. Mental health is important, Mental health affects us every day. Mental health is real."</i></p> <p><i>"I feel like mental health is very important and should be more acknowledged."</i></p> <p><i>"Mental health means a lot to me because as someone that struggles themselves with it, it is good to educate yourself of its importance."</i></p> <p><i>"Mental health to me is an important part of everyone's life that should be taken care of carefully and treated well"</i></p> <p><i>"Mental health is one of the most important things to look after for your wellbeing because it plays a big role in your everyday life"</i></p> <p><i>"Mental health is a serious issue that needs to be discussed so that it will be taken more seriously."</i></p> <p><i>"Mental health means a lot to me because it could affect everyone that they love."</i></p>

	<p><i>"Mental health mean to me is it is important and it's a disorder that affect your mood, thinking and behavior."</i></p> <p><i>"Good Mental health is very important for society."</i></p> <p><i>"Is a very serious thing. Whether is depression, BPD, ID Beth important to get help because sometimes we can't get in control of our feelings and end up committing a great mistake we can't fix"</i></p>
<p>Vulnerability</p> <p><u>Definition:</u> being susceptible to harm.</p>	<p><i>"Our quality of life is strongly influenced by our mental health "</i></p> <p><i>"To me, mental health means what state your mind is in. It can be in a good state or a bad state depending on different situations that you encounter. It can reflect on how you act or feel."</i></p> <p><i>"Mental Health is something very serious that people should take consideration of. There are a lot of people suffering from anxiety and depression."</i></p> <p><i>"Mental health is a serious issue in today's society and I feel as though there should be more steps and regulations taken to help assist those who happen to have it, but not force those who are not willing to discuss their issues."</i></p> <p><i>"Mental health is a significant issue that is always being dismissed. People sometimes are screaming for help inside but people won't know."</i></p> <p><i>"I have been personally diagnosed with clinical anxiety and have been diagnosed with clinical depression so mental health is a very big factor in my life and I care about it very much."</i></p> <p><i>"A lot, because I suffer with it as well as my family"</i></p> <p><i>"A place of vulnerability."</i></p> <p><i>"Mental Health is a spectrum of reason a person can be mentally unstable or corrupted."</i></p>
<p>Multifactorial</p> <p><u>Definition:</u> many factors that influence mental health.</p>	<p><i>"Mental health to me means people's state of mind and how they deal with things they've been through throughout their life."</i></p> <p><i>"Mental health to me means admitting whether or not we as humans are doing well with anything in life as well as socially."</i></p>

	<p><i>"To me mental health means a number of different things/illnesses. I believe that mental health looks different on everyone."</i></p> <p><i>"Mental health to me means a variety of thing because mental health can be caused form many different things sometimes its traumatic and sometimes mental health can alter so many things for people."</i></p>
<p><b>Miscellaneous/ Other</b></p> <p><u>Definition:</u> Another perspective that does not fit in the previous mentioned codes</p>	<p><i>"Mental health is an explanation or reason behind someone's motives, actions, and reasonings. Whether they seem emotionally and intellectually competent."</i></p> <p><i>"Life changing"</i></p> <p><i>"Mental health means the way you think of certain things"</i></p> <p><i>"To me, mental health means that there is a specific person who needs specific care"</i></p>

The second question addressed misconceptions that students have heard of in their community about mental health care. Several themes emerged from the responses which include being stigmatized (about 52% of responses), under discussed (about 24% of responses), evolving (about 14% of responses), supported (about 5% of responses), and miscellaneous/other (about 5% of responses).

*Stigma* can be defined as having a negative or discredited view of something, in this case mental health. Students indicated that mental health within their community is looked down upon and viewed in a negative light, often not spoken about, and frowned upon. Students even expressed that seeking help is seen as a form of weakness or waste of time, thus also showing how these perspectives pose as a barrier for those that might be hesitant to obtain care. Students highlighted how mental health is seen within the Black, Hispanic/ Latin and Carribean communities, often showing similarities.

*Under discussed* can be defined as not spoken about. Students stated that mental health is not discussed as much as it should be, and often is viewed as being not important or nonexistent within their communities and cultures.

*Evolving perspectives* can be defined as changes to how mental health is viewed as a result of mental health being discussed more. Students' response showed a shift in perspectives specifically the view of mental health being for the weak to educated perspective, but also identified that there is still stigma and the need to prioritize this discussion.

*Support* can be defined as promoting the interest and value of something, in this case mental health and the discussion of mental health. Students indicated how within their community

mental health is viewed as valuable and important to take care of. *Miscellaneous/ Other* another perspective that does not fit in the previous mentioned themes/codes.

Question: Please describe how mental health is viewed within your community?	
Theme/Code	Quotes
<b>Stigmatized</b>  <u>Definition:</u> Having a negative or discredited view of something (in this case in terms of mental health)	<p><i>"In my community people don't take mental health as serious as it should be taken. When mental health is brought up it always goes to, they are violent people."</i></p> <p><i>"Mental health in my community for specific black people is viewed as a sign of weakness and not really taken seriously."</i></p> <p><i>'In my community people with mental health are looked at as crazy and sometimes even violent."</i></p> <p><i>"Mental health is looked down upon most time your considered crazy"</i></p> <p><i>"Mental health is seen in a bad light as all the stigma behind mental health is perceived as something wrong with you."</i></p> <p><i>"Viewed as weakness, that you're not trying hard enough in life and just complaining"</i></p> <p><i>"Growing up in a Caribbean house, elders always stated that it was an excuse for being lazy and I think learning about it is really important"</i></p> <p><i>"Mental health is view as something bad like it dangerous and people who have it will hurt other people."</i></p> <p><i>"Mental health is seen as a joke, not real or weakness in the black communities."</i></p> <p><i>"People think we are crazy"</i></p> <p><i>"It has a strong negative stigma and can be seen as weakness."</i></p> <p><i>"It's usually seen as a bad thing because mental health is considered a sign of weakness or just trying to find a reason to complain about your life but in reality, being emotionally aware can really widen your eyes to things a lot differently than how you normally would"</i></p> <p><i>"It's seen as a joke; as a black woman I'm often told that my mental health should be hidden"</i></p> <p><i>'Within my community mental health has a negative connotation, often people see mental health as a sign of</i></p>

*weakness and some people don't believe that mental illness exists"*

*"Mental health is viewed in my community described as being dramatic because you raised to be strong and independent not being "weak" minded"*

*"A person can get called depressed, viewed very differently when they don't look like there doing good mentally."*

*"Mental health is viewed as a weakness if you let it overtake your life"*

*"Mental health is seen as weakness in my community"*

*"It's very taboo in the Dominican community because people who suffer from depression, bpd, etc. are seen as crazy & weak."*

*"Some people view mentally health as crazy people which shows lack of knowledge."*

*"Mental health is viewed very negatively in the Hispanic Latino community they view it as something negative even though most of time it doesn't make you violent or really negative at all"*

*"As weakness"*

*"Mental health is viewed negatively"*

*"Mental health is often viewed as negatively"*

*"Mental health in my community is viewed as anxiety and depressions they believe that people with mental health are dangerous"*

*"In our community mental health is viewed by many stigmas. It may be viewed as mental illnesses and more."*

*"As an African American male, mental illness in most cases is seen to be a sign of weakness and femininity, and with this comes some sort of separation with your family because you are never asked how you've felt before."*

*"Within my community mental health is describe as people who are crazy or people who will act as if they have a mental illness just to get attention."*

*"My family doesn't really talk much about mental health. if they did it was because they felt only crazy people suffer from mental health"*

*"There are some prejudices about it."*

*"My community doesn't talk about mental health. It's stigmatized because they think mentally ill people are "crazy". So, mental illness is often dismissed and ignored."*

*"Being a part of the Latinx community where males are viewed to be the strong household owner, they are unable to express their emotions and women in the Latinx community being held to a standard where they have to be a housewife"*

*"In my community people are see mental health as a weakness"*

*"Mental health in my comments is view as being weak. People don't really talk about mental health in my community and when they are they are view as weak or crazy."*

*"Mental health is viewed as a weakness and some might say the youths are too young to be feeling the way they do."*

*"As weak, black people don't have mental issue, crazy."*

*"Mental health is viewed as weak within my community"*

*"Within my community mental health can be deemed as a person who is crazy; although, that is not the case."*

*"Mental health is viewed as something that we just should not have. It's viewed as a weakness, in my community if u suffer from mental health, it is seen as you not being strong enough to handle what life throws at you."*

*"It is seen as a form of weakness."*

*"Mental health is viewed as something that is not real like if you are depressed then you're just lazy."*

*"Mental health is viewed by someone being weak within my community."*

*Mental health is seen in a bad light as all the stigma behind mental health is perceived as something wrong with you.*



	<p><i>"Is viewed as the worst thing possible. Some cultures see it as the person being exaggerating, or like in my family "don't let the devil control you", other see it as a bluff."</i></p> <p><i>"Being a black woman and that coming from an immigrant Jamaican household I can say that mental health is viewed as a weakness or something that's not "important" it's often brushed off and not addressed or people gaslight one another into thinking that their feelings are too small and or not that serious."</i></p> <p><i>"In my community it is viewed as something very real but also a setback that cannot be used as an excuse"</i></p> <p><i>"In my community mental is viewed as an illness"</i></p>
<p><b>Under Discussed/ Dismissed</b></p> <p><u>Definition:</u> Not spoken about often and/or not seen as important</p>	<p><i>"In my community people don't take mental health as serious as it should be taken. When mental health is brought up it always goes to, they are violent people."</i></p> <p><i>"Mental health in my community for specific black people is viewed as a sign of weakness and not really taken seriously."</i></p> <p><i>'In my community people with mental health are looked at as crazy and sometimes even violent."</i></p> <p><i>"Mental health is looked down upon most time your considered crazy"</i></p> <p><i>"Mental health is seen in a bad light as all the stigma behind mental health is perceived as something wrong with you."</i></p> <p><i>"Viewed as weakness, that you're not trying hard enough in life and just complaining"</i></p> <p><i>"Growing up in a Caribbean house, elders always stated that it was an excuse for being lazy and I think learning about it is really important"</i></p> <p><i>"Mental health is view as something bad like it dangerous and people who have it will hurt other people."</i></p> <p><i>"Mental health is seen as a joke, not real or weakness in the black communities."</i></p> <p><i>"People think we are crazy"</i></p> <p><i>"It has a strong negative stigma and can be seen as weakness."</i></p> <p><i>"It's usually seen as a bad thing because mental health is considered a sign of weakness or just trying to find a reason to</i></p>

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*"It's seen as a joke; as a black woman I'm often told that my mental health should be hidden"*

*'Within my community mental health has a negative connotation, often people see mental health as a sign of weakness and some people don't believe that mental illness exists"*

*"Mental health is viewed in my community described as being dramatic because you raised to be strong and independent not being "weak" minded"*

*"A person can get called depressed, viewed very differently when they don't look like there doing good mentally."*

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*comes some sort of separation with your family because you are never asked how you've felt before."*

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*"As weak, black people don't have mental issue, crazy."*

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*"Within my community mental health can be deemed as a person who is crazy; although, that is not the case."*

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*"It is seen as a form of weakness."*

*"Mental health is viewed as something that is not real like if you are depressed then you're just lazy."*

	<p><i>"Mental health is viewed by someone being weak within my community."</i></p> <p><i>Mental health is seen in a bad light as all the stigma behind mental health is perceived as something wrong with you.</i></p> <p><i>"Is viewed as the worst thing possible. Some cultures see it as the person being exaggerating, or like in my family "don't let the devil control you", other see it as a bluff."</i></p> <p><i>"Being a black woman and that coming from an immigrant Jamaican household I can say that mental health is viewed as a weakness or something that's not "important" it's often brushed off and not addressed or people gaslight one another into thinking that their feelings are too small and or not that serious."</i></p> <p><i>"In my community it is viewed as something very real but also a setback that cannot be used as an excuse"</i></p> <p><i>"In my community mental is viewed as an illness"</i></p>
<p><b>Evolving</b></p> <p><u>Definition:</u> Changes to how mental health is viewed/ perspective of mental health</p>	<p><i>"In a larger scale, I would say that this generation tend to be more open about mental health. But in a smaller scale, including the Latino community it is considered strange to seek for help. It sometimes tied with weakness, pride, and other things that just makes people lives harder."</i></p> <p><i>"In my community, mental health it's not considered an issue. People might think you're just seeking attention. But in my family, it's not like that, they understand the importance of expressing your feelings."</i></p> <p><i>"Mental health in my community is not taken as seriously as it should but it is a work in progress since more and more people are encouraging therapy."</i></p> <p><i>"I believe that within my community mental health may not be taken as seriously as it should, but within my generation mental health is spoken upon much more."</i></p> <p><i>"In my community mental health is starting to be prioritized more and we are starting to talk more and open about discussions on mental health"</i></p> <p><i>"I believe more and more people are starting to understand how mental health can take a toll on people. The more we speak about it, it raises awareness."</i></p>

	<p><i>"In my community it is seen as weak or something that doesn't really exist which is normal for a Hispanic family but personally my mom understands how important it is and she does her best to support us as well as we support her"</i></p> <p><i>"I think that mental health is becoming more accepted in my community, but there is still a long way to go. People need to be educated about mental health and the importance of taking care of it, and more resources need to be made available to those who need help. It is important to create a safe and supportive environment where people can talk openly about their mental health and get the help they need."</i></p> <p><i>"In my community mental health is viewed both positively and negatively starting with the ones who think it's something you can just get over in a few days on your own and others actually advocating for those who struggle and help them find the help they need"</i></p> <p><i>"Mental health is often frowned upon but I was blessed to have a mother who understands and does her best to educate herself in order to help me."</i></p> <p><i>"I'm my community mental health is viewed as a disorder or disability and people with mental health issues are being treated or helped."</i></p> <p><i>"I live in NYC and a lot of craziness has been going on. It's most likely people with mental illness and I feel like they should get the treatment or the help that they need before it gets worse."</i></p>
<p><b>Supported</b></p> <p><u>Definition:</u> Promoting the interest and/or value of something</p>	<p><i>"It is viewed a serious and important matter that shouldn't be overlooked"</i></p> <p><i>'Mental health used to be perceived as a weakness, however, in today's society mental health is very important. It's encouraged by many people to maintain mental health, consulting with a therapist. Mental health is no longer seen a weakness rather it's okay to not be okay."</i></p> <p><i>"It's viewed as something that can always be fixed."</i></p> <p><i>"My community understands how others feels, and they try to give them space."</i></p>

	<p><i>"Within my community mental health is celebrated, it is greatly appreciated and not shied away. It isn't made fun of but brought to the public in making it known mental health exists."</i></p> <p><i>"Mental health is viewed within my community is it is important to the community"</i></p> <p><i>"Mental Health is very important within my community because we try to care for each other &amp; be there for each other as much as we can because we don't want nobody to feel alone at all."</i></p> <p><i>"Mental health is seen as a valid concern in NYC healthcare."</i></p> <p><i>"Theirs programs for people to attend to get the help they need."</i></p> <p><i>"In my community we find several things to do together if your mental health is bad so you can find your way back up and you're not alone"</i></p> <p><i>"In my community everyone supports one and another and offers people help by giving them advise or referring them to a specialist for that person needs of health"</i></p> <p><i>"At least in my previous schools, we were always informed about mental health."</i></p> <p><i>"Mental health is viewed within the community because it provides a space that encourages you to be yourself and one that connects you with those who are similar to you."</i></p> <p><i>"Mental health in my community is viewed as someone who needs help, look for resources to feel much better. Some may judge and others will give you advice and future steps to take."</i></p> <p><i>"One way that it can be maintained is trough finding a sense of community"</i></p> <p><i>"Mental health is viewed as critical in my community for the same reasons."</i></p> <p><i>"It's common"</i></p>
<p><b>Miscellaneous/ Other</b></p> <p><u>Definition:</u> Another perspective that does not fit in the previous mentioned codes</p>	<p><i>"Mental Health within my community is very bad because of everything that also comes with being a person of color."</i></p> <p><i>"Mental health is viewed in my community as events that occur that lead people to their point where they are in life."</i></p>

	<p><i>"Mental health viewed within our community black and white being differentiate to certain proportion."</i></p> <p><i>"It's important"</i></p> <p><i>"What mental illness means to me is that it can affect my mood and behavior."</i></p> <p><i>"It depends on your thoughts, behavior and basically it is our quality of life so it depends on the sense of community."</i></p> <p><i>"Harmful"</i></p> <p><i>"The way that humans act and how they feel, says a lot about mental health"</i></p> <p><i>"Mental health in my community is seen just to be thinking positive in your head"</i></p> <p><i>"Mental health includes our emotional, psychological, and social well-being."</i></p> <p><i>"n/a"</i></p>
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Two additional qualitative questions asked students to share what they would do different because of the workshop and to provide additional comment or feedback. When asked about what they would do differently because of this workshop several themes emerge from the responses which include awareness (about 31% of responses), disseminate (about 8% of responses), general approval (about 3% of responses), reference/ research (about 6% of responses), personal change/ growth (about 33% of responses, miscellaneous/ other (about 1% of response). There were about 17% of responses from students indicating that they would not do anything differently because of the workshop.

For this workshop, awareness can be defined as being concerned and well informed about a situation, in this case mental health (workshop topic). Disseminate can be defined as sharing information about mental health. General Approval in terms of the workshop topic can be defined as having a positive opinion about the workshop content. Reference/ research in terms can be defined as wanting to learn more about a topic (mental health). Personal Change/ growth can be defined as changes an individual wants to make and/or goals for self-growth. Miscellaneous/ other corresponds to quotes that do not fit into the identified themes and code

Students expressed interest in helping others who may be experiencing mental health concerns but also shared that they would self-reflect and look into and acknowledge their own mental health. Students shared that they would not only spread awareness about mental health and how it affects people but they will also educate family, friends and their community about what

they learned in the workshop, as well as continue to research more about the impact of mental health in their communities.

Question: What do you think you'll do differently because of this event?	
Code	Quotes
<b>Awareness</b> <i>General</i>	<p><i>"I think I'll have a bigger and more out view of mental health."</i></p> <p><i>"Spread Awareness"</i></p> <p><i>"I'll understand a person battling with mental health issues more than before because I understand that there are more mental health issues than the common ones most know"</i></p> <p><i>"Become more aware "</i></p> <p><i>"I think I will try to be more aware of other people's mental health as well as my own. "</i></p> <p><i>"Be more aware and mindful when it comes to mental health and the struggles of those who are affected"</i></p> <p><i>"I'll start promoting mental illness to people."</i></p> <p><i>"How I perceive mental illness and that I know that I'm not weak for simply seeking help."</i></p> <p><i>"Help decrease stigmas. if I don't know much about something I won't try to future help to prevent me from worsening the situation. "</i></p> <p><i>"I will definitely keep an eye on the signs "</i></p> <p><i>"Try to help more people regarding mental health."</i></p> <p><i>"Not everyone is religious, so including God can sometimes not help the person. "</i></p> <p><i>"Of course, continue to be more open and aware of mental health. as well as promoting mental health."</i></p> <p><i>"Be more aware of signs of mental distress"</i></p>



	<p><i>"That someone mental state is different and getting out of it is also different"</i></p> <p><i>"Because of this event I will be more informed of what signs of mental health are as well as how to approach someone dealing with a mental illness"</i></p> <p><i>"Look at the medical field in a different light"</i></p> <p><i>"Take mental health seriously"</i></p> <p><i>"Make a change"</i></p>
<p><b>Awareness</b></p> <p><b>Empathy</b></p>	<p><i>"I would not judge anybody, and I would take into consideration how everybody feels."</i></p> <p><i>"I will talk with my family more to make sure they're actually doing well and not just saying they are to please someone. "</i></p> <p><i>"I will be more mindful of how I treat others because you never know what they are going through. "</i></p> <p><i>"Asking people with mental health problems the right questions"</i></p> <p><i>"Pay better attention to my friends and loved one's behavior"</i></p> <p><i>"I think that my perspective remained the same but it definitely solidified how I felt towards mental health. I think I will try to encourage the black men around me to know it is okay for them to feel."</i></p> <p><i>"I will definitely think beyond then what my eyes are seeing because we cannot judge a person by the way they act so this workshop helped to realize that every person has a reason to act and feel a certain way and we as a society need to have patience and be more compassionate towards them"</i></p> <p><i>"I will understand people's mental health better"</i></p> <p><i>"I learned what not to say to someone when they're struggling or going through a hard time."</i></p>

*"Truly listen to others when they say that they're tired"*

*"I'll be more conscious of what I say to other people who are dealing with mental health problems"*

*"I will view people that have mental illness differently. Before learning about this I thought people with mental illness were just violent or behave in an unacceptable type of manner."*

*"When people are going through something I will try to understand where they are coming from more than calming them down"*

*"Keep in mind a person's behavior and be nice to others because you never know what the next person is going through. A lot of people go through a lot of things mentally and they don't say anything, which is why we need to be careful how we treat others. Our words could make them or break them."*

*"I'll try to be more aware of people's mental health status. "*

*"Take time to understand others"*

*"Check up on those who struggle"*

*"I will keep mental health in mind when I am dealing with others such as strangers and family members and understand that they will have their negative opinions on mental health."*

*"I'll be more considerate to those around me because I don't know what they may be struggling with that they don't tell people."*

*"It cleared out of stereotypes about mental health of other people"*

*"Helping people who dealing with mental health and try to understand."*

*"I would keep in mind people's mental health in more regard."*

	<p><i>"Talk more to my friends, and ask them how they're doing, just check up on them, but also check up on myself."</i></p> <p><i>"I will think about people with mental health differently and try to understand and help them if I can."</i></p> <p><i>"I'll think more critical and do my best to understand and help others "</i></p> <p><i>"I will be paying more attentions to the people around me, making sure I'll be there for them"</i></p> <p><i>"Will pay closer attention to how people's behavior's change and help them especially if they aren't doing good with their mental health."</i></p> <p><i>"I think I would take the time to ask more about how the men in my life are doing mentally instead of assuming that they are okay"</i></p>
<b>Awareness</b> <i>Cultural</i>	<p><i>"Be more culturally competent"</i></p> <p><i>"Since mental health is not considered as a major issue in my community as an African, I will encourage parents and other people to address mental health in the Community to help individual with mental health issues."</i></p>
<b>Disseminate</b>  (Share information/ knowledge)	<p><i>"I will most likely be sharing this information with my parents, so they understand what mental health is and how important it is for both me and them as well."</i></p> <p><i>"Inform my family to be more openminded when it comes to mental health"</i></p> <p><i>"Moving forward I would talk more about mental health to my family and explain to them the various factors that have some knowledge on and show them how useful getting help in certain situations can be."</i></p> <p><i>"Use the information that was presented to educate others"</i></p>

	<p><i>"I will definitely sit my family members down and have a conversation in regards to their views on mental health especially anxiety and depression. I would also for myself start seeking professional help from a therapist to help resolve my issues "</i></p> <p><i>"I'll try to help others understand how important mental health is."</i></p> <p><i>"I think my way of trying to educate people on mental health will shift."</i></p> <p><i>"I will use this information by showing it to other people and showing them that there's differences in how people of different background go about getting help professionally"</i></p> <p><i>"Something differently, I'll do is utilize this information and help spread the word about importance of mental health."</i></p> <p><i>"I believe I already treated everyone with kindness and the same. I may use this this information to help inform my peers."</i></p> <p><i>"I think I will encourage those to go to therapy because I feel better after speaking to a therapist so maybe someone else will too."</i></p> <p><i>"I will most definitely tell friends about it and try to motivate them to seek educations about it. "</i></p>
<b>General Approval/ Approval</b>	<p><i>"I think by telling our community that mental health is something very serious and it's not seeing us something that is a weakness "</i></p> <p><i>"I wish we have more class left of this session."</i></p> <p><i>"I think I would remember that therapy is first option and not a last option."</i></p> <p><i>"I thought this event went well and was informational."</i></p> <p><i>"Everything was perfect"</i></p>

<b>Reference/Research</b>	<p><i>"I will follow the steps of diagnosing from the DSM-5"</i></p> <p><i>"Understand mental health more"</i></p> <p><i>"Know the type of scenarios that occur in the healthcare field. Like misdiagnosing or not meeting the needs of certain groups/ communities; in this case the African American/Black community. "</i></p> <p><i>"Research more about mental health"</i></p> <p><i>"I think I will able to become more informed about the topic and be able to manage my mental health much more."</i></p> <p><i>"Be more aware and willing to learn about the importance of mental health and the effects it has on people"</i></p> <p><i>"Understand it more"</i></p> <p><i>"I will look at mental health from a broader perspective."</i></p> <p><i>"Ask more questions and be more aware of others."</i></p>
<b>Personal Change/Self- Growth</b>	<p><i>"I think I will start to put myself first. I feel like that plays a big role in mental health."</i></p> <p><i>"I will start to prioritize my mental health more and listen to others when they speak about their feelings."</i></p> <p><i>"I'll pay attention to mental health more and see if I'll be able to identify it within myself and those in my community to come to a certain goal in assisting them and myself."</i></p> <p><i>"I will not be afraid to cry and show emotions"</i></p> <p><i>"I'll start to put myself first because I feel like that plays a big role in mental health."</i></p> <p><i>"I think I will be able to express myself better and educate others around me "</i></p> <p><i>"View aspects of mental health differently"</i></p>

*"I think I'll be able to open up about my own mental health and understand elders more because we both grew up in different generations"*

*"I will try to be more subconscious and listen to my body/emotions under different situations to allow myself to grow. "*

*"I'll try to be more open with my emotions"*

*"How I react to people"*

*"I will take care of my own mental health more."*

*"Strive to improve mental health"*

*"I will take my own mental health seriously might think of buying the book that was shown in the zoom meeting."*

*"Something I will do differently because of this event is focus and give time to myself if it is needed, I know Dr. Patrice mentioned that crying is like a tool, and it is I agree with that because I am able to let everything out. "*

*"Apply what I learned to my everyday life"*

*"I will try to take care of my mental health more"*

*"Participate more"*

*"I will look at mental illnesses differently "*

*"Expressing my emotions instead of holding them in"*

*"One thing I'll do differently is to prioritize my mental health and not unnecessarily strain myself."*

*"Be more cautious of the words I say to someone going through a mental state"*

*"What I think differently in this even I could say something that I know about mental that I see in my area could class get a view of different type of mental health that happens."*

*"I will be more vocal about my emotions "*

*"Take notes"*

*"Start to take my mental health more serious and help my friends when they need it."*

*"I am someone that always keeps her feeling in and finds it hard to talk about them so after this event what I would do differently is at least start talking to someone"*

*"Learn about my mental health and how to help myself instead of just dismissing my feelings."*

*"Because of this event I will recognize that my mental health is just as important as my physical. I need to take care of both if I want to be truly healthy."*

*"I will be more aware of the state of my mental health"*

*"Always put myself first."*

*"I would maintain my mental health by exercise, healthy food, positive, social connection."*

*"I will just try to take the information and tell myself mental health is not bad is not something you should be rejected for. Getting help doesn't make you weak"*

*"Take care of myself more"*

*"Prioritize my mental health"*

*"I'll try to be more positive and more open towards others about how I feel"*

*"Ask questions"*

*"I will start to be less hard on adults or parents for why they fear discussing mental health since most of them were never in a comfortable enough environment to be able to as children"*

*"I will handle emotional stress different."*

*"Not to self-diagnosed my mental state and allow myself to express how I feel and let people be vulnerable around me"*

*"Focus more on smaller things/steps to improve my mental health."*

*"Based off what I learned today, I understand that everyone goes through struggles. Because of these struggles people may act in a certain way because they are not receiving the proper resources and I will now understand that better."*

*"Help my mental health."*

*"Start taking time for myself when I feel overwhelmed and I'll also check up on the people around me more."*

*"I think I will consider finding the right therapist for me because it's better to find someone who looks like you to understand you"*

*"Approach my lifestyle a lot more differently and focusing on what makes me happy and not doing things for others just because I want to feel like I belong when deep down they haven't done nothing to make sure I am doing okay."*

*"Take my mental health more seriously instead of brushing it to the side"*

*"Talk about it"*

*"I honestly am not sure since i struggle with my mental health myself and don't have the resources to help myself family wise. It did however open up my view to other people and made me feel validated."*



	<p><i>"I think I will take into consideration MY own mental health and not push it to the side as it will be detrimental to my wellbeing."</i></p> <p><i>"Something I'll do differently is become more aware of my own mental health"</i></p> <p><i>"I will be forcing myself to be okay."</i></p>
<b>No Changes</b>	<p><i>"N/A"</i></p> <p><i>"Nothing"</i></p> <p><i>"Nothing New"</i></p> <p><i>"Nothing in particular."</i></p> <p><i>"Nothing really? I think I already do most of the positive things"</i></p> <p><i>"None"</i></p> <p><i>"Honestly, nothing because we talked about it very openly and got good information."</i></p> <p><i>"No"</i></p> <p><i>"I'm not sure"</i></p> <p><i>"I will do nothing differently; everything went well and it was very informative"</i></p> <p><i>"I don't think so since my community is very understanding and doesn't judge but instead want to help out others"</i></p> <p><i>"I don't think I will do anything differently. Most of what was said I was already aware of. Like I said mental illness runs in my family."</i></p> <p><i>"Nothing, everything was good"</i></p> <p><i>"To be honest nothing really"</i></p>

<b>Miscellaneous/ Other</b>	<p><i>"In a way, yes"</i></p> <p><i>"Very delicate and difficult to deal with"</i></p>
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There was overall positive feedback for the workshop, many students did indicate not having additional comments or feedback (about 66%, duplicate responses removed from chart). The students who provided comments and feedback shared that the workshop was very educational and informative, specifically about the historical perspective of mental health within the Black/ African American community and how they would like to continue learning more about this. The workshop also received praise from the students including the presenter. Other students enjoyed the workshop and were content with how clear the information was delivered. Additional critique was provided for the inclusion of break out rooms, resources for depression and anxiety and more information on how mental health affects other communities of color.

<b>Question: Any other feedback or comments you would like to share?</b>	
<b>Code</b>	<b>Quotes</b>
<b>No Additional Comments</b>	<p><i>"No."</i></p> <p><i>"N/A"</i></p> <p><i>"NO RESPONSE"</i></p> <p><i>"Nope"</i></p> <p><i>"No comments"</i></p> <p><i>"No feedback."</i></p> <p><i>"Nothing else "</i></p> <p><i>"Nah"</i></p> <p><i>"No extra feedback."</i></p> <p><i>"No feedback/comments."</i></p>
<b>Educational</b>	<p><i>"Very informative"</i></p> <p><i>"I learned that some of the issues in healthcare that black people face are also from historical events that happened when black people were enslaved."</i></p>

<p><u>Definition:</u> learning or obtaining knowledge about mental health</p>	<p><i>"Those information was very helpful! and I learn new information today."</i></p> <p><i>"I thought information provided on the Black communities mental health was useful as well as being able to provide a different view point that is not brought into light."</i></p> <p><i>"I loved this presentation!!!! It was very informative."</i></p> <p><i>"I loved the presentation and i learned a lot about the history of mental health in the black community. It was really interesting and left me wanting to know more."</i></p>
<p><b>Praise</b></p> <p><u>Definition:</u> Approval and admiration</p>	<p><i>"I liked this workshop because it thought be many things and also, I felt a connection with some of the things being said."</i></p> <p><i>"I loved speaking about mental health"</i></p> <p><i>"I love these workshops, it really opens my eyes up to a more broader view of the world/society."</i></p> <p><i>"I loved this workshop because it thought be new things and I also got to connect with some of the things being said."</i></p> <p><i>"Everything was great!"</i></p> <p><i>"Dr. Patrice was amazing, thank you!!"</i></p> <p><i>"None, it was great!"</i></p> <p><i>"I really liked this presentation"</i></p> <p><i>"I really loved this presentation."</i></p> <p><i>"It was a very good presentation"</i></p> <p><i>"This workshop was helpful!"</i></p> <p><i>"Everything was good and interesting!"</i></p>

	<p><i>"I would just like to say that Dr. Patrice did a wonderful job educating us about mental health and used real life examples and scenarios to help us understand."</i></p> <p><i>"I really enjoyed Dr. Patrice and her section today. I feel like she connected well to the audience and grasped my attention with her lesson."</i></p> <p><i>"This was a good presentation"</i></p> <p><i>"I liked that we were presented a video on the stigma of this topic. I was able to relate to the video because my family are not really that interested or believe it will have a big impact on us."</i></p> <p><i>"I liked how easy it was to talk about this topic"</i></p> <p><i>"No, this was a great workshop ☺"</i></p> <p><i>"No, I think everything went great!"</i></p>
<p><b>Thanks</b></p> <p><u>Definition:</u> Gratitude</p>	<p><i>"No, thank you"</i></p> <p><i>"No thank you so much"</i></p> <p><i>"These workshops are very helpful thank you for this."</i></p> <p><i>"No but thank you"</i></p> <p><i>"Thank you for this event"</i></p> <p><i>"Thank you for this"</i></p> <p><i>"Thank you so much for your time to express a very important topic that I find strongly needs to be touched on"</i></p>
<p><b>Clarity</b></p> <p><u>Definition:</u> Clear and easy to understand</p>	<p><i>"No, everything was well explained"</i></p> <p><i>"Everything was good and well explained"</i></p>
<b>Enjoyment</b>	<p><i>"I really enjoyed the presentation; it is very useful in our daily lives as young adults who will no doubt end up using this in the future as well"</i></p>

<p><b>Definition:</b> satisfaction with workshop</p>	<p><i>"No feedback! I thoroughly enjoyed this workshop!"</i></p> <p><i>"It was a good presentation, I enjoyed it."</i></p> <p><i>"I enjoyed this workshop."</i></p> <p><i>"I really enjoyed today's workshop."</i></p> <p><i>"Really enjoyed it!"</i></p> <p><i>"I just really enjoyed this presentation. It felt good hearing an intelligent Black woman talk about Black issues we face mentally every day without shutting it down but to be very open and understanding on the topic"</i></p> <p><i>"I really enjoy this event"</i></p> <p><i>"Everything was good in the presentation and out of all presentations I enjoyed this one the most"</i></p> <p><i>"I really enjoyed this workshop and found it really interesting."</i></p>
<p><b>Critique</b></p> <p><b>Definition:</b> Critical analysis of workshop to provide feedback</p>	<p><i>"Breakout rooms"</i></p> <p><i>"I would elaborate on how mental health has affected Hispanics, Asians, etc. Not only African Americans. "</i></p> <p><i>"I think mental health should be more address in African community."</i></p> <p><i>"List some places you can go for a diagnosis for depression or anxiety"</i></p> <p><i>"Next time to talk about labor and delivery nurses"</i></p>
<p><b>Miscellaneous/ Other</b></p> <p><b>Definition:</b> another perspective that does not fit in the previous mentioned themes/codes</p>	<p><i>"Mental health is determined by many factors. "</i></p> <p><i>"Keep friends and family who's going through a tough time but isn't ready to speak out in your thoughts and prayers "</i></p> <p><i>"Thats all."</i></p>

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❖ **CCP Virtual Workshop 5: An introduction to HIV/AIDS, Hepatitis C and STIs**

**Workshop Description**

Many HIV primary care providers have been working on the frontlines of the epidemic since the 1980s and have an expansive knowledge; however, many of them have and will continue to retire in the next decade. While studies of healthcare professionals have shown increasing awareness and knowledge about HIV and other STIs, the extent to which they receive this education during their training is limited. This session examines the historical and social trends of HIV/AIDS, Hepatitis C, and common STIs in the United States and provides budding health practitioners with innovative and up-to-date outreach, prevention, and treatment strategies, including biomedical interventions.

- **Presenter Biography**

Yvette Michele Anderson is a trained Mental Health Counselor, (Nyack College, MA, 2013) Life Coach (Holmes Training Academy, 2018) Prepare/Enrich, Relationship Facilitator (2018) and CEO of Sustained Hearts, Inc., Coaching business (2020). Yvette is currently serving as the CDG Project Manager at Black Health. “I am passionate about helping individuals sustain healthy relationships. “Part of this mission is to encourage others to remain teachable, don’t undervalue yourself, and to continue to seek your purpose in life. Purpose allows you to take your experiences, traumas, and the best lessons you have grown through, to be an example to others of how to overcome.

At the core, Yvette finds value in helping those who might not be operating as the best version of themselves. “It is important for me to respect those I may have to walk over in the middle of the street as much as those who may be beholden to the richest academic and professional accomplishments.”

- **Learning Objectives**

- What HIV is, what the risk factors are, how it is transmitted, some signs and symptoms, what are available to diagnose it, and examples of how it is treated?
- What does Hepatitis mean?
- What are the different types of Hepatitis?
- What are the risk factors for Hepatitis C, and how is it transmitted? What are some signs and symptoms? What tests are available and examples of how it is treated?
- What are the common STIs? The most common?
- How are these diseases treated?
- How are these diseases prevented?

**Workshop Discussion**

Guest presenter for this workshop was Mayor Jeremy Ford, from Tuskegee, Alabama, who provided encouraging words to students about the importance of becoming “Lehman Leaders”, as they walk through the door of opportunity and take charge in the field of healthcare. Mayor Ford highlights the honor to have the opportunity speak to the students and professor, specifically the honor for the institution to teach about health and human services, and the field of nursing. Mayor Ford spoke to students about the Tuskegee study, which was the unethical research study of the Federal government experiment to observe the natural course of syphilis. Tuskegee has been able to overcome the racism in the study and create institutions that provides education, educational opportunities, and care to many in the Tuskegee community. The workshop provided students an overview of HIV/ AIDS, Hepatitis C and STIs. Students actively participated in the discussion, and were engaged discussion of HIV/AIDS specifically HIV prevention such as PrEP.

For HIV/AIDS portion of the presentation, information was provided to students on HIV risk factors, modes of transmission, symptoms, diagnosis tools/tests, as well as the treatment options and prevent HIV. As an opening for the presentation students were asked to identify how many types of HIV there are, as well as the different bodily fluids that can transmit HIV. More information is needed for students on HIV transmission, as some responded that HIV can be transmitted via bodily fluids like saliva, sweat and urine (which are bodily fluids that do not spread HIV). The presenter also provided information on advancement with HIV treatment, specifically with long term injectable medication for treatment and medications available for HIV prevention. Students were interested in obtaining more information on PrEP as some students shared that they were not aware of PrEP. Questions arose on how effective PrEP is, as well as who can take PrEP and the presenter provided information on the different types of PrEP and the importance of having a conversation with their providers.

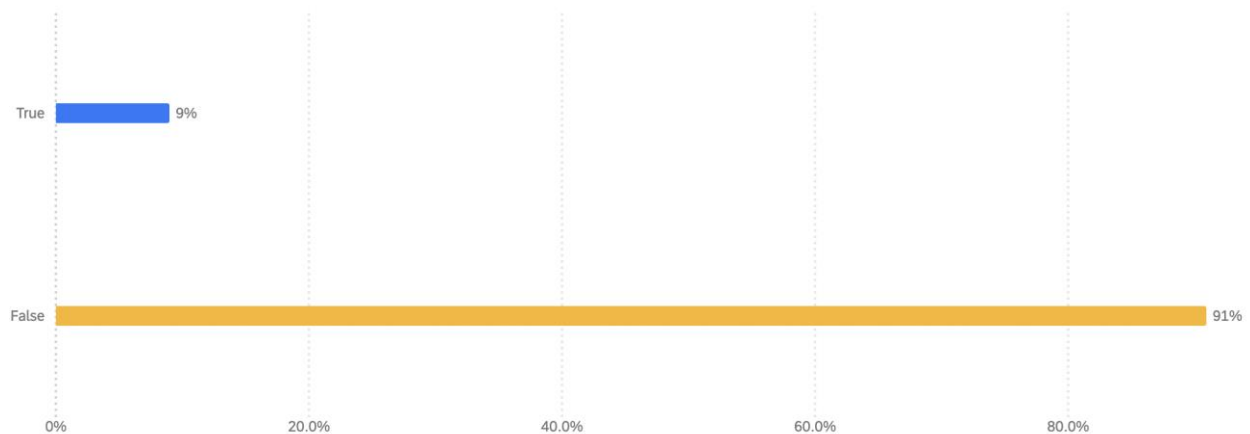
For the Hepatitis C portion of the presentation, students were provided information on how to identify the risk factors for hepatitis C, the modes of transmission, symptoms and testing/treatment options. The presenter highlighted the change in treatment and how harsh the previous treatment was that often resulted in people choosing not to be treated, specifically Black and African Americans. For the STIs portion of the presentation, students were provided information on the different and most common STIs, as well as information on treatment and prevention. The goal of this presentation was to provide information on different conditions but also equip students with this knowledge so they can better serve their patients as well as advocate for their patients once they start working in the health field.

#### → **Poll Survey**

The poll survey for this workshop asked students questions that relate to the learning objectives, specifically about HIV transmission, hepatitis types and STI symptoms. There was a total of 26 responses to the poll survey for this workshop.

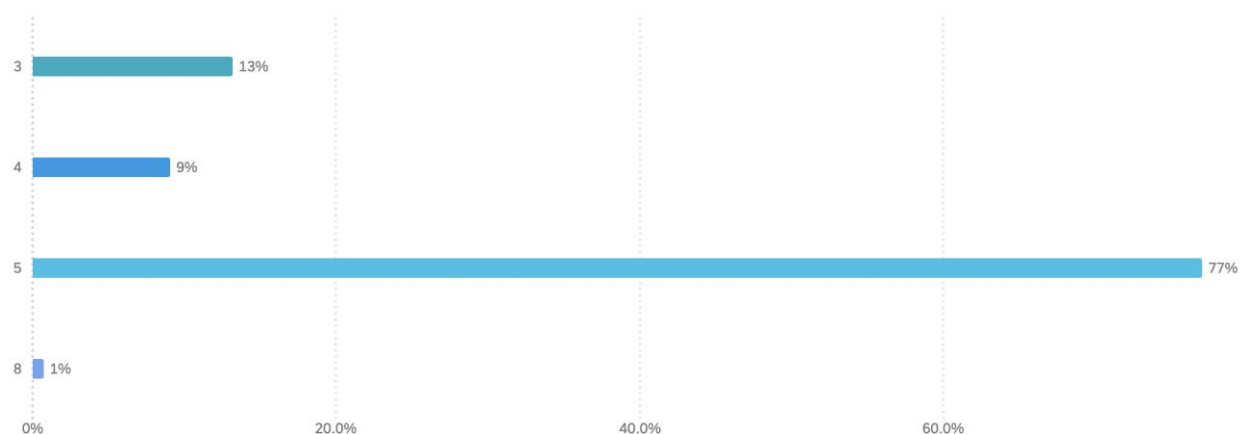
Poll Question 1: The first poll question was a true or false question that asked students about HIV transmission, specifically if there was only one way to transmit HIV. The correct response is false; 91% of student selected the correct response. As presented in the workshop, HIV can be transmitted via bodily fluids from infected people such as blood, breast milk, semen and vaginal fluids (World Health Organization: WHO & World Health Organization: WHO, 2023)

There is only one way of transmitting HIV? 144 ⓘ



Poll Question 2: The second poll question was about Hepatitis, specifically asking student how many types of hepatitis are there. The correct response to this question is 5 (Hepatitis A to E); the most common types in the United States are hepatitis A, hepatitis B and hepatitis C. Just over three-quarters (77%) of students selected the correct response (*What Is Viral Hepatitis?* / CDC, 2023).

How many forms of viral hepatitis are there? 144 ⓘ

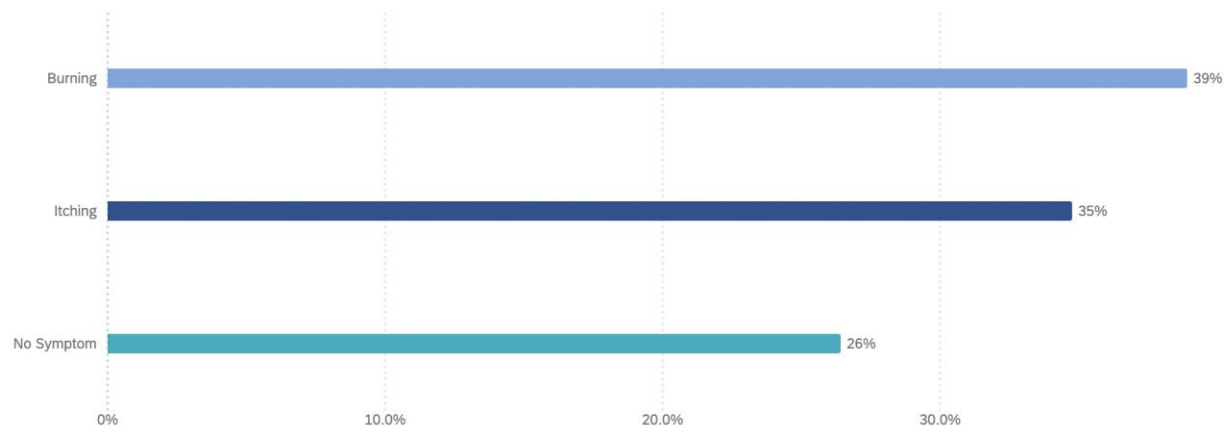


Poll Question 3: The third poll question was about sexually transmitted infections (STIs), specifically asking students about the most common STI symptom; the correct response is no



symptom. According to the CDC (*Adolescents and STDs | Sexually Transmitted Diseases | CDC, 2022*), many STIs do not cause any noticeable symptoms, thus it is important to get tested, only 26% selected the correct response.

What is the most common STI symptom: 144 ⓘ



#### → Pre and Post Knowledge Questions)

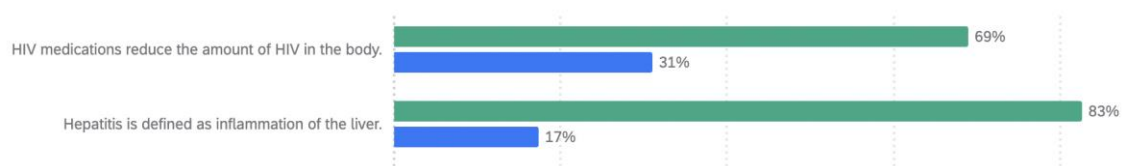
The repeated pre and post questions for this workshop also asked questions on the topics presented in the workshop HIV, hepatitis and STIs. There were 161 responses to the pre-survey and 137 completed the post survey – an engagement rate of 85%.

The first question was a true or false question that asked students about HIV medication, specifically if HIV medications reduce the disease in the body. The correct response to this question is true. Only 69% of students selected true in the pre-survey and 76% in the workshop post survey. Even though there was a shift in responses, there needs to be further material on HIV medication.

The second question was also a true or false question that asked students if hepatitis is inflammation of the liver; the correct response is true. For the pre-survey 83% responded true and for the post-survey question, 94% responded true.

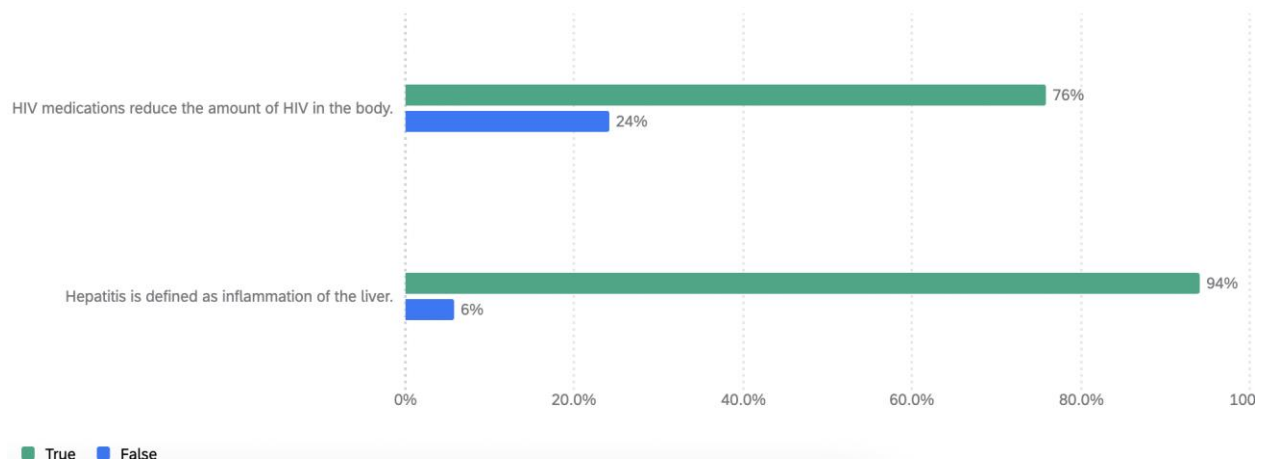
#### - Pre-Survey:

Please indicate if the following statements are True or False: 161 ⓘ



#### - Post Survey:

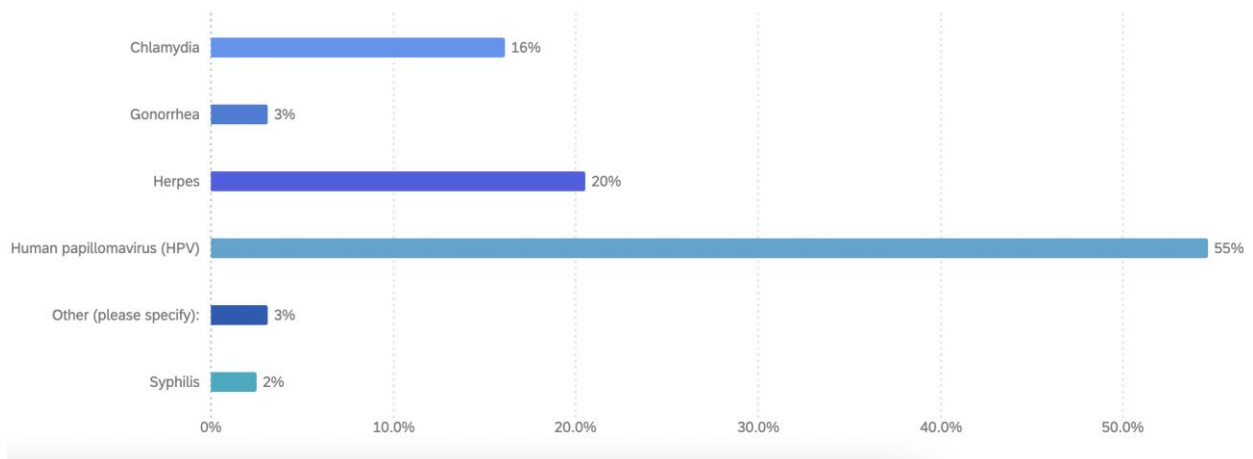
Please indicate if the following statements are True or False: 137 ⓘ



The last questions asked student about STIs, specifically which is the most common. The correct response to this question is Human papillomavirus (HPV). For the pre-survey 55% of students selected the correct response and for the post, about 74% selected the correct response.

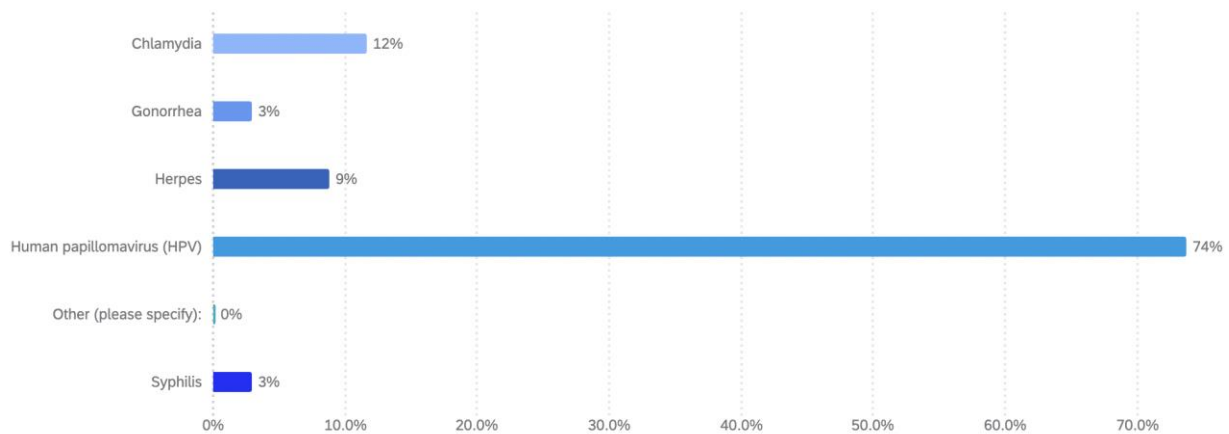
- Pre-Survey:

What is the most common STI? 161 ⓘ



- Post Survey:

What is the most common STI? 137 ⓘ



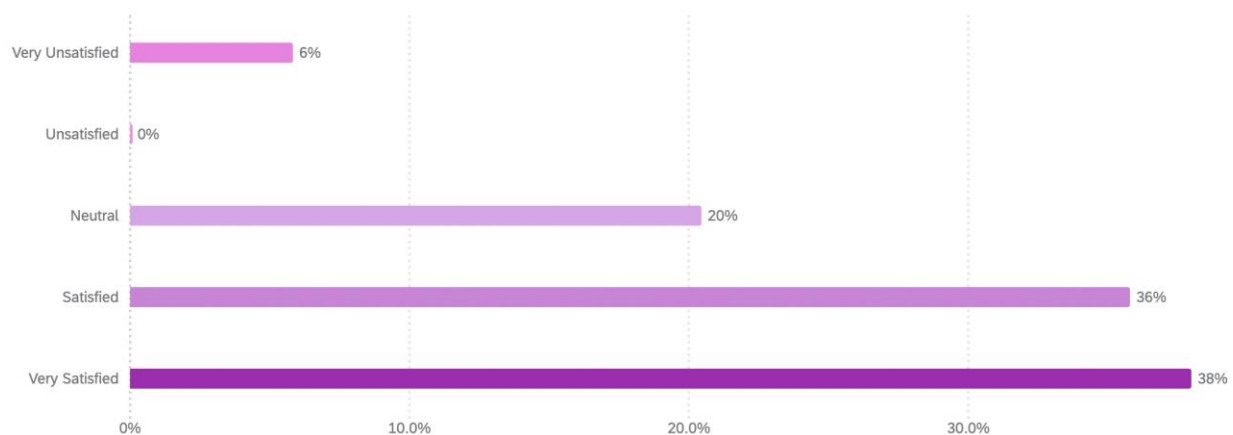
### 🔍 Post Survey:

For this session students were also asked to provide feedback about the workshop, specifically how satisfied they were with the workshop, if they would recommend the workshop and their agreement with statements about the presentation content and presenter. There were 137 responses to the post survey.

### Event Satisfaction

The majority of the students were satisfied with the workshop, indicating that they were either very satisfied (38%) or satisfied (36%). About 20% of students had a neutral satisfaction, and 6% were very unsatisfied with the workshop.

How satisfied were you with the event? 137 ⓘ

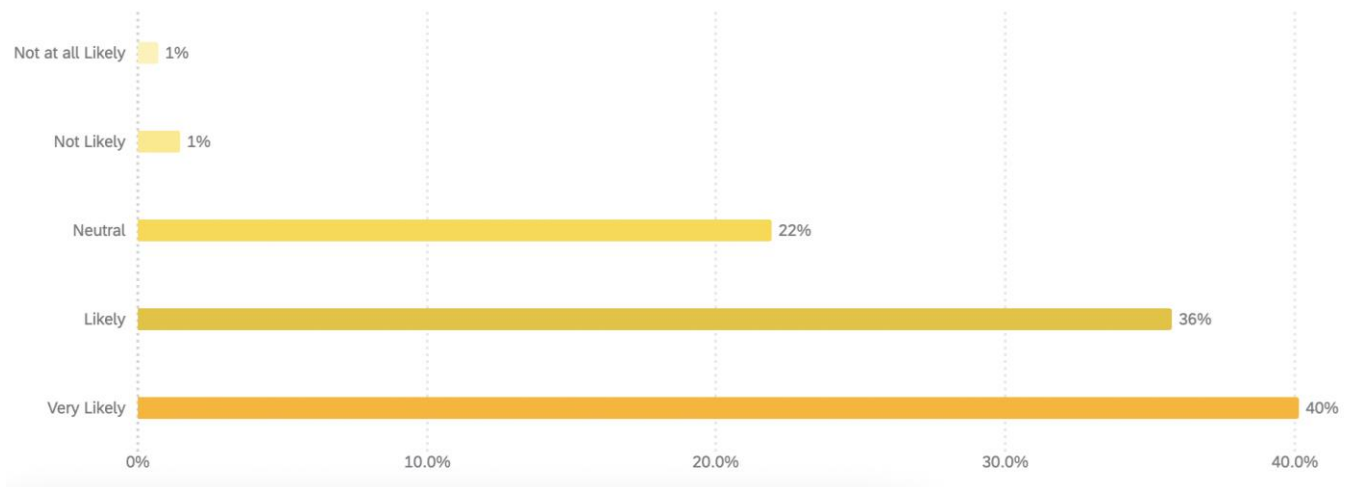


### Event Recommendation

More than three-quarters (76%) of students indicated that they would recommend the workshop to friends, family member or colleagues (40% indicated that they would very likely

recommend and 36% indicated that they would likely recommend). More than a fifth (22%) of students indicated that they were neutral about recommending the workshop, and a smaller percentage (2%) would not recommend the workshop.

How likely are you to recommend this event to your friends, family members, or colleagues? 137 ⓘ

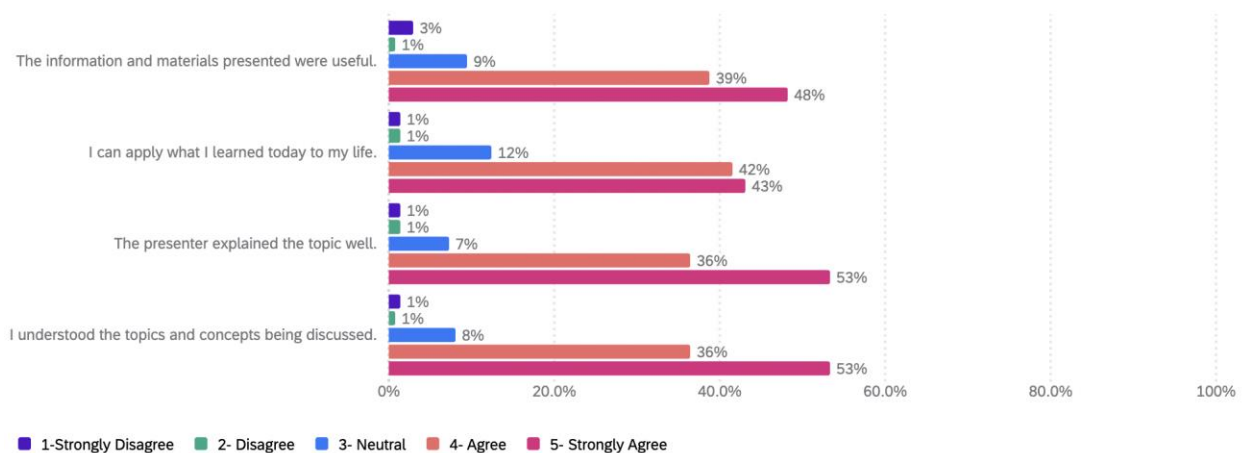


#### Level of Agreement:

Students were asked to rate four statements regarding the workshop topic, concepts and material provided in the workshop as well as how well the presenter explained the topic

- Regarding how useful the information and material presented in the workshop, 87% of students indicated agreement with this statement, while 9% indicated a neutral rating and 4% disagreeing.
- About 85% of students indicated that they could apply what they learned in the workshop, while 2% disagreed with this statement, and 12% neither agreed or disagreed (neutral).
- About 89% of students agreed that the presenter explained the topic well, 2% disagreed with the statement and 7% neither agreed or disagreed (neutral).
- Regarding the understanding of the concepts discussed in the workshop, 89% of students agreed with this statement, 8% who felt neutral and 2% disagreed.

Please rate how much you agree on a scale of 1-5: (1 is strongly disagree and 5 is strongly agree) 137 ⓘ



### → Post (Qualitative Questions)

The first qualitative question for this workshop asked students to share what they will do differently because of the workshop. Several themes emerged from the responses which include sexual health (about 22% of responses), awareness (about 17% of responses), disseminate (about 17% of responses), reference/ research (slightly over 4% of responses), and personal change/ growth (about 23% of responses). There were 16% of students who indicated that they would not do anything differently because of the workshop.

For this workshop, personal Change/ growth can be defined as changes an individual wants to make and/or goals for self-growth. Sexual health can be defined as related the mental, physical, social, or emotional aspects of sexuality. Awareness can be defined as being concerned and well-informed about a situation, in this case mental health (workshop topic). Disseminate can be defined as sharing information about mental health. Reference/ research in terms can be defined as wanting to learn more about a topic (mental health).

For this workshop, students not only thought about what they would do different from an external perspective (community) but also an internal perspective (self) and provided responses on what changes they would be considering for their own sexual health, specifically the importance of routine testing. Students also highlighted the stigma associated with STIs and shared how they will “debunk” stigma and stigmatizing language. Students also indicated wanted to learn more about the workshop content and also share this information with family, friends and their community.

Question: What do you think you'll do differently because of this event?	
Code	Quotes
Sexual Health	<i>“Consider getting tested more often”</i>

*"Take more safety precautions, especially when it comes to STIs and how they are spread"*

*"Something I will do differently because of this event is to actually be cautious about HIV/AIDS, Hepatitis C and STs since this can be serious. Taking care of myself more and really pay attention and observe if something is wrong."*

*"I will be very cautious about my sexual activity."*

*"Because of this event I will be more careful when I am sexually active while also being aware of the other ways these diseases can be transmitted"*

*"Be careful from a lot of things to not caught HVI or any of thesis conditions."*

*"I'm now aware about the topic of STI and methods I can use to prevent contraction or treatment."*

*"I think I would start to go to the doctor more cause you never know what is going on in your body"*

*"Understand sexual diseases better."*

*"I would take more precautions and take care of my body."*

*"Definitely start to look at my body differently and the way I carry myself"*

*"I will think of sti differently"*

*"I think that I will be very careful and aware of who I will have sexual relationships with after this event."*

*"Be mindful of the sexual transmitted diseases out there. Use contraceptives and get checked."*

*"What I will do differently is test myself every 6 months for any HIV/ AIDS, Hepatitis C, and STIs. Especially if I'm sexually active."*

*"Be careful with my body"*

	<p><i>"Watch out from any disease to I may catch"</i></p> <p><i>"I will be extra careful and think about getting checked for these diseases."</i></p> <p><i>"I'll be careful to avoid those sti's."</i></p> <p><i>"If I was to ever do any sexual activities with my partner, it is important that I use protection or ask about their sexual health before doing so."</i></p> <p><i>"I think definitely being educated about what HIV &amp; SIT is and making sure to get tested about it"</i></p> <p><i>"I figured how easily certain disease can be transferred and not only from sex"</i></p> <p><i>"I always took my health and risk of diseases seriously and this only gave me more of a reason to do so."</i></p> <p><i>"I will learn more about my health and safe practices"</i></p> <p><i>"I will get more check up and be more protective of myself."</i></p>
<p>Awareness: Stigma</p>	<p><i>"Debunk stigmas when I come across them."</i></p> <p><i>"I will make sure to not assume things whenever someone that has a std or sti is around me and make sure to educate people who may also assume things without knowing the truth on what I have learned today."</i></p> <p><i>"Because of this event I can educate those around me about the myths surrounding people with STDs/STIs. There are many stigmas around people who have these illnesses that can cause more harm than good."</i></p> <p><i>"Be less ignorant to the different ways people can obtain a transmitted disease. Not everything is only transmitted through sex."</i></p> <p><i>"I will be more mindful of how I treat people because you never know what they are going through and if they need help."</i></p>

	<p><i>"I will stop seeing people with such conditions as nasty or unclean"</i></p> <p><i>"After this event I am more educated on HIV which helps reduce the stigma about the topic as well as I learned about all the different types of medications and preventatives methods that exist for HIV"</i></p> <p><i>"I think it was such a good discussion to have because there's a lot of stigma around sex and reproductive health so it was nice to actually get educated and understand about very real things that happen and how to prevent it"</i></p> <p><i>"I will after today being educated more, help stigma decrease, because there are many preventions for it today. encourage others with this issue to be less shy..."</i></p>
Awareness: General	<p><i>"Spread awareness"</i></p> <p><i>"I'll be more aware of the diseases around me"</i></p> <p><i>"I will be aware of my surrounding"</i></p> <p><i>"Be more aware of this topic"</i></p> <p><i>"I am more aware about HIV and other diseases and will work on early prevention and bring more awareness to those how need it"</i></p> <p><i>"I will become more aware of sexually transmitted diseases."</i></p> <p><i>"I learned good things"</i></p> <p><i>"I KNOW MORE AND CAN BE MORE AWARE IF I SEE SIGNS"</i></p> <p><i>"I'll be more mindful when I go to get my nails done or ask my doctor to do screenings on me"</i></p>
Awareness: Patient Experience	<p><i>"I will be more comfortable when talking about sexual diseases to patients and help my friends as well."</i></p>
Awareness: Pharmaceuticals	<p><i>"I did not know there is no vaccine to hep C but it is curable."</i></p>



Disseminate	<p><i>"Share information"</i></p> <p><i>"Share with family and friends"</i></p> <p><i>"Educated people about it more"</i></p> <p><i>"I will pay more attention to the signs and be able to educate biased people more"</i></p> <p><i>"Educate more people about the information I learned today"</i></p> <p><i>"I help educate others"</i></p> <p><i>"Because of this event I learned the prevention and causes and other deep information about HIV which will help me in the future and also being able to teach it to others"</i></p> <p><i>"I don't think I'll do much personally because me religion doesn't allow people to have sexual contact with others outside of marriage, but I'm glad I could use this to advise friends in my life and just keep others educated."</i></p> <p><i>"I will use it to educate others and help those who don't know about it"</i></p> <p><i>"I'm going to start stating what causes health disparities seriously."</i></p> <p><i>"I will be more open when speaking about sexual health and just health in general"</i></p> <p><i>"I would tell my family the prevention and treatment of the diseases."</i></p> <p><i>"I'll take it with me and apply it it's always good to stay informed"</i></p> <p><i>"I will be able to inform people better about STI."</i></p> <p><i>"I've always been cautious of STI's and how they could spread but I will gladly be someone to inform others on how to prevent getting these STD's"</i></p>
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	<p><i>"What I will do differently after going to this event would be talking to a friend about this event and how they should take safety precautions with their partner."</i></p> <p><i>"I will explain HIV and the information surrounding it"</i></p> <p><i>"Talk"</i></p> <p><i>"I will use this information given to me and educate others"</i></p> <p><i>"I will be more aware of sexually transmitted infections, and I can educate others based on what I learned."</i></p>
No Change	<p><i>"N/A"</i></p> <p><i>"Nothing"</i></p> <p><i>"Nothing, it was great"</i></p> <p><i>"Nothing everything was good"</i></p> <p><i>"None"</i></p> <p><i>"No different"</i></p> <p><i>"—" (NO RESPONSE)</i></p> <p><i>"I don't think I'll do anything differently because this event was very informative, and the information was presented clearly"</i></p> <p><i>"Nothing differently since I've known the information since middle school"</i></p> <p><i>"Although I am not sexually active, I will continue to stand firm and be cautious with any other intimate activity I choose to indulge in if there ever is."</i></p> <p><i>"Nothing different?"</i></p> <p><i>"At the moment I don't think noting differently about the event."</i></p> <p><i>"Nothing, everything was great."</i></p>

	<p><i>"Am not really sure"</i></p> <p><i>"I'm not sure"</i></p> <p><i>"Nothing really"</i></p> <p><i>"I'll continue to do as I normally have"</i></p> <p><i>"No"</i></p> <p><i>"I don't think I would do anything different."</i></p>
Reference/Research	<p><i>"I would definitely do more research on preventative medicine for these kinds of diseases and educate those around me on how they can prevent themselves from contacting these diseases and the time windows each of these affects someone."</i></p> <p><i>"I will make sure to stay informed"</i></p> <p><i>"Today I learned a lot about HIV and I will use this information in the future."</i></p> <p><i>"More research"</i></p> <p><i>"I will think of these situations more carefully to hopefully never see myself here."</i></p>
Personal Change	<p><i>"I think I would utilize more careful approaches"</i></p> <p><i>"Take more precaution"</i></p> <p><i>"I will take more precaution of what I'm doing. I will be more safe."</i></p> <p><i>"After this event I will be more cautious about certain things"</i></p> <p><i>"Definitely be more careful and make wise decisions"</i></p> <p><i>"Be more careful"</i></p>

*"I will be more cautious of my day-to-day life because of what you said about tattoos and all of that"*

*"I will take more notes and learn more about the things discussed."*

*"Take care of myself more."*

*"I will be more cautious."*

*"Be careful"*

*"Take care more of myself"*

*"Be more careful"*

*"Be protective"*

*"Stay safe and careful"*

*"I will probably pay attention more since I missed a few things that was talked about."*

*"Continue to be careful with people"*

*"Take notes!"*

*"I'll take it with me and apply it it's always good to stay informed"*

*"Be more cautious"*

*"Be careful"*

*"I will take more precaution with people."*

*"I'll pay attention more"*

*"Be careful with the way I interact with people"*

	<p><i>"Be careful with others."</i></p> <p><i>"Probably be more careful with my interactions"</i></p> <p><i>"Be very careful and SAFEEE"</i></p>
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The second qualitative question for this workshop asked students to provide additional comments/ feedback. The majority of the students did not provide additional comments/ feedback (about 73%). Students who did provide feedback acknowledged how great the presentation was in bringing awareness especially about STIs, since it is a difficult conversation to have that definitely needs to be spoken more about and the importance of testing. Students also shared that they enjoyed how the presentation debunked stigmas, specifically about individuals with STIs and how it has changed their perspective/ views that of people with STIs.

Question: Any other feedback or comments you would like to share?	
<b>No Additional Comments</b>	<p>No extra feedback.</p> <p>I have no comments or feedback</p> <p>no not really just that she did a really great job</p> <p>No</p> <p>N/A</p> <p>None</p>
<b>Educational</b>  <u>Definition:</u> learning or obtaining knowledge about mental health	<p>I thought the presentation was very informational about sexually transmitted diseases. Additionally, I thought the instructor who was speaking about common STIs pointed out information that struck me, in ways of contracting Hepatitis C through other things rather than sexually.</p> <p>It was a very informative class.</p> <p>It was really helpful event because it gave a brief information about to protect your body.</p>

	<p>I loved the presentation; it was informative and grasped my attention</p> <p>Nope. I just learn more information</p> <p>I just wanted to say I learned a lot today.</p> <p>I was a little uncomfortable with how openly sexual relationships were being mentioned (I'm a very modest person and my religion is very strict with these things) but I felt it was helpful for basic knowledge, since you never know what could happen to you in the future its always best to stay safe.</p> <p>I will tell this information I learned to a friend</p>
<p><b>Praise</b></p> <p><u>Definition:</u> Approval and admiration</p>	<p>I liked how the mayor was there</p> <p>I think everything was good</p> <p>No, great presentation!</p> <p>everything went well &amp; would definitely recommend!</p> <p>All of the speakers spoke well and gave useful information. I enjoyed Mayor motivational speech in the beginning.</p> <p>I loved how inclusive it was. we were able to answer questions instead of just listening to someone talking</p> <p>I love learning about diseases and where they come from so, I absolutely loved this event.</p> <p>I really like this presented</p> <p>Great presentation</p> <p>Keep up the good work</p> <p>I really loved this presentation; it explained the information so clear and I did learn new information.</p> <p>amazing presentation</p>

	<p>It was very helpful.</p> <p>This event went very well, I wouldn't change anything.</p>
<p><b>Thanks</b></p> <p><u>Definition:</u> Gratitude</p>	<p>I was very satisfied with the presentation thank you</p> <p>Thank you so much for your time.</p> <p>Thank you</p> <p>None; amazing workshop Thank you!!</p> <p>NO. Just thank you for taking your time to teach us new things.</p> <p>Thank you</p> <p>no but thank you</p> <p>No thank you</p> <p>no thank you</p>
<p><b>Clarity</b></p> <p><u>Definition:</u> Clear and easy to understand</p>	<p>It is important to take care of your body and be careful with the people who you give access to you.</p> <p>I really enjoy it and the information was very clear</p>
<p><b>Enjoyment</b></p> <p><u>Definition:</u> satisfaction with workshop</p>	<p>I really enjoyed that this topic was discussed today, because it is not a topic that can easily be discussed with family or friends.</p> <p>I enjoyed the presentation and was able to understand many things about STDs I did not know before.</p> <p>I really enjoyed this meeting and found it very informative and interesting.</p>
<p><b>Critique</b></p> <p><u>Definition:</u> Critical analysis of workshop to provide feedback</p>	<p>Polls</p> <p>include videos</p>

## Conclusion

Black Health designed the Conscientious Clinician Program to provide medical students and future practitioners greater awareness and understanding of Black communities and the social determinants that impact health. Each workshop provides students with a wide range of concepts and students were able to apply what they learned in the workshop at an intrapersonal level as well as interpersonal and community level (seen via student responses to qualitative questions). Strengths were seen with the expansion of the CCP at Lehman College as well as via the overall positive satisfaction and feedback provided by the students for each individual workshop. Students were also able to relate to content shared and provided examples of how they would incorporate content from the individual workshops at a personal level but also within a community setting. One limitation would be the completion of the surveys, as attendance varied for each workshop, to mitigate this challenge student ID was required for surveys after workshop 3. For the next cohort, professors would be provided ID numbers to verify completion of surveys. In addition to student ID question, logistics would be further discussed about Zoom meeting room (for attendance reports) as well as availability of CCP program content and survey links on Blackboard.

Next steps for the next cohort would be to incorporate feedback provided by students and share with presenters (i.e., incorporate breakout rooms, make workshops more interactive). One solution to make the workshop more interactive is to incorporate the poll survey within the Zoom platform. Black Health will also obtain feedback from presenters after each workshop to make sure the program is being delivered as intended, as well as a student reflection survey 6-months after the workshop in order to see the long-term impact of the workshop, and if students were able to incorporate what they learned in the workshop as well as what topics or areas of concerns they would like to learn more about.



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