New York State Department of Health

Bureau of Women, Infant and Adolescent Health
2022 Provider Meeting
July 19-21, 2022

Building on Community Strengths for Health and Justice

This professional development and networking event is for providers funded by the New York State Department of Health BWIAH in the following Provider Groups:

- Comprehensive Adolescent Pregnancy Prevention (CAPP)
- Family Planning Program (FPP)
- Healthy Families New York (HFNY)
- Healthy Start (HS)
- Nurse-Family Partnership (NFP)
- Perinatal and Infant Community Health Collaborative (PICHC)
- Personal Responsibility Education Program (PREP)
- Sexual Violence Prevention
- Sexual Risk Avoidance Education (SRAE)

All Provider Group Program Agencies are required to participate; registration is limited to **three** participants per program agency.

REGISTRATION

To successfully complete the registration process:

- This meeting will be on the Zoom Events platform. You must have a Zoom account and the email associated with your Zoom account is the email you must use to register for the event.

- Know your **Provider Group** and **Program Agency** before you start. Both are required to register; please do not use acronyms. Click here for complete listing of Provider Group and Program Agency: www.actforyouth.net/resources/pd/bwiah22-provider-groups-agencies.pdf

- After successfully submitting your registration, you will receive an email confirmation directly from Zoom Events with your "ticket"/link to the meeting. This is the only "ticket"/link you will have/need for the entire meeting. The ticket is associated with the email you registered with; you are not able to share the link.

- Once you have opened the email, click on the blue "View Ticket" button. Sign into Zoom using the same email address affiliated with your registration.

- Click on the blue "Join Lobby" button, follow prompt to open Zoom, and all meeting information will be at your fingertips. Noting the icons in the left margin, you can build your itinerary by selecting the bookmark icon in the workshop session of your choice.

- There is no cost to attend.

CONTACT US

If you have any technical registration problems or need to cancel your entire registration, please email events@cornell.edu.

For all other program questions or concerns, please email act4youth@cornell.edu.

PROGRAM

"Momma!" An Exploration of the Intersection of Police Brutality and Black Motherhood
Rachel Hardeman, PhD, MPH, University of Minnesota, School of Public Health

Police violence and police contact are forms of structural racism that normalize an array of dynamics that routinely advantage whites while producing cumulative and chronic adverse outcomes for people of color. There is a need to understand the pathways linking events of radicalized police violence to reproductive health within Black communities. Centering police violence and brutality as a reproductive health issue recognizes the need to dismantle systems of oppression to ensure Black communities are free to live without fear in safe and sustainable communities.

Birth Equity Improvement Project
Marilyn A. Kacica, MD, MPH, FAAP, New York State Department of Health
Kristen Lawless, MS, New York State Department of Health Perinatal Quality Collaborative

Launched in 2021, the New York State Birth Equity Improvement Project (NYSBEIP) is a learning collaborative comprised of 70 birthing hospitals and centers and led by the New York State Department of Health's (NYSDOH) New York Perinatal Quality Collaborative (NYSPQC). Through the collaborative process, participating birthing hospitals and facilities 1) identify how individual and systemic racism impacts birth outcomes at their facility and 2) take actions to improve both the experience of care and perinatal outcomes of Black birthing people in the communities they serve.
This workshop will introduce participants to the background, aims, framework, and implementation of this statewide project. Participants will learn how birthing facilities are currently collecting and using feedback from birthing people and partnering with community-based organizations to improve care.

Learning Objectives

- Understand how racism contributes to inequitable perinatal health outcomes
- Identify the NYSBEIP framework, aim, measures, and changes to create improvement in NYS birthing facilities
- Demonstrate how NYS birthing facilities are collecting and using patient experience data stratified by race and ethnicity to improve the quality of birthing care in their facilities
- Identify best practices for how birthing facilities and community-based organizations can work together to improve experience and outcomes for Black birthing people

Centering Youth Care and Amplifying Community Supports
Tiffany Rivera, Hetrick-Martin Institute
Camille Gaji, Hetrick-Martin Institute

This presentation details strategies that facilitators at HMI have employed to prioritize safety regarding mental and sexual health care in a virtual setting due to the loss of in-person programming during the COVID-19 pandemic. At HMI, creating a "safer space" for young people includes giving them access to resources they might not have, especially

during the increased enforcement of public health rules surrounding COVID-19. To best interact with youth in a virtual setting, health educators at HMI had to implement new strategies to communicate with youth regarding their sexual and mental health. These strategies include linking mental health and sexual health educators, using communication options and styles that best represent the targeted populations, and becoming familiar with trauma-informed care styles to best implement them in the classroom and in personal interactions.

Improve Your Partner Engagement Through Strategic Messaging
Aisha Moore, MPH, JSI Research & Training Institute, Inc.

This 90-minute workshop will walk program leadership, communications, and outreach staff through a step-by-step process of creating assets for materials and messaging for establishing new partnerships. By developing a deep understanding of their potential partners' strategic messaging that highlights the benefits to each potential partner and addresses their concerns up front, staff will feel more confident that decision-makers will say "yes" to building a relationship with their program. At the end of the workshop, participants will leave with some parts of the process completed, which will facilitate the implementation of their partnership strategy.

Learning Objectives

• Identify the remarkable aspects of your program to highlight with potential partners
• Understand potential partners' needs and motivations
• Develop strategic messages that will resonate with decision-maker

Sexual and Reproductive Justice, Part 1: What the Framework Challenges Us to Do
Adjoa Sankofia Tetteh, MA, CLC, CAI

Note: This is the first of two sessions on the sexual and reproductive justice framework. Attendance at this Part 1 session either last year or this year is a requirement for attending Part 2.

In recent years, a national dialogue has grown in public health about sexual and reproductive justice, a movement and framework built on the concept of intersectionality that unites social justice, human rights, and reproductive rights. With an overarching belief in bodily autonomy and self-determination, the sexual and reproductive justice framework offers an approach that opens greater opportunities to achieve health equity and sexual/reproductive freedom by confronting the role of racism and other biases, uplifting the expertise and leadership of communities most impacted, and fostering a better understanding of and approach to addressing social determinants of health. This session introduces foundations of sexual and reproductive justice framework and offers opportunities for participants to reflect on a selected history of sexual and reproductive oppression and justice spanning from the 1600s to today. Participants will have opportunities to reflect individually and in the company of fellow attendees about the importance of engaging with this history. Though the name evokes a focus on sexual and reproductive health, the sexual and reproductive justice framework can be applicable across BWIAH provider groups, and the session will end by inviting participants to identify possible opportunities to apply principles of the framework within their area of focus.

Learning Objectives

• Define sexual and reproductive justice
• Describe two events within US history that represent sexual and reproductive justice and injustice
• Identify one opportunity for applying a sexual and reproductive justice-informed approach

Underage Gambling: Impact on Youth

Stelianos Canallatos, New York Council on Problem Gambling (NYCPG)
Leilani Yizar, NY Council on Problem Gambling (NYCPG)

Participants will gain an understanding of what problem gambling is, how to recognize the issue among adults and youth, and where to go for help.

Learning Objectives

- Define gambling and problem gambling among adults
- Understand the spectrum of gambling behaviors and warning signs
- Learn the consequences and effects of problem gambling
- Understand the connection between underage gambling and brain development
- Know at least 2 problems associated with underage gambling
- Know at least 2 facts about underage gambling
- Know at least 2 ways they can prevent underage gambling
- Know where to get help and locate other resources

WORKSHOPS – DAY 1: TUESDAY, July 19, 2:45 – 4:15 pm

Free Your Mind and the Rest Will Follow

Marian Searchwell, SUNY Downstate
Elizabeth Smith, SUNY Downstate

This is an interactive and hands-on overview of understanding mental wellness and social emotional learning as service providers through a youth development approach, while also addressing mental wellness and social emotional learning from a trauma-informed care approach.

Storytelling with Data

Elizabeth Rialdi, MPH, NYSDOH BWIAH RPE
Yasmin Dada-Jones, NYSDOH BWIAH RPE

Do you like a good story? Do you wish you could tell a good one? This introductory workshop is the ideal place for you to learn how to tell a story using data. Our focus in this workshop will be to walk you through the process that will help you to tell your story.

Just as in every story, there is a lot of preparation and plot development. In public health, that preparation begins with identifying the correct measures; finding the relevant data sources (not only health data); then gathering, cleaning, and analyzing the data. It ends with writing or telling a story using that data.

This workshop will be interactive--you will get to play with data in a group setting, learn about data sources by watching videos, and use whiteboards to share your experiences and your story.

Tips and Tricks for Easy and Efficient Social Media Management
Clancey Bateman, MS, MPH, JSI Research & Training Institute, Inc.

Managing your organization's social media can seem overwhelming. It's available 24/7 and can feel like you always have to be posting and engaging with your audiences. If your organization has limited bandwidth to implement a social media strategy, how can you make the most of your time? In this session, participants will learn best practices for managing your organization's social media presence and learn where to find and how to use social media toolkits. The workshop will close with resources and tools for creating effective social media content. This session is ideal for individuals who are responsible for managing their organization or program's social media channels.

Learning Objectives

• Identify time management strategies for managing social media effectively
• Describe the core components of social media toolkits
• Know where to find social media toolkits and how to use them

Unlearning Bias and Cultivating Change
Corbin Knight-Dixon, CAI
Cecilia Gentili, CAI

The importance of building trust and rapport cannot be overstated when it comes to our relationships with the people and communities we serve. It is well documented that bias plays a harmful role in relationship building, fostering feelings of distrust and judgment. This workshop will focus on individual self-reflective processes to support participants in identifying bias, practice using reflective practice to mitigate the impact of bias, and develop an action plan to continue the journey of awareness and change.

Learning Objectives

• Describe bias, including implicit bias and its characteristics
• Analyze strategies to mitigate bias
• Use reflective practice as a tool to uproot bias individually and beyond
• Identify steps that support ongoing reflection and action

Using Focus Groups to Inform BWIAH Initiatives and Strategies
Jane L. Powers, PhD, ACT for Youth, Cornell University
Amanda Purington, MPS, ACT for Youth, Cornell University

Focus groups are a great way to capture youth voice and gain a deeper understanding of youth perspectives on issues that impact their lives. Through a carefully planned and guided discussion, focus group participants share ideas and perceptions – and influence each other – by responding to comments generated in the discussion. This session is designed for non-researchers to build their capacity to develop a focus group project, construct questions, and prepare for and conduct focus groups. Tips for managing and analyzing focus group data will be discussed. We will share examples illustrating how we have used focus group data to inform the development of programs, initiatives, and policies that promote adolescent health and well-being. The information presented is applicable to other provider groups beyond those that serve youth.

Learning Objectives

- Understand unique features of focus groups as a method to capture perceptions, opinions, and ideas
- Learn how to develop a focus group protocol and construct relevant and useful questions
- Obtain tips on how to conduct a focus group and manage the collection and analysis of the data
- Describe examples of how focus group data can be used to inform planning efforts for new programs, policies, and initiatives

MORNING KEYNOTE – DAY 2: WEDNESDAY, July 20, 9:00 – 11:00 am

Building Trust and Community Engagement: Accountability, Allyship, and Accomplice Work

Angela M. Douglas, Vera House
Randi K. Bregman, LMSW, Vera House
Koy Adams, Vera House
LoriKim Alexander, Vera House

Monu Chetri, Vera House
SeQuioia Kemp, Vera House
Michael Leonelli, Vera House
Lindsay Ryan, Vera House

A commitment to anti-racism and anti-oppression requires active engagement in community that is led and defined by those most impacted. Mainstream organizations must leverage external and internal power to ensure justice and equity. Building relationships, trust, and capacity for truth telling move communities beyond superficial performance to authentic collaborations able to transform systems.

WORKSHOPS – DAY 2: WEDNESDAY, July 20, 11:15 am – 12:00 pm

Beginning a Discussion: Delivering Sexual Health Education Programming to Youth with Special Needs

Christine Roos, Staten Island University Hospital/Northwell Health
Mari Sepowski, NYSDOH, Bureau of Child Health

Sexual health education for youth with special health care needs is an important and timely topic that needs to be addressed in adolescent health programming. The purpose of our panel discussion will be to look at existing resources for youth with special needs, discuss why sexual health programming is important for this population, and share lessons learned in delivering an evidence-based sexual health program to a specific special needs population on the autism spectrum. It is our intent to open up further discussion about considerations which can inform future program efforts in this field. We hope to explore how, going forward, we can effectively develop and administer programming to youth with special needs.

LATE ADDITION: Abortion Access and Care in New York State

Kirsten Siegenthaler, Director, NYSDOH Division of Family Health
Emily DeLorenzo, Associate Director, NYSDOH Division of Family Health

The national landscape for reproductive health and rights has changed dramatically, with implications for providers and for individuals who are pregnant in New York State. In this session, the New York State Department of Health will lead a discussion on the recent Supreme Court decision and its impact on our programs, our patients, and ourselves. Presenters will also offer updates and resources.

"No Single Issue:" Intersectional Student Engagement
Joss Willsbrough, Planned Parenthood of Central and Western New York

This workshop encourages participants to think personally and strategically about how youth programming can not only meet students in areas of strength and interest, but can also welcome them as equal partners in community justice work. In this workshop we will feature the voices of participants from the 2021 Youth Summer Program collaboration between Planned Parenthood, the New York Civil Liberties Union, and the Urban Jobs Task Force in their fight for environmental, economic, and racial justice on the I-81 rebuild in Syracuse.

Learning Objectives
Workshop participants will be invited to walk away with the following:

• Taking seriously the social determinants of health alongside Audre Lorde's reminder that "there is no single issue" (from her lecture "Learning from the 60's")
• What "intersectional justice" means, and might look like, in their own life and communities
• Strategies for meaningfully engaging a diverse group of students
• Broadening the horizon of possibility for student programming in diverse and dynamic directions

Sexual and Reproductive Justice, Part 2: Implementing What the Framework Challenges Us to Do
Adjoa Sankofia Tetteh, MA, CLC, CAI

NOTE: This is the second of two sessions on the sexual and reproductive justice framework. Attendance at Sexual and Reproductive Justice, Part 1 session either last year or this year is a requirement for attending this Part 2 session.

This session builds on the foundation provided in Sexual and Reproductive Justice, Part 1 and moves participants towards application of the framework. In Part 2, participants will have the opportunity to strengthen their analysis and ability to apply a sexual and reproductive lens to their work through the exploration of strategies of reproductive oppression and how they may show up within their work, as well as core elements of a sexual and reproductive justice analysis and questions the framework challenges us to consider. Participants will be given time to consider their sphere of influence and control within their role and identify concrete actions and next steps they can take within their work to embody more of a sexual and reproductive justice-informed approach. Participants will have time for individual reflection and will also have opportunities to share and get feedback from fellow attendees on the actions they identified.

Learning Objectives

• Examine strategies of oppression using the selected timeline of sexual and reproductive oppression and justice within the U.S.
• Describe core elements and questions that align with a sexual and reproductive justice analysis
• Identify 1-2 actions within their sphere of control and influence that apply a more sexual and reproductive justice-informed approach to their work

Social Media and Adolescent Well-Being

Amanda Purington, MPS, ACT for Youth, Cornell University
Diana Freed, Computer and Information Science, Cornell Tech
Marisol DeLeon, BS, ACT for Youth, Cornell University

Social media is full of both risks and opportunities for adolescents. Social media users face content, contact, and conduct risks such as exposure to violent, sexual, or hate material; cyberbullying; privacy violations; or sharing personally identifying information. However, these spaces also have opportunities for social connection and exposure to new ideas and knowledge, and provide safe spaces for identity exploration and opportunities for self-disclosure. How are youth using social media? What impacts – both negative AND positive – does social media use have on adolescent well-being? How can we help youth maximize the benefits while minimizing the risks of social media use?

Learning Objectives

• State how youth are using social media currently
• Identify risks and opportunities of adolescent social media use
• Describe ways to help youth mitigate risks and maximize benefits of social media use

Social Networking Strategy: To Engage & Empower Youth during the Covid-19 Pandemic

Luz Santiago, MS, Center for Community Alternatives
Olivia Cecchi, Center for Community Alternatives

In this workshop, the presenters will interactively discuss the use of Social Networking Strategy (SNS) to engage and motivate young people to enroll in the Be Proud! Be Responsible! (BPBR) intervention. This strategy was chosen since it has proven to be effective in other types of HIV prevention programming. In addition, we believed this youth-led intervention could more effectively reach other young people, especially as the COVID-19 pandemic continued to delay in-person programming. Having young people reach out to members of their own social network proved to be a more successful and sustainable way to engage and recruit for our virtual BPBR programming. In this workshop, the presenters will familiarize the audience with the key components of social networking strategy, help them to identify potential barriers and potential opportunities that may be encountered before and during SNS implementation, and consider how they would develop a strategic and quality assurance plan to support successful programming.

Three Unique Perspectives on Self-Care for Caregivers, Organizations, and Communities

Heather Wynkoop Beach, MS, ACT for Youth, Cornell University
Michele Luc, MSW, Cornell University Cooperative Extension-NYC
Elisabeth Salner, LCSW, MPH, CAI

In recent years, particularly during the pandemic, there has been an increased awareness of the importance of self-care. In this session, three presenters will discuss different aspects of self-care and present tools and resources that facilitate self-care practices for individuals, staff, and workplace communities. Presentations will include a focus on 1) Individuals who care for ill and/or aging loved ones; 2) Supervisors who engage in efforts to prevent staff burnout; and 3) Workplace Communities that encourage efforts to help others through collaborating and being part of a community. This session will be followed on Day 3 by short workshops to discuss issues raised by the presenters and provide an opportunity to dive more deeply into each of the topics.

PARALLEL PROVIDER GROUP MEETINGS – DAY 2: WEDNESDAY, July 20, 2:45 – 4:45 pm

- **Adolescent Health Unit (CAPP, PREP, SRAE)**
- **Family Planning Program**
- **Maternal, Infant, and Early Childhood Home Visiting (NFP, HFNY, HS) and Perinatal & Infant Community Health Collaborative**
- **Sexual Violence Prevention**

MORNING KEYNOTE – DAY 3: THURSDAY, July 21, 9:00 – 11:00 am

Integrating Self-Care with Our Real Lives
Kenneth Ginsburg, MD, MSEd
Professor of Pediatrics; attending physician, Division of Adolescent Medicine; and Director, Center for Parent and Teen Communication at Children's Hospital of Philadelphia

If we are to make a difference in the lives of those that we serve, we have to foster the kind of connections that position us as a positive force in their lives. We must look beyond the presenting concerns and uncover the deeper psychosocial factors that affect their well-being. In doing so, we are exposed to pain. Although the strength-based model helps us witness compassion and resilience amidst the suffering, our deeper engagement leaves us vulnerable as we bear witness to the uncertainties of the human condition. This vulnerability, if not properly managed, can lead to maladaptive coping strategies that distance us from our emotions and from those very people we aim to serve. This detachment, a state called "burnout," will limit our effectiveness and decrease our job satisfaction.

Too many efforts at self-care fractionate us from our lives of service. They tell us what we should do for ourselves and suggest ways to remove ourselves from our work. In sharp contrast, this talk is about integrating self-care into our lives of service.

WORKSHOPS – DAY 3: THURSDAY, July 21, 11:15 am – 12:00 pm

A Family Affair: Self-Care for Caregivers
Michele Luc, MSW, Cornell University Cooperative Extension-NYC

While we frequently hear about the importance of self-care, this message often gets lost on those charged with caring for loved ones, particularly ill and/or aging family members. In this workshop, participants will discuss some of the unique challenges of caring for loved ones, identify barriers to actively engaging in self-care activities as a caregiver, and receive tips and tools for intentionally incorporating self-care practices in their lives while maintaining their role as caregiver.

Preventing Burnout with Community Care
Elisabeth Salner, LCSW, MPH, CAI

Throughout the pandemic, we have seen how staff in social service roles have experienced extremely high levels of burnout. Even before the pandemic, we often saw that staff tended to embrace a mentality of working hard without help. While there is an abundance of resources on individual self-care practices, the topic of community care in the workplace is not as common. Community care goes beyond effective supervision and encourages practices of asking for help and asking how you can help others, collaborating, and being part of a community.

Learning Objectives

• Define community care and key principles
• Describe strategies for community care that you can implement in the workplace

Promoting a Culture of Self-Care: What Supervisors and Organizations Can Do
Heather Wynkoop Beach, MS, ACT for Youth, Cornell University

This workshop will highlight the importance of self-care for staff and explore the consequences when organizations do not make it a priority. We will offer tools and resources that organizations can use to assist colleagues in expanding their self-care strategies. Participants will be able to use these tools to recognize the warning signs of burnout and identify strategies that can open up dialogue in the workplace.

WORKSHOPS – DAY 3: THURSDAY, July 21, 1:00 – 2:30 pm

Building Your Restorative Toolkit: Creating and Maintaining a Sustainable Self-care Practice
Diana Cusumano, LMHC, NCC, RYT, The Jed Foundation

Recognizing that self-care is key for those in helper roles now more than ever in order for people to maintain their own emotional wellness and mental health, this session will focus on introducing self-care techniques that can be used regularly with oneself and with students/clients. This interactive workshop will be a combination of information sharing, research review, testing out several different evidence based mindfulness techniques and include discussion on the importance of community care and connection.

Easy Peazy Logic Models to Strategic Plans
Yasmin Dada-Jones, NYSDOH BWIAH RPE

Do you want to learn how to plan your program? To focus on what you want to achieve? Do you like to have a good laugh? Then this highly interactive, hands-on workshop will help you to achieve all of this and more! You will primarily focus on developing a tool known as a Logic Model. Simply put, a logic model is a graphical roadmap that starts with your program resources and ends with what you want to see happen with all the resources you use and the activities you engage in. Then…you will use that to derive a strategic plan!

- Identifying your program outcomes
- Developing a simple logic model for your program
- Using the logic model to derive a strategic plan
- Making you laugh

Death by PowerPoint is not an objective of this workshop although there are no guarantees! We have breakout sessions, polls, whiteboard activities, and EVEN a panel discussion to engage participants in meeting the learning objectives.

So, join us for a great learning experience and have some laughs (and exercise) while you do so!

Equitable Support for Maternal Depression: The Role of Community Health Workers in Uplifting Maternal Mental Health

Clare Friedrich, MA, CLC, CAI
Tarisha Fleurmond, MPH, CLC, CAI

There is a growing understanding not only of how pervasive and harmful maternal depression can be, but also of the relationship between social determinants of health and maternal depression. Unfortunately, acknowledgement and awareness has not yet led to concentrated action to address it. Racial disparities remain stark in New York State, despite decades of research and calls to action. There remains a lack of awareness of resources and services in the community, with an overreliance on word of mouth. Additionally, services that are available are not always accessible to communities with greatest needs, due to geographic, social, and language-based barriers. In this webinar, participants will gain knowledge about the impact of maternal depression on pregnancy and postpartum outcomes, particularly for women of color, explore cultural beliefs and deep-rooted issues of stigma surrounding mental health care, and identify opportunities for community health work to play a larger role in supporting and educating mothers.

Learning Objectives

- Discuss cultural beliefs and deep-rooted issues of stigma surrounding mental health care
- Describe the importance of community health work in supporting and educating mothers with maternal depression

From Reaction to Learning: Considering the Impacts of COVID-19 as a Community-Level Trauma

Emma Ansara, RN, MS, MA, FNP-C, JSI Research & Training Institute, Inc.

As a community-level traumatic event, the COVID-19 pandemic has had structural and social consequences that reach beyond those infected with the disease. As staff who work with clients to promote their health, we are particularly at risk for experiencing moral distress—the harm we experience when we participate or are exposed to actions that transgress our tenets of basic human goodness. Understanding community-level trauma and moral suffering can help us to understand how individuals respond to disasters, and how such experiences show up in their work and home lives. In this session, we will reflect on our work as providers delivering clinical and community-based services through the pandemic. We will also explore whether there are opportunities to reframe community-level traumatic events, such as the COVID-19 pandemic, to identify opportunities for learning. This type of reflection and reframing is one strategy for increasing resilience at individual, organizational, and community-levels.

<u>Learning Objectives</u>

- Define community-level trauma and moral suffering and why these concepts are important for reflecting on past and current events
- Better understand the way in which trauma may impact our ability to maintain compassion in the face of our work
- Describe how reflection and the processing of past events can be a strategy for increasing resilience
- Explore opportunities to reframe community-level traumatic events to identify positive lessons learned

Technology Troubles: How the Digital Age Is Creating A New "Filter" In Our Work
April Bourlier, Family Services

Whether we like it or not, technology has become a part of our daily lives, from how we communicate, navigate our homes, and get our news to even how we form and keep relationships. Technology can bring people together, which has proved necessary during the COVID-19 pandemic. As helpful as technology can be, there are concerns around what the long-term impact will be not only on youth, who have grown up in the era of "likes and filters," but also on adults. In this presentation we will look at various forms of technology, ways that technology relates to self-esteem, changes to dating and intimacy in the digital age, and how all of this ultimately impacts relationship abuse and sexual violence. This presentation will provide space and opportunities for discussion, reflection, and calls to action to embrace technology to assist our work but also know what risks our populations are facing.

<u>Learning Objectives</u>

- To understand generational impacts and current trends of technology in our population
- How social media has changed the way we view ourselves, interact, and form relationships
- The impact of technology in intimate partner relationships
- The necessity of technology during the COVID-19 pandemic
- To learn about and discuss both the barriers and the opportunities that technology can bring

WORKSHOPS – DAY 3: THURSDAY, July 21, 2:45 – 4:15 pm

Are You a Trauma-Informed Educator?
Alicia Beekman, Mothers & Babies Perinatal Network

Based on the Foundations: Core Skills Training for Sex Ed, this workshop will explore six key principles of a trauma-informed approach as they relate to sexuality education. Participants will understand what trauma is, review the six key principles of a trauma-informed approach, and discuss how to apply these principles into sexuality education and create trauma-informed content.

Understanding the nature, range of experiences and impacts of trauma are essential to effective, trauma-informed facilitation, will reduce the chances of re-traumatizing students, and will help to create compassionate, resiliency focused classrooms.

Lessons Learned from Partnerships to Advance Integrated Referrals (PAIR) Project: A collaborative approach to Improve Linkages between sexual and reproductive health and substance use providers

Christina Ortiz, MPH, Public Health Solutions
Dayana Bermudez (she/her/ella), Public Health Solutions

Public Health Solutions (PHS) designed and launched a 3-year innovative research project to strengthen referral linkages between sexual and reproductive health (SRH) and substance use (SU) services sites in NYS to identify and address unmet SRH and SU needs among patients. PHS convened a Collaborative Advisory Board of experts from agencies to develop research evaluation, quality improvement (QI) tools, and training curricula to implement in a virtual Quality Improvement Learning Collaborative (QILC). In the QILC, SRH sites implemented a Screening, Brief Intervention, and Referral to Treatment (SBIRT) and referral to SU sites and SU sites implemented an SRH screening, SRH brief conversation, and referral to SRH sites. In this interactive session, PHS will describe our model for conducting collaborative improvement efforts, share QI and evaluation tools, and share reported data from sites as well as successes and challenges. We encourage participants to come prepared to practice some QI techniques, share challenges with their work, and participate in activities used throughout this QILC.

Learning Objectives

- List the primary drivers of change to implement SBIRT and referrals in SRH settings and implement SRH screenings and conversations and referrals in SU settings
- Share best practices to establish a strong referral relationship
- Describe strategies used and lessons learned by participating sites
- Share activities used throughout the QILC

Meet Them Where They Are: How to Assess Community Readiness and Determine Your Program's Next Steps

Casey O'Neill, Planned Parenthood of Greater NY

Our programs are only successful when they meet the community where they are. But where is that? The purpose of this workshop is to assist program staff with making their programs more effective and their efforts more intentional by gauging community readiness or identifying what community members know about the issue, their capacity to address the issue, and where this issue falls on the community's list of priorities. In this interactive workshop, participants will learn what a community readiness assessment is by hearing from a Rape Prevention and Education program staff member who utilized this tool to gauge the Schenectady nightlife community's perspectives on sexual violence. Participants will then be introduced to all steps, stages, and benefits of conducting a community readiness assessment using relevant examples from across BWIAH programs. Lastly, participants will have the opportunity to practice applying parts of the tool for their own cause and community. Whether the issue your program is trying to address is preventing sexual violence, reducing teen pregnancy, lowering maternal mortality, or improving sexual health, a community readiness assessment is a useful and engaging tool that can help new program staff determine where to begin and existing staff determine where to go from here.

Learning Objectives

- Understand the purpose and benefits of conducting a community readiness assessment and how it can advance a program
- Discuss the Tri-Ethnic Center's model as a tool for assessing readiness
- Learn tips for adapting the tool based on program staff's capacity
- Practice applying the Community Readiness Model to their specific program

Safeguarding Black Breastfeeding

Maisha Drayton, MS, CAI
Clare Friedrich, MA, CLC, CAI

Breastfeeding initiation rates in New York State are now higher than ever. Black women have some of the highest rates of initiation among racial and ethnic groups; however, by three months postpartum, those rates fall dramatically. This session will focus on practices and attitudes that have created health disparities in breastfeeding for Black women in America, from chattel slavery through an era of segregation, all the way to today. While considering persistent systemic barriers to breastfeeding, including an earlier return to work postpartum for Black women, we will consider community-based approaches that community health workers and health care providers can embrace in order to support new parents in meeting their breastfeeding goals.

Learning Objectives

• Examine an American timeline of Black breastfeeding and how it has influenced current practices
• Review current research that explores why Black breastfeeding rates are lower
• Strategize ways to support Black women and their breastfeeding goals as part of a community-based approach

Sex Ed Shorts – Educating Beyond Borders

Bilel M. Smith, City of Rochester
Selina Ruiz, Center for Youth

Sex Ed Shorts is a mini film series created by City of Rochester CAPP Educators and youth leaders to meet the needs of our community beyond curriculum in the classroom. These short films focus on frequently asked questions from teens and more. In this workshop you will learn how we conceptualized, created, and produced these films as well as how this initiative can provide a link to the work we do in the classroom to the community at large. By collaborating with a local community television station and our youth leaders, we were able to take our ideas and bring them to life. This workshop will outline how we developed the Sex Ed Shorts project by researching content, filming videos, outreach, and more. Join us to learn how such a project can benefit your program efforts and enhance your program in a creative innovative way.