**Continuing Education Evaluation Form 1 of 9**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**7th ANNUAL HEALTH DISPARIITIES CONFERENCE AT**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**MARCH 6– 7, 2015**

**PARTICIPANT’S NAME CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SESSION NAME (#1)** *Moving from the New Jim Crow to the New Paradigm: Cultural Competence and Communication Training for Police, First Responders, Teachers, Students, and Varied Professionals and Community Members Via Brief Motivational Interviewing--as New Paradigm Communication for All***.**

***SESSION # 1 = A 55 minute address – 1 Continuing Education Contact Hour for CHES/MCHES***

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How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

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**As a result of this event, participants will be able to: (circle #)**

**1-Create messages using communication theories and models, specifically brief motivational interviewing to optimize communication with diverse community members 1 2 3 4 5**

**2-Select a variety of strategies and interventions to achieve stated objectives, such as being culturally competent and communicating effectively via the use of brief motivational interviewing 1 2 3 4 5**

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Please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| **SPEAKER** | Know-ledge of Subject Matter | Organization/Clarity ofPresentation | Useful Information | Speaker/ParticipantInteraction | Use of AllottedTime | Audio/VisualAids | Hand-outs |
| **Barbara Wallace, Ph.D.** |  |  |  |  |  |  |  |

Was the facility conductive to learning?

\_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)*

\_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature

\_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 2 of 9**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**7th ANNUAL HEALTH DISPARIITIES CONFERENCE AT**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**MARCH 6– 7, 2015**

**PARTICIPANT’S NAME CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SESSION NAME (#2)** An Innovative Model for Addressing Health Barriers to Learning: Research, Practice and Policy for Disrupting the School to Prison Pipeline

***SESSION # 2 = A 55 minute session – 1 Continuing Education Contact Hour for CHES/MCHES***

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How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

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**As a result of this event, participants will be able to: (circle #)**

**1-Be able to identify current and emerging issues that influence school health and health education of children/adolescents 1 2 3 4 5**

**2- Be able to use evidence-based research to develop school health and health education polices to promote child/adolescent health and reduce barriers to learning 1 2 3 4 5**

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Please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| **SPEAKERS** | Knowledge of Subject Matter | Organization/Clarity ofPresentation | Useful Information | Speaker/ParticipantInteraction | Use of AllottedTime | Audio/VisualAids | Handouts |
| ***Charles Basch, Ph.D*** |  |  |  |  |  |  |  |
| ***Phoebe Brown, MPH*** |  |  |  |  |  |  |  |
| ***Wenimo Okoya, MPH*** |  |  |  |  |  |  |  |

Was the facility conductive to learning?

\_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)*

\_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature

\_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 3 of 9**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**7th ANNUAL HEALTH DISPARIITIES CONFERENCE AT**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**MARCH 6– 7, 2015**

**PARTICIPANT’S NAME CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SESSION NAME** **(#3)** School to Prison" to "School Again:" Preparing a New Workforce to Address Health Disparities

***SESSION # 3 = A 55 minute presentation – 1 Continuing Education Contact Hour for CHES/MCHES***

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How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

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**As a result of this event, participants will be able to: (circle #)**

1. **Be able to apply human resources policies regarding access to services in light of relevant laws and regulations 1 2 3 4 5**
2. **Be able to advocate for access to care and use communication strategies to obtain program support and needed resources 1 2 3 4 5**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| **SPEAKERS** | Knowledge of Subject Matter | Organization/Clarity ofPresentation | Useful Information | Speaker/ParticipantInteraction | Use of AllottedTime | Audio/VisualAids | Handouts |
| ***Robert E. Fullilove, Ed.D*** |  |  |  |  |  |  |  |

Was the facility conductive to learning?

\_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)*

\_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature

\_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 4 of 9**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

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**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**MARCH 6– 7, 2015**

**PARTICIPANT’S NAME CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SESSION NAME (#4)** *PUBLIC AND COMMUNITY HEALTH WORKFORCE DEVELOPMENT*

***SESSION # 4 = A 60 minute panel presentation -– 1 Continuing Education Contact Hour for CHES/MCHES***

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How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

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**Presenter 1: Patient and Community Engagement: A Necessary and Useful Strategy for Preparing Health Professionals to Work toward the Elimination of Health Disparities in Underserved Populations**

**As a result of this event, participants will be able to: (circle #)**

**1- Be able to demonstrate a wide range of training strategies for workforce development, including strategies of engagement 1 2 3 4 5**

**2- Be able to create training using best practices for workforce development, including strategies of engagement 1 2 3 4 5**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Presenter 2: The Innovative Use of Media to Educate Public and Community Health Students About Health Disparities, Social Injustice, and The School to Prison Pipeline: Following Harvard and John Hopkins Universities in Using the HBO Series, The Wire, in Teaching the Social Ecological Model**

**As a result of this event, participants will be able to: (circle #)**

**1- Be able to demonstrate a wide range of training strategies for workforce development, including the use of media 1 2 3 4 5**

**2- Be able to create training using best practices for workforce development, including the use of media 1 2 3 4 5**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Overall, please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table below.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| **SPEAKERS** | Knowledge of Subject Matter | Organization/Clarity ofPresentation | Useful Information | Speaker/ParticipantInteraction | Use of AllottedTime | Audio/VisualAids | Handouts |
| **Jamila Rashid, Ph.D., MPH** |  |  |  |  |  |  |  |
| **Naa-Solo Tettey, EdD, MPH, MCHES, CPH** |  |  |  |  |  |  |  |

Was the facility conductive to learning? \_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)* \_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature \_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 5 of 9**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

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**MARCH 6– 7, 2015**

**PARTICIPANT’S NAME CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

SESSION NAME **(#5) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness***

***SESSION # 5 = A 55 minute presentation – 1 Continuing Education Contact Hour for CHES/MCHES***

How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**As a result of this event, participants will be able to: (circle #)**

**1- Be able to monitor compliance with legal and ethical principles**

 **1 2 3 4 5**

**2- Be able to select planning models for health education, given widespread histories of contact with criminal justice system among community members**

**1 2 3 4 5**

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1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| **SPEAKERS** | Knowledge of Subject Matter | Organization/Clarity ofPresentation | Useful Information | Speaker/ParticipantInteraction | Use of AllottedTime | Audio/VisualAids | Handouts |
| ***Michelle Alexander, JD*** |  |  |  |  |  |  |  |

Was the facility conductive to learning?

\_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)*

\_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature

\_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 6 of 9**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**7th ANNUAL HEALTH DISPARIITIES CONFERENCE AT TC, C.U. – MARCH 6– 7, 2015**

**PARTICIPANT’S NAME CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

SESSION NAME **(#6) SPECIAL FOCUS ON COMMUNITIES AND SCHOOLS: DISRUPTING THE SCHOOL TO PRISON PIPELINE**

***SESSION # 6 = [30 + 55 + 35 =] A 120 minute presentation – 2 Continuing Education Contact Hours for CHES/MCHES***

How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

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**ROSE Keynote I: An Exploration of the Convergence of Unjust Factors—Health Inequities, Mass Incarceration, Prison for Profit Healthcare, the School to Prison Pipe-line and Beyond—and Culturally Competent Multidisciplinary and Community Based Approaches Towards Solutions**

**As a result of this event, participants will be able to: (circle #)**

**1-Apply principles of cultural competence in selecting and designing strategies and interventions 1 2 3 4 5**

**2-Select a variety of strategies and interventions to achieve stated objectives of working to reduce and eliminate health inequities and injustices 1 2 3 4 5**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EMDIN Keynote II: From the School to Prison Pipeline to the STEM Pipeline for Careers in the Health Sciences: Integrating Hip-Hop and Urban Science Education**

How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

**As a result of this event, participants will be able to: (circle #)**

**1-Identify the range of factors that influence health behaviors, including those arising from urban hip-hop music themes—as source of guiding values and the role modeling of risk behaviors 1 2 3 4 5**

**2-Select a variety of strategies and interventions to achieve stated objectives of mobiliz-ing youth to enter STEM careers and work to reduce health disparities 1 2 3 4 5**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Overall, please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| **SPEAKERS** | Knowledge of Subject Matter | Organization/Clarity ofPresentation | Useful Informa-tion | Speaker/ParticipantInteraction | Use of AllottedTime | Audio/VisualAids | Hand-outs |
| **Patti Rose, MPH, Ed.D** |  |  |  |  |  |  |  |
| **Christopher Emdin, *Ph.D.***  |  |  |  |  |  |  |  |

Was the facility conductive to learning? \_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)* \_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature \_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 7 of 9**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**7th ANNUAL HEALTH DISPARIITIES CONFERENCE AT**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**MARCH 6– 7, 2015**

**PARTICIPANT’S NAME CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

SESSION NAME **(#7)** Special Training Event—A Hip-Hop Therapy Model Integrating Brief Motivational Interviewing: Using Hip-Hop Lyricism and Performance as a Therapeutic Medium with Urban Youth

***SESSION # 6 = A 60 minute presentation – 1 Continuing Education Contact Hour for CHES/MCHES***

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How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

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**As a result of this event, participants will be able to: (circle #)**

**1-Be able to identify current and emerging issues that may influence health and health education, as codified in lyrics/poetry, and also as transmitted via multi-media messages within a major media campaign 1 2 3 4 5**

**2-Be able to advocate for changes in beliefs, attitudes, and behaviors that drive lyrics and images in hip-hop 1 2 3 4 5**

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Please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| **SPEAKERS** | Knowledge of Subject Matter | Organization/Clarity ofPresentation | Useful Information | Speaker/ParticipantInteraction | Use of AllottedTime | Audio/VisualAids | Handouts |
| **Ian Levy, Ed.M.** |  |  |  |  |  |  |  |

Was the facility conductive to learning?

\_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)*

\_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature

\_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 8 of 9**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**7th ANNUAL HEALTH DISPARIITIES CONFERENCE AT**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**MARCH 6– 7, 2015**

**PARTICIPANT’S NAME CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

SESSION NAME **(#8*)*** Special Training Event—How to Use Brief Motivational Interviewing to Foster Effective Communication and Harmonious Relationships Between First Responders and Community Members: Relevant History, Guiding Principles, and a Video Role-Play Demonstration With Police Officers and African American and Latino Male Youth

***SESSION # 8 = A 90 minute presentation – 1 Continuing Education Contact Hour for CHES/MCHES***

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How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

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**As a result of this event, participants will be able to: (circle #)**

**1-Be able to analyze factors that influence health behaviors for persons living with HIV/AIDS 1 2 3 4 5**

**2-Be able to analyze factors that influence health behaviors for persons living with HIV/AIDS 1 2 3 4 5**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

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| **SPEAKERS** | Knowledge of Subject Matter | Organization/Clarity ofPresentation | Useful Information | Speaker/ParticipantInteraction | Use of AllottedTime | Audio/VisualAids | Handouts |
| **John-Martin Green, MFA** |  |  |  |  |  |  |  |

Was the facility conductive to learning?

\_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)*

\_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature

\_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Continuing Education Evaluation Form 9 of 9**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**7th ANNUAL HEALTH DISPARIITIES CONFERENCE AT**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**

**MARCH 6– 7, 2015**

**PARTICIPANT’S NAME CHES/MCHES # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

SESSION NAME **(#9).CONNECTING HEALTH DISPARITIES AND HEALTH CARE SERVICE DELIVERY DISPARITIES TO POLICY AND SOCIETAL ISSUES—THE NEED TO INCREASE AWARENESS**

***SESSION # 9 = A 90 minute panel presentation -– 1 Continuing Education Contact Hour for CHES/MCHES***

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How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

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**Presenter 1: Health Problems in Urban Communities: Health Disparities and the Effects of Environmental Factors, Structural Factors, and Social Policies**

**As a result of this event, participants will be able to: (circle #)**

**1-Be able to provide local community leadership in advocacy initiatives to address food product placement in the environment and mobilize communities to demand healthy food choices 1 2 3 4 5**

**2-Be able to use evidence-based research to develop food polices to promote health 1 2 3 4 5**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Presenter 2: Perceived Discrimination of Muslims in Health Care in the United States: The Need for Culturally Congruent Care and Implications for Practice, Research and Policy**

**As a result of this event, participants will be able to: (circle #)**

**1-Be able to provide local community leadership in advocacy initiatives to address food product placement in the environment and mobilize communities to demand healthy food choices 1 2 3 4 5**

**2-Be able to use evidence-based research to develop food polices to promote health 1 2 3 4 5**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Overall, please rate the degree to which the session met your learning needs.

1 = Not met 2 – Not very well met 3 = Somewhat met 4 = Well met 5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor 2 = Poor 3 = Fair 4 = Good 5 = Excellent

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **SPEAKERS** |  Knowledge of Subject  Matter | Organization/Clarity ofPresentation | Useful Informa-tion | Speaker/ParticipantInteraction | Use of AllottedTime | Audio/VisualAids | Hand-outs |
| **Dayle Hodge, MS, MS, MD/PhD Candidate** |  |  |  |  |  |  |  |
| **Mary Brigid Martin PhD, RN-BC, FNP, CTN-A** |  |  |  |  |  |  |  |

Was the facility conductive to learning? \_\_\_\_YES \_\_\_\_NO (If no, please indicate the contributing factors. *(check all that apply)* \_\_\_\_\_\_\_\_Size of room \_\_\_\_\_\_\_\_Room set-up \_\_\_\_\_\_\_\_Room temperature \_\_\_\_\_\_\_\_Acoustics \_\_\_\_\_\_\_\_Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor 2 = Poor 3 = Fair = Good 5 = Excellent

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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