

PHIS2023

POPULATION HEALTH INNOVATION SUMMIT

Instructions for Submitting Evaluation Forms to Earn Credits

Thank you for participating in the Population Health Innovation Summit 2023 (PHIS 2023). We have submitted an application for approval of Certified Health Education Specialist (CHES)[®] Category I continuing education contact hours (CECH). To earn 6 CECH credits, please follow the instructions below to submit your session evaluation forms:

1. **Evaluation Forms:** Each session you attended requires a separate evaluation form. You can obtain the evaluation forms in the following ways:
 - a. On-site: Session evaluation forms are in this packet. Please complete an evaluation for each session you have attended.
 - b. Online: Download the evaluation forms from the PHIS 2023 Webex Events App.
2. **Completion:** Complete the evaluation forms thoroughly and honestly. Your feedback is valuable in assessing the effectiveness of the program.
3. **Submission Deadline:** To be eligible for credits, please ensure that your completed evaluation forms are returned to the PHIS planning committee no later than **Friday, July 22, 2023**.
4. **Submission Methods:** You can submit your evaluation forms in the following ways:
 - a. On-site: If you obtained the forms at the registration desk, please return them to the PHIS planning committee before leaving the event.
 - b. Online: If you downloaded the evaluation forms, please email them to vpalasieski@nystec.com
5. **Contact Information:** For any additional information or inquiries regarding the evaluation process or CECH credits, please contact Victoria Palasieski at vpalasieski@nystec.com

We appreciate your active participation and dedication to advancing the field of health education. Your feedback will help us improve future events and continue providing valuable educational opportunities. Thank you for your time and contribution.

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Continuing Education Evaluation Form

NEW YORK STATE ENTERPRISE TECHNOLOGY CORPORATION

POPULATION HEALTH INNOVATION SUMMIT

JUNE 6, 2023

PARTICIPANT'S NAME _____ CHES®/MCHES® # _____

SESSION NAME: Keynote: Transforming and Strengthening New York State's Mental Health System: Improving Access, Quality, and Opportunities for Recovery

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

- Explain and summarize the main points of the keynote address in order to gain an understanding of the current state of mental health services in New York State and the comprehensive plan to transform the continuum of care and reduce the number of individuals with unmet mental health needs.
- Apply the information presented to your own professional practice in order to enhance the ability to provide evidence-based mental health services to clients in New York State

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

SPEAKERS	Knowledge of Subject Manager	Organization/ clarity of Presentation	Useful Information	Speaker/ Participant Interaction	Use of Allotted Time	Audio/ Visual Aids	Handouts
Thomas E. Smith, M.D.							

Was the facility conducive 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 4= Good 5= Excellent

Comments:

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PARTICIPANT'S NAME _____ CHES®/MCHES® # _____

SESSION NAME: Falling Between the Cracks: Discussing Peer-to-Peer Engagement Among Veterans

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

- Identify and analyze the challenges and barriers faced by Veterans when seeking mental health assistance
- Evaluate the effectiveness of peer support in reducing stigma and improving access to mental health services for Veterans

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SPEAKERS	Knowledge of Subject Manager	Organization/ clarity of Presentation	Useful Information	Speaker/ Participant Interaction	Use of Allotted Time	Audio/ Visual Aids	Handouts
Gavin T. Walters, Sr.							
Jillian Nadiak-Bruck							

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PARTICIPANT'S NAME _____ CHES®/MCHES® # _____

SESSION NAME: Harlem Strong: A Multisectoral Neighborhood-based Community Coalition to INcrease Access and Quality of Mental health Services in Harlem

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

- Describe the needs assessment and the rationale for the Harlem Strong program and its key components
- Exhibit how the Harlem Strong project has incorporated community based participatory research and collaborative approaches to best meet needs identified in the Harlem community, including the perspectives of important partners like HCCI and Hope Community

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SPEAKERS	Knowledge of Subject Manager	Organization/ clarity of Presentation	Useful Information	Speaker/ Participant Interaction	Use of Allotted Time	Audio/ Visual Aids	Handouts
Victoria Ngo, Ph.D							
Malcolm A. Punter, Ed.D., MBA							
Walter M. Roberts							

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PARTICIPANT'S NAME _____ CHES®/MCHES® # _____

SESSION NAME: Minoritized Women Involved in Substance Use: A Call to Action

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

- Evaluate the limitations of clinical and community services for minoritized women involved in substance use and identify the social and cultural determinants that prevent their access and engagement in these services.
- Analyze the impact of structural racism on the design, access, and availability of substance use services for minoritized women and assess potential strategies for addressing these inequities.
- Identify an intersectional lens to the design and implementation of substance use services for minoritized women, using this framework as a tool to enhance recovery and promote social well-being.

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Crystal Lewis, Ph.D							

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PARTICIPANT'S NAME _____ CHES®/MCHES® # _____

SESSION NAME: Supporting the Next Generation of Behavioral Health Solutions in Leveraging Community Partnerships

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

- Analyze the effectiveness of the MHANYS CarePath Program and the MHANYS Mental Health Community Partners Program in supporting whole-family mental health, including persons in mental health recovery and their chosen supporters, in moving from unwell to well, and identify broad applicability of the relational whole-family mental health model in meeting the needs of a diversity of underserved populations.
- Analyze the benefits of a relational approach to mental health and recovery, including its potential to combat Western Euro-centric bias in traditional mental health approaches, cultural mental health stigma, and to successfully address mental health needs of historically marginalized and underrepresented populations.

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Deborah Faust							
Megan Spagnola							
Michelle Garcia							

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PARTICIPANT'S NAME _____ CHES®/MCHES® # _____

SESSION NAME: Social Media, Tech, and the Resulting Impact on Population Mental Health

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

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- Evaluate the impact of social media and technology on population mental health, including the potential benefits and risks associated with increased reliance on digital platforms for social connection and communication.
- Analyze strategies for promoting responsible social media and technology use, and identify effective interventions for addressing negative mental health outcomes associated with excessive technology use, cyberbullying and other online threats.

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Sam Warach							

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SESSION NAME: 988 in NYS: More Than a Number

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

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- Analyze the implications of the implementation of the 988 national suicide prevention lifeline in New York State, including the potential impact on access to mental health services and suicide prevention outcomes.
- Evaluate strategies for promoting awareness of the 988 national suicide prevention lifeline and ensuring effective utilization of this resource by individuals in need of crisis support, including targeted outreach to underserved and historically marginalized populations.

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Denise Balzer							
Katerina Gaylord							

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SESSION NAME: Prioritizing Employee Mental Health and Wellbeing in the Workplace: Strategies for Success

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

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- Evaluate the importance of prioritizing employee mental health and well-being in the workplace, including the potential benefits for individual employees and organizational outcomes such as productivity, job satisfaction, and retention.
- Analyze evidence-based strategies for promoting employee mental health and well-being in the workplace, such as mental health education flexible work arrangements, and employee assistance programs, and develop a plan for implementing these strategies in a specific organizational context.

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Jason Benitez (moderator)							
Melissa Hinds, MSN, RN							
Stephanie Campbell							
Susan Karavalos							

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