

Medicine: Allopathic (MD)

Michael Denning

East Carolina University, Brody School of Medicine
Medicine (MD)



BIO:

I am a first-year Medical Student at East Carolina University's Brody School of Medicine. I graduated from East Carolina University, in 2019, with a combined BS in Public Health and MBA with a certificate in Health Care Management. After Graduation, I attended Columbia University's Mailman School of Public Health, where I earned an MPH concentrated in Epidemiology. From my academic, research, and service activities, my interests and passions for youth development, underserved community engagement, childhood trauma/ ACEs, and injury prevention have grown and solidified. I am goal-oriented with becoming a Pediatric Surgeon or Child Abuse Pediatrician, in the future. Additionally, I love to bake, read, and watch Greys Anatomy.

PROJECT:

Unintentional injury is the leading cause of death for ages 1-44. For my project, I am partnering with local organizations, such as the Boys and Girls Club, Third Street Education Center, and Vidant Health, to address common injury prevention topics impacting rural North Carolina Communities. My goal is to develop and facilitate interactive activities and lessons geared towards youth understanding the fundamentals of the potential injury, methods to avoid or combat the injury, and ways to teach their newly garnered information to their peers. By connecting with fellow health professional students, community members, and health providers, I hope to, secondarily, complete career exploration and education attainment activities, as creating change requires a protective, multidimensional approach.

Rebecca Goldstein

Emory University, School of Medicine
Medicine (MD)



BIO:

I am a medical student with career aspirations at the intersection of clinical and public health practice. I earned my BA in Anthropology from Cornell University and my MPH in Global Health from Emory University's Rollins School of Public Health. I then worked in global health for three years, first on TB/HIV research in South Africa and Kenya, and later supporting several African governments' malaria control programs to better target scarce resources through data-driven decision making and improved surveillance systems. I now study at Emory University School of Medicine, where my interests center on social determinants of health, healthcare high-utilizers, and the intersections of preventive healthcare and social support. In my spare time, I enjoy being outside, traveling, cooking, gardening, and learning languages.

PROJECT:

Nationwide, high-need, high-cost (HNHC) medical patients compose only 5% of the patients but incur approximately 50% of healthcare spending. Atlanta Interprofessional Student Health Potting (AISH) is an interdisciplinary service-learning program that works with Atlanta, Georgia's HNHC patients at Grady Health System, Atlanta's public safety-net hospital. Through our work directly supporting these patients, we identified common themes underlying their healthcare needs. In particular, we became interested in what we call

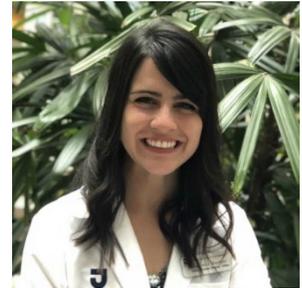
“medication instability.” We coined this term to encompass an array of reasons for which patients may not be able to take their medications. For many patients, stolen medications, stolen belongings, or the fear of theft contributed to exacerbations of chronic conditions that ultimately led to preventable emergency visits and hospitalizations. This community project aims to implement a system for HNHC patients to store their medications safely and provide increased medication stability. Our team of multidisciplinary students, HNHC patients, and community partners are, together, eager to address medication instability as a way to help patients stay healthy and out of the hospital.

Francesca Mancuso

Thomas Jefferson University, Sidney Kimmel Medical College
Medicine (MD)

BIO:

During my time at Sidney Kimmel Medical College, my main research interests have revolved around understanding and reducing maternal morbidity and mortality in pregnancy. For the first two years of medical school, I was involved in a pilot project of Centering Pregnancy for women with opioid use disorder at Maternal Addiction Treatment Education and Research (MATER) led by Dr. Elizabeth Liveright and Dr. Emily Rosenthal. Through this experience I was able to not only assist in implementation of group prenatal care but witness firsthand the positive outcomes resulting from our patients’ participation in group prenatal care. More recently I have been involved in a project led by Dr. Rupsa Boelig studying the impact of COVID-19 infection and vaccination on pregnancy. My interests have shifted to also include a quality improvement study focused on accessibility of treatment for postpartum depression for minority and impoverished mothers. Through these experiences I have gained a better appreciation for the complexities of obstetrical care and furthered my understanding of the multitude of problems faced by the diverse patient population treated in our offices. I hope to utilize the knowledge and skills I have gained thus far to improve outcomes for my patients and provide the best care as a future OBGYN.



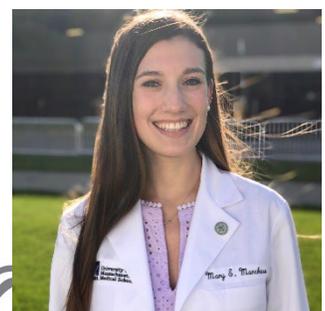
PROJECT:

Postpartum depression affects at least 10% of women and is a common complication of pregnancy with potentially tragic consequences if missed. Significant challenges associated with poverty and other social determinants of health, as well as unmet needs within existing treatments, contribute to poor mental health outcomes during the fourth trimester. Barriers to effective care need to be better understood to improve treatment and clinical outcomes. The Jefferson Health Care Disparities Quality Improvement Program is partnering with Project ECHO (Extension for Community Healthcare Outcomes) to conduct a quality improvement project focused on health care disparities in postpartum mental health screening and treatment. The project’s goals include identifying barriers to postpartum mental health screening, exploring demographics of patients screened for postpartum depression to uncover disparities, creating a system in which women with high EPDS scores are flagged and instantly referred for treatment, evaluating patient follow up with referrals and exploring geographical, cultural, and economic barriers preventing follow up, and identifying local resources and mental health referrals that can accommodate those patients unable to follow up at Jefferson.

Mary Marchese

University of Massachusetts Medical School
Medicine (MD)

BIO:



I am a medical student at the University of Massachusetts Medical School in the Population-based Urban and Rural Community Health (PURCH) Track. I earned my B.S. in Neurobiology from Georgetown University in 2018 and subsequently spent one year in AmeriCorps serving as a youth HIV Prevention Counselor and teaching sexual health education in the District of Columbia Public Schools. I am a co-leader of Medical Students for Choice and the Women's Health Elective at UMass. I hope to pursue a career in obstetrics and gynecology in an urban community health setting. In my free time, I enjoy learning new languages, reading, and playing volleyball and tennis.

PROJECT:

I will be partnering with the Baystate Health Wellness on Wheels mobile health unit to provide reproductive and sexual health education and screenings to adolescents in the western Massachusetts region. Our team will help to facilitate peer-led sexual health education for high school students through collaboration with the Youth Empowerment Adolescent Health (YEAH!) Network and other community stakeholders. Additionally, we will recruit and train graduate health professions students to serve as HIV, STI, and pregnancy prevention counselors and testers to develop their patient care skills while supporting essential preventative health screenings for local youth.

Arianna Strome

University of Michigan, Medical School
Medicine (MD)



BIO:

I am a third-year medical student at the University of Michigan Medical School. I grew up in Baltimore, Maryland and went to New York University for college. At NYU I studied global public health and media studies and was a soccer goalkeeper. I am passionate about preventing and treating disease at the individual and population levels, as well as addressing disparities in access to healthcare. I enjoy spending quality time with my friends and family, and going for long walks with my adorable dog, Lexi.

PROJECT:

Adolescence is a critical period for behaviors that affect the development of non-melanoma and melanoma skin cancers in adulthood. This project is two-fold with the ultimate goal of decreasing skin cancer risk in youth. The first part of this project is a survey component utilizing a national poll of youth called My Voice (hearmyvoicenow.org). Through this we will generate information to inform effective projects working towards the Healthy People 2030 goal of decreasing sunburn rates in adolescence. Our second aim is to use the data from aim one to create a virtual education program in partnership with high schools in our community. By understanding youth's perspectives we can provide meaningful education that directly speaks to their misconceptions and promotes behaviors that decrease skin cancer incidence.

Prasanna Vankina

University of Minnesota Medical School
Medicine (MD)



BIO:

I am a medical student at the University of Minnesota –Twin Cities interested in primary care, community health, translational medical humanities, and health

communication. I am often thinking about how humans individually and collectively approach well-being as they move through time and space. My background in environmental history and the arts naturally led to a deep interest in One Health, food justice, and the role of creativity in imagining and building a more just and decolonized healthcare system. I find joy in witnessing people rediscover curiosity, sharing stories through music, appreciating the vast universe of soil, and prioritizing cultures of care!

PROJECT:

While heart disease is the leading cause of death worldwide, South Asians represent 60% of global heart disease patients, with a disproportionate occurrence of cardiovascular risk factors presenting at younger ages. While the sociodemographic and population-based genetic factors contributing to these health inequities are currently being examined, several studies have highlighted the need for more robust healthy-eating educational materials tailored towards South Asians in the U.S. For many South Asian communities, food is viewed as spiritual and social –both a revered substance and a symbol of interconnectedness. While the term “South Asian” encompasses a multitude of identities, faiths, and foods, we aim to work with the Hindu Society of Minnesota as one way to address these current cardiovascular health disparities. By building on faith-based narratives and artistic metaphors, we hope to partner with local cultural health organizations, South Asian health professionals, nutrition students, and community members to co-create and disseminate culturally appropriate and heart-healthy nutrition education.

Dina Zamil

Baylor College of Medicine
Medicine (MD)

**BIO:**

I am a first-year medical student at Baylor College of Medicine. I graduated from the University of Houston in 2020 with a BS in Biomedical Sciences and minors in Arab Studies, Chemistry, and Medicine and Society. I have been interested in the social determinants of health and public health ever since completing the Albert Schweitzer fellowship during my last year of undergrad. I aspire to continue addressing the health of and advocating for marginalized populations throughout my career. Personally, I enjoy baking and spending time with my 2 cats and family.

PROJECT:

In partnership with the John Wayne Cancer Foundation Block the Blaze program, my project will focus on delivering melanoma and skin cancer education to middle and high schools in Texas, with a focus on disadvantaged and at-risk populations. In the US, Texas has one of the highest UV indexes throughout the year, and as sun exposure is cumulative, early outreach to teens can help reduce the incidence and burden of melanoma in the future. Through a student organization, medical and physician assistant students will be trained to present, as well as speak to students about careers in medicine and pathways to higher education and financial aid.

Medicine: Osteopathic (DO)

Katie Dang

Lake Erie College of Osteopathic Medicine
Medicine (DO)



BIO:

Originally from New Jersey, Katie Dang is currently in her first year at the Lake Erie College of Osteopathic Medicine. Prior to graduate school, she studied Biology at Houghton College. At Houghton, she had the opportunity to volunteer with Journey's End Refugee Services, a program that aims to provide refugees with the resources and support needed to adjust to life in the United States. This experience shaped her passion for public health and encouraged her to explore more ways to improve health disparities among underserved populations. In her spare time, she enjoys cooking, running, and playing volleyball.

PROJECT:

Childhood food allergies are life threatening conditions that can not only severely impact a child's quality of life, but also that of their families, classmates and teachers. Because of the severe consequences of an allergic reaction, it is crucial that classmates and teachers take precautions to avoid cross contamination that could put lives at risk. However, this can be difficult in communities without the resources needed to accommodate individual health related needs. We hope to take the first steps in a campaign to increase food allergy education by administering a pre-interventional survey on the prevalence of severe food allergies, current policies in place, and personal experiences of parents, teachers, and students at Chautauqua Lake Central School in Mayville, NY. Examples of interventions include educational workshops using the CDC's food allergy toolkit, improving availability of emergency (stock) epinephrine, and training school bus staff. By the completion of the program, our aim is to implement a total of five major educational or policy related interventions after administration of the survey.

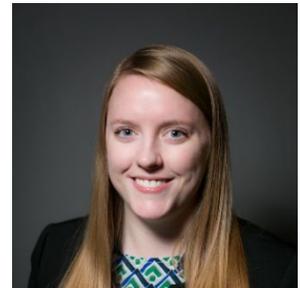
Public Health

Grace Bellinger

Northwestern University
Public Health

BIO:

I am a neuroscience PhD/MPH candidate at Northwestern University. I earned my BS and MS degrees in kinesiology from the University of Wisconsin -Madison before entering my dual degree program. My dissertation is focused on the impairments contributing to reaching dysfunction in individuals with stroke throughout different stages of recovery. As a public health student, I am interested in sexual and gender minority health and addressing barriers these populations encounter when accessing primary care. I plan on staying in academia as a neuroscientist and public health researcher, and also aspire to teach medical, physical therapy, and public health students.

**PROJECT:**

The goal of my project is to identify the barriers bisexual+ individuals face when trying to access primary care and ways in which providers can address these disparities. I will use surveys to capture needs and concerns from 200 bisexual+ Chicago residents to better equip healthcare providers to engage this community in primary care. The surveys will assess individuals' engagement, satisfaction, and quality of healthcare as well as identify strengths and weaknesses of patient-provider communication and healthcare delivery. This pilot work is an important first step in designing interventions to improve quality of care for bisexual+ patients.

Tracy Hansen

Massachusetts College of Pharmacy and Health Sciences



Public Health

BIO:

I am a registered dental hygienist with over 30 years of clinical experience in private practice. I teach part time at a private dental assisting school and love the impact I am leaving in the field of dentistry. I am passionate about helping people achieve their greatest level of oral and systemic health. My interest in Public Health started when I was 9 years old and has grown as my education and experience has developed. I have provided dental hygiene services for my community's low socioeconomic population throughout my career and have volunteered for many organizations throughout the years. I have traveled extensively and lived in India for 7 months. While there I used my skills to help the poor and underserved children. We provided warm blankets, built a working restroom at the local girl's school, along with providing uniforms, books, and sanitary products. I love the water and swim daily, traveling, and spending time with family and friends.

PROJECT:

The health promotion project I would like to plan, implement, and assess will focus on the creation of an oral health curriculum that will be added to the current four month pre-and post-Metabolic Bariatric Surgery (MBS) weight management program used for MBS patients in Fresno, California. The oral health component will follow the current format of the existing nutritional educational curriculum. The class will consist of a 3-4-minute video highlighting oral complications, treatments, and the importance of regular oral hygiene. Along with a key facts pictograph with important information highlighted, and a 2-page written article with visual and graphic points. All are presented in an easy-to-understand format. Distributing the material developed for this program to pediatric offices, dental clinics, and other bariatric surgery specialist throughout the state could be an additional way to impact positively the oral health of many adolescents and young adults undergoing bariatric surgery. Through this project I hope to help adolescent bariatric patients understand and implement the necessary changes for good oral and systemic care post bariatric surgery.

Amisha Kumar

Case Western Reserve University
Public Health

BIO:

I am an Integrated Graduate Studies Student (IGS) at Case Western Reserve University. In my undergraduate studies, I pursued a B.A. in Chemical Biology and a minor in Chemistry. In my current graduate studies, I am working towards a Masters of Public Health. I hope to further my education by pursuing a MD. I am honored to be part of the Paul Ambrose Scholars program where I aspire to expand my knowledge about Public Health and preventive medicine.

PROJECT:

Clinical trials are an essential component to progressing the field of medicine to enhance treatment and build targeted drug therapies that overall prevent disease. Public Health plays a critical role in clinical trials when in conveying the rationale, process, safety and importance of clinical research. I will be working with Dr. Vanita Aroda's research team at Harvard Medical School to further understand the intersection between Public Health and clinical research by refining the educational outreach methods used among ongoing clinical trials relating to diabetes, aging and cardiovascular disease.

Gabri'el Shabazz

Case Western Reserve University



Public Health

BIO:

I am a Gates Millennium Scholar who received my bachelor's degree from San Diego State University. I am currently completing my MPH at Case Western Reserve University. Outside of the classroom, I work as the Community Health Coordinator for a local nonprofit in Cleveland, OH. I have a passion for improving access to health care, disease prevention, and eliminating racism as a public health crisis. I am interested in pursuing a profession in Preventive Medicine to improve the health and well-being of vulnerable and underserved populations. In my spare time, I enjoy traveling, exercising, and reading.

PROJECT:

The risk for HIV in the adolescent population is often unrecognized. Although national recommendations suggest that routine HIV screening begin during adolescence, screening rates remain low and are not increasing. Cleveland, OH has one of the highest HIV incidence rates within Cuyahoga County. Adolescents and young adults accounted for almost 50% of these cases. Adolescents and young adults within urban settings face unique barriers to HIV testing. These barriers must be addressed to increase access to and utilization of testing services. The purpose of the project is to address adolescent sexual health by developing and implementing a youth-driven health communications initiative that promotes increased HIV testing among adolescents and young adults ages 15-24 living in Cleveland, Ohio. The project will: explore how youth and young adults engage in dialogue about HIV testing; identify factors that contribute to youth and young adults obtaining an HIV test; develop targeted messages that support HIV testing among youth and young adults; and assess the extent to which these messages impact HIV testing among youth and young adults within the community.

Amrutha Yarlagadda

Case Western Reserve University
Public Health

BIO:

My name is Amrutha Yarlagadda and I am a 3rd year undergraduate Economics student getting my MPH degree through an integrated studies program. I am on the Healthcare Policy and Management track hoping to work at the intersection of health law, policy, and economics in the future. I am interested in learning more about various aspects about public health including adolescent development, government-run insurance programs, and more! I also love to hike and read in my free time.

**PROJECT:**

The purpose of my community-based project is to advance new knowledge on the relationship between redlining, social determinants of health, and public health crises in Cleveland from a historical lens and use this information to recommend specific action steps the Cuyahoga County Board of Health should take in order to respond to the redlining crisis within the county, specifically the most redlined neighborhoods. Since the long-term impact of the community project is to improve access to health care and improving quality of care, specific objectives that will be addressed in this project will be to increase the proportion of schools with policies and practices that promote health and safety and increase the proportion of adults who get recommended evidence-based preventive health care. After locating the most significantly redlined neighborhoods in Cleveland, I will take compare policies and programs implemented by the Cuyahoga County Board of Health and the City of Cleveland to address the effects of redlining in these neighborhoods with policies on a federal, state, and city level, including cities with a similar history of redlining such as Detroit and Philadelphia.

Dentistry

Erin Bergo

Creighton University
Dentistry

BIO:

I am third year dentistry student at Creighton University School of Dentistry. I grew up in the suburbs of Minneapolis, Minnesota, and graduated from the University of Wisconsin-Eau Claire with a B.S. in Psychology in 2018. I became interested in public health after studying abroad in India. I aspire to one day work with individuals who have physical or developmental disabilities and give them the care that they deserve, with an emphasis on preventative dentistry. In my free time I enjoy reading, cooking new foods, and spending time with my dog, Coco.

**PROJECT:**

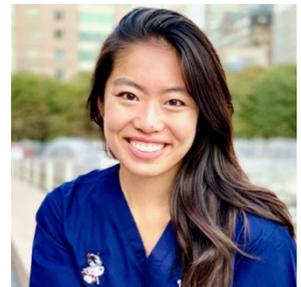
Social determinants play a larger role in an individual's health than healthcare alone. My goal for this project is to incorporate the social health needs, such as transportation or rent assistance, into dental care. By helping the most vulnerable populations locate resources to meet their basic needs, my hope is that over time when they continue care, their indication for their needs goes down and their overall health and quality of life goes up. If our communities cannot afford to meet their most basic needs, simply treating medical or dental issues is not enough.

Victoria Chang

Boston University
Dentistry

BIO:

I am currently a second-year dental student at Boston University Henry M. Goldman School of Dental Medicine. I was born and raised in Lancaster, Pennsylvania, and earned my undergraduate degree, a Bachelor of Science, from University of Pittsburgh. After, I completed a Pre-Health Specialized Studies Post-Baccalaureate Program at University of Pennsylvania and then worked for a year at a general dental office in Philadelphia. I am passionate about prevention, public health, research, and interdisciplinary collaboration in delivering patient-centered care. I am also interested in learning more from comparisons of dental care and oral health cross culturally. In my free time, I enjoy traveling, reading, trying new restaurants and cafes, running, attending spin and hot yoga classes, photography, listening to music, and being with my loved ones. Looking ahead, I look forward to making helping the underserved a pillar of my future career.

**PROJECT:**

My community-based project is the creation of a nutrition and prevention focused oral health curriculum that dental professionals and other healthcare workers alike may adapt for virtual or in-person elementary classroom education. This project is a natural progression of my involvement as a student, and then Teaching Assistant, in the classroom education Service-learning program, as it will expand our reach and impact outside of the schools we typically visit. The intended long-term outcome is the creation of a free, publicly accessible resource that is pilot tested and effective in engaging children in oral health education.

Emily Starman

University of Iowa
Dentistry

BIO:

I am from the Iowa City, Iowa area and received my Bachelor of Arts in Chemistry from Luther College in 2018. I am currently a third-year dental student at the University of Iowa College of Dentistry. Throughout dental school, I became heavily involved in the Dental Public Health Club and now plan on applying to a dual residency program in Pediatric Dentistry and Dental Public Health after dental school. In my free time, I enjoy spending time with my friends and family, distance running, and traveling.



PROJECT:

My project is focused on building a formal partnership with Open Heartland, a local grassroots organization serving immigrant families from Spanish-speaking countries. Through these efforts we hope to build oral health awareness and facilitate increased utilization of routine preventative dental services.

Nursing

Sara Brunson

University of South Carolina
Nursing

BIO:

Sarah Brunson is a Registered Nurse, Internationally Board-Certified Lactation Consultant, and PhD candidate at the University of South Carolina's School of Nursing. She is also the Co-Chair of the South Carolina Breastfeeding Coalition. She is passionate about helping families reach their Lactation goals.



PROJECT:

My proposed project is integrating lactation needs in disaster planning at the state level. I propose to determine the needs of lactating families in South Carolina disasters by reviewing current publications and identifying potential resources. Through the Paul Ambrose Scholars program, I hope to learn how to identify and engage stakeholders and influence public and private entities to secure those resources and create a plan for their timely distribution.

Biyyiah Lee

Wayne State University
Nursing

BIO:

I am a Chicago, Illinois native, University of Michigan -Ann Arbor Alumna, and a current registered nurse in Detroit, Michigan with over 10 years of nursing experience in a variety of healthcare settings. I am currently in pursuit of a Masters Degree in Advanced Public Health Nursing and desire to practice in the area where cannabis and public health overlap. Through several graduate-level leadership, research and advocacy training, and continuing education courses, I have become a proficient



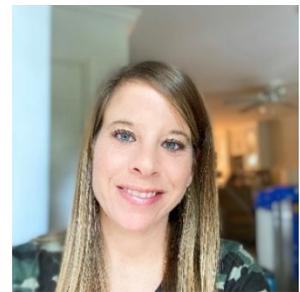
and active cannabis advocate. I am a member of the American Nurses Association, the National Black Nurses Association, American Cannabis Nurses Association, Cannabis Nurses Network, Society of Cannabis Clinicians, and Minorities for Medical Marijuana. As a participant in the 2021 Ambrose Scholars program, I will focus on policy to address gaps in cannabis education among healthcare providers.

PROJECT:

Cannabis and endocannabinoid system education for healthcare professionals is inconsistent across the United States and is lagging far behind state legislative initiatives to welcome medical and adult-use cannabis. My project will examine the current landscape of cannabis education among institutions and organizations in the State of Michigan, who legalized adult use Marijuana in November 2019. It will focus on (1) ongoing policy recommendations or lack thereof related to cannabis and endocannabinoid system education, and (2) using the reservation of state funds that have been allocated to cannabis research to establish uniform cannabis education requirements for healthcare professionals. Local healthcare professionals will be surveyed to assess their current knowledge about cannabis, thoughts and attitudes towards cannabis, comfortability discussing cannabis with patients, and frequency of cannabis inquiry in current patient load. Upon project completion, I will have developed policy on the baseline education requirements about cannabis and the endocannabinoid system for healthcare providers in accordance with emerging cannabis regulation to support safe and informed consumption amongst cannabis consumers.

Elisha Plaxico

Mercer University
Nursing

**BIO:**

I graduated from the Medical College of Georgia with a Bachelor of Science in Nursing in 2003 and from Georgia College and State University in 2009 with my Masters of Science in Nursing. When pursuing my undergraduate degree and graduate degree, I realized I enjoyed caring for all individuals but had a connection with teens and young adults. I want to take the opportunity to educate adolescents on dangers in the world today to give them every opportunity to be successful. As a Family Nurse Practitioner, pursuing my DNP, I am looking forward to learning how to better educate, care for, and advocate for the adolescent/teen population. Through the Paul Ambrose Scholar Program. When I am not studying, I enjoy spending time with my two daughters, reading, baking, running, and spending time with friends and family.

PROJECT:

My Ambrose Scholar program project will focus on reducing e-cigarette usage in adolescents. A health communications guide will be developed in collaboration with the Georgia Sheriffs' Association and the statewide program Choosing Healthy Activities Methods Promoting Safety (C.H.A.M.P.S.). This current program targets fifth-grade students in the state of Georgia and occurs over 12 weeks, one day a week for about one hour. Currently, the program covers many challenges facing adolescents today, including drugs, alcohol, tobacco use, ATV safety, and bullying, to name a few. However, there is no education on the dangers of e-cigarette usage in the current curriculum. Thus, the goal of creating a health communications guide in collaboration with the Georgia Sheriffs' Association would be to add to the curriculum of C.H.A.M.P.S. regarding the dangers of e-cigarette use to help decrease the usage of e-cigarettes in adolescents.

Pharmacy

Kammeran Cleaves

Lipscomb University

BIO:

Born and raised in Memphis, TN, I always knew that I had a passion for serving my community. Upon completing high school, I went on to matriculate and receive my Bachelor's of Art degree in Biology: Pre-Health from Fisk University in Nashville, TN in 2017. I am currently a second year Pharmacy student at Lipscomb University College of Pharmacy with a focused track on Advanced Psychiatry and Mental Health Disorders.

**PROJECT:**

My service project, My Health is Wealth (MHiW), is a clinical initiative with the primary focus of identifying causative factors of mental health disparities within my College of Pharmacy. Mental health is such an important topic of discussion in the professional settings, and my goal is to provide essential resources to combat the problem. Upon the successful completion of MHiW at Lipscomb, I plan to do the same at my undergraduate institution.

Madeline Gemoules

St. Louis College of Pharmacy at the University of Health Sciences and Pharmacy
Pharmacy

BIO:

I am a third-year pharmacy student at the St. Louis College of Pharmacy at the University of Health Science and Pharmacy in St. Louis. I completed my undergraduate degree in chemistry at DePaul University in 2014 and worked in community health and access for a local hospital network after graduation. During that time, I collaborated with the hospital's clinical pharmacy team on a number of projects involving opioid misuse. That experience led me to pursue a career in pharmacy. I knew that this path would allow me to use my strong scientific background to continue creating positive and powerful change in the communities I serve. I am so excited for the opportunity to be a Paul Ambrose Scholar and to further my interest in pharmacy and public health.

**PROJECT:**

The US continues to be one of the largest prescribers of opioids and other controlled substances in the world, and the data show that the average age of Americans misusing prescription opioids and other controlled medications continues to decrease. Community Partners in Prevention (CPiP) is a coalition imbedded in the Rockwood School District of St. Louis County, Missouri, committed to providing substance use education and prevention to over 20,000 students. In partnership with CPiP, I plan to implement a youth and parent community education and prevention campaign with the goal of changing the perceptions of misusing prescription drugs and reduce the number of adolescents that participate in these behaviors.

Kristen Koch

University of Missouri – Kansas City
Pharmacy



BIO:

I am a third-year student at University of Missouri-Kansas City School of Pharmacy on the Springfield, MO campus. My passion for public health has grown throughout pharmacy school as I have stepped into leadership roles with several organizations, including our chapter of Public Health Organization. During my free time, I like to cheer on the Kansas City Royals, spend time with my family at the lake, go hiking, and do pretty much anything outdoors!

PROJECT:

Branson, MO is a town driven by tourism where work is often seasonal and many residents in the area are uninsured or underinsured. My project addresses the unstable income in relation to food insecurities and access to health care for patients struggling to manage type 2 diabetes. Type 2 diabetes has a strong lifestyle component, and my project equips patients to better control their chronic condition with little to no extra financial burden to them. The project offers underserved patients with type 2 diabetes education on nutrition, exercise, goal setting, and other aspects of self-managing diabetes on a daily basis. Patients who participate in the project will receive free A1c and lipid panel testing, a weight scale, exercise resistance bands, and a blood glucose meter.

Lucas Kosobuski

University of Minnesota
Pharmacy

**BIO:**

I am a second-year pharmacy student at the Minnesota College of Pharmacy, Duluth Campus. I started engaging in qualitative research in the area of substance use disorder as an undergraduate in 2016. Since then, I have been conducting community-based qualitative research around topics such as substance use, Native American health, and human trafficking. Engaging in research in these areas has driven me to want to make a positive difference in the lives of underserved communities by continuing research and becoming a board certified psychiatric pharmacist who works in rural and underserved communities.

PROJECT:

Native American Elders are an important part of Native culture as they are the ones who teach and pass down our traditions to the next generation. My project will evaluate the current state of Elder wellbeing in a rural Native community and evaluate how Elder wellbeing can be better supported. This will be accomplished by interviewing Elders who reside in the community; data gathered from these interviews will be used to create a report for the Tribal Government. This information will serve as an important tool for the Tribal Government to use to craft and promote policies that will improve the wellbeing of Elders.

Julianne Mercer

University of Pittsburgh School of Pharmacy (PharmD)
Pharmacy

BIO:

I am a third-year Student Pharmacist at the University of Pittsburgh School of Pharmacy with an Area of Concentration in Community, Leadership, Innovation, and Practice (CLIP) and Global Health (GH). I am originally from Long Island, New York, where I first began my work in the field as a pharmacy technician at a community pharmacy. My passions are to serve underserved populations and provide health-related education through community outreach. My professional goal is to bridge my interests in community outreach, patient education, and enhanced pharmacy services in the outpatient setting following post-graduate residency training. In my spare time, I enjoy trying new cooking recipes following side-by-side directions from popular chefs on YouTube.



PROJECT:

The Women's Center and Shelter (WC&S) of Greater Pittsburgh offers temporary housing for women (and their children) who have had recent experiences with domestic violence. Studies have identified that victims of domestic violence are associated with having both poorer physical and mental health outcomes; women at the WC&S specifically have a marked prevalence of mental health conditions, including depression, anxiety, PTSD, substance and tobacco use disorders. My project is to collaborate on implementation of a student-run health literacy intervention program, with a focus on Access to Health Services at the WC&S. This project is based upon learning from personal testimonies of the women at this shelter, and the factors that have influenced their abilities to navigate healthcare environments.

Daniella Tran

Texas A&M University, Irma Lerma Rangel College of Pharmacy
Pharmacy

BIO:

I was born and raised in Houston, Texas. I did my undergrad at the University of Texas at Austin and I am currently a second-year pharmacy student at Texas A&M University. Through my intern experience with HEB Pharmacy and involvement in organizations, I have developed a passion for teaching and serving the community. When I am not studying, I enjoy catching up on my favorite shows and trying new food places.



PROJECT:

To increase access to health education for youth populations in underserved areas of south Texas, I will develop an educational program, "Hedgie Health," to engage the audience and provide resources on five topics: nutrition, physical activity, hygiene, medication safety/pharmacy, and mental health. The concept of "Hedgie Health" is based on a hedgehog that is a pharmacist with the mission to inspire others to make healthy daily choices to optimize growth and development. "Hedgie Health" presentations will be given to elementary schools or day care centers in low-income areas by two to three pharmacy students. Furthermore, we will then provide these resources on a website and social media so that other educational providers may have access. By using the media, we hope to encourage other educational providers, health professionals, and health professional students to use "Hedgie Health" in their own communities.

Tammie Tran



University of Houston (PharmD)
Pharmacy

BIO:

After graduating from University of California, Riverside with a B.S. in Neuroscience, I earned an M.S. in Biomedical Sciences from Marshall University in West Virginia. I am currently a student at the University of Houston College of Pharmacy, where I am an executive officer of the Hispanic Pharmacy Student Association. Upon graduation, I plan to join the Public Health Service and work as a pharmacist for the Indian Health Service. I hope to have a long career improving and expanding services to underserved communities around the country. In my spare time I enjoy gardening, playing rugby, and volunteering in my community. In particular, I volunteer with the HOMES clinic (a free student-run clinic for the homeless) and at COVID-19 vaccine clinics.

PROJECT:

One of the biggest challenges of diabetes is dealing with the complex medical, social, and emotional demands of treatment. This commonly leads patients to experience diabetes distress, which can include the feelings of worry, stress, frustration, or burnout from coping with diabetes. I am working with a fantastic team to design and execute a single-site survey to assess diabetes distress among the Hispanic population in Houston. We hope to identify factors that hinder a patient's ability to receive the most effective diabetes care. Ultimately, this project aims to give ambulatory care pharmacists more information to include in their holistic approach to diabetes care, especially among the Hispanic population.

Physical Therapy

Allie Wilson

The University of Texas Medical Branch
Physical Therapy

BIO:

I am a current second-year Doctor of Physical Therapy student at the University of Texas Medical Branch in Galveston, Texas. I received my Bachelor's of Science in Athletic Training from The University of Texas at Austin. I am passionate about empowering individuals to use exercise as medicine, and instilling within them a sense of self-efficacy for lifelong engagement in physical activity. Additionally, I'm interested in utilizing public health policy to address the impact of the social determinants of health in marginalized communities.

**PROJECT:**

St. Vincent's pro bono clinic operates weekly to provide physical therapy services to the underserved community in Galveston, Texas through the University of Texas Medical Branch. Due to the constraints inherent to a pro bono clinic, patients are often limited to four to six sessions before they are discharged, often leaving them with lingering pain and disability that limits their ability to engage in regular physical activity. I plan to analyze the needs of the clinic and the community using the Precede-Proceed public health model in order to develop an intervention to improve health outcomes. Ultimately, I hope to implement a community-based initiative to mitigate high levels of physical inactivity in the region and improve health literacy in the rural population.

Physician Assistant

Kaitlyn Evans

University of Florida
Physician Assistant

BIO:

Kaitlyn Evans is a first-year physician assistant student at the University of Florida. She is a double Gator, having also received her B.S. in Biology from the University of Florida. Her volunteer experience at several free clinics made her realize how difficult pursuing a healthy lifestyle can be for those in underserved areas. She is passionate about using her platform as a future health care professional to bring health equality and education to her community. She loves living an active life, enjoying hobbies such as roller skating, ultimate frisbee and running.

**PROJECT:**

Statistics from vaccination efforts have shown that vaccinations amongst the Hispanic community are almost two times lower than their white counterparts in Gainesville, Florida. Early vaccination efforts lacked instructions for signing up for vaccinations in Spanish, the second highest spoken language in Florida. I want to create a social media campaign that will help native Spanish speakers navigate enroll for the vaccine and understand the vaccination process. I am curious to see the impacts of this social media campaign on vaccinations amongst 18-to 65-year-old individuals who speak Spanish in the Gainesville community.

Krista Feind

Case Western Reserve University
Physician Assistant

BIO:

I am a first-year PA student at Case Western Reserve University. I was raised in Buffalo, NY and got my BS in Biomedical Sciences at Rochester Institute of Technology. While in undergrad, I worked as an ER scribe. I'm very interested in exploring the field of women's health as a PA in the future to help women feel more comfortable seeking medical care.

**PROJECT:**

My project will address trauma-informed care practices, awareness, and education especially in women's health. I hope to bring a more interactive and modern approach to education and collaborate with local organizations, such as the Collaborative to End Human Trafficking. I would like to help patients feel more at ease knowing that their providers are sensitive to any past trauma and reducing the risk of re-traumatization.

Erin Hillis

Yale University
Physician Assistant



BIO:

I am a second-year physician assistant student at the Yale School of Medicine, Physician Assistant Online Program. I graduated from the College of the Holy Cross in Worcester, MA with a degree in psychology and a biological psychology concentration. After graduation, I helped educate medical students as a standardized patient at the Frank H. Netter School of medicine at Quinnipiac University and PA students at the University of Bridgeport. I have a love for dinosaurs and working with children and shares her passion with visitors at the Yale Peabody Museum of Natural History. I hope to work as a physician assistant in the area, while also advocating for the PA profession and volunteering in my local community. In my free time, I like to spend time with my family and friends, kickbox, walk my dog, and play pickleball.

PROJECT:

Oral Health is an extremely important preventative educational topic that is essential for people of all ages. Teaching children to develop and employ a daily oral health routine is necessary. If we can start children early with a regimen and have them practice it, they are more likely to continue these habits into their adult life. This project institutes an Oral Health Campaign at a local grammar school. Students from graduate schools, undergraduate institutions, and local high schools will help provide fun educational flyers and visual materials to help aid kindergarten through eighth grade students about oral health. Students will participate in virtual reality programs to help augment these teachings. Toothbrushes and toothpaste will be provided to students, along with a brushing calendar and nighttime brushing sessions, to help foster this healthy habit. By making oral health education interactive and fun, students can take a leading role in their own health, by preventing diseases later in life.

Kiesha Johnson

Mercer University
Physician Assistant



BIO:

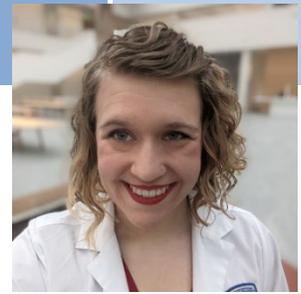
I am a second-year dual degree student, MPH MMSc. at Mercer University. I have a background in non-profit management and infectious disease prevention in women of color.

PROJECT:

The project is designed to use education and empowerment to influence the women's behaviors around partner selection and sexual activity in the Greater Atlanta area. I will utilize community partnerships to support recruitment and retention. The goals of the project are: all participants will be HIV tested and there will be a 25% reduction in HIV risk.

Laurel Mason-Gerard

Case Western Reserve University
Physician Assistant



BIO:

I am a first year PA student at Case Western Reserve University. I got my bachelors in Microbiology from The Ohio State University, and my MPH from University of Toledo. My husband and I love board games, with our collection totaling over 70 unique games and still growing. I also enjoy painting and crafting in my free time, as well as going on walks with my 2 sweet rescue pups. I love public health, and am excited to continue to work with the community.

PROJECT:

My project focuses on infant mortality, with an emphasis on education and connecting mothers to resources. I am partnering with community organizations to help direct pregnant women to local resources, as well as provide health education. Additionally, I am working with my school to incorporate more education about social determinants of health and the impacts of systemic racism on infant mortality. I am excited to be a part of educating future providers on how they can combat health disparities faced by minority populations.

Kathryn Rebecca Mortensen

Mercer University
Physician Assistant



BIO:

I am a second-year Physician Assistant student at Mercer University in Atlanta, GA. I received a Bachelor of Science in Biology from the University of Utah. I attended the Medical College of Georgia pursuant to a medical degree but changed course and did not receive my MD. Later, I received a Master of Arts in Teaching Chemistry from Kennesaw State University and spent 5 years as a Chemistry teacher. While I love teaching, my true passion lies in medicine. As I work with patients on rotations, I am reminded daily that the choice to return was the right one. When I was in undergrad, I was very involved in community service and outreach. I also have had training in mental health management and behavioral therapy. These experiences have led me to this project which will blend my interests.

PROJECT:

While the world is still facing the coronavirus pandemic, students are returning to school. The stress of this transition is no doubt affecting these children, as it is affecting all of us worldwide. Resilience –or the ability to “bloom where you are planted” –has been shown to improve stress management. It is a skill that can be taught and cultivated in communities and individuals alike. In partnership with the broader Mercer University College of Health Professions and The Bridge at Austin, a community center nearby, my project will look at the levels of resilience and develop interventions to increase it. We will use COVID-19 as a starting place this summer. I do not want to narrow the focus to only the stress of the pandemic, but instead I would like to continue and evaluate the broader climate of stress and resilience that exist in the community. I firmly believe that children can be taught to recognize their own resilience and to develop it as they grow. By creating and implementing various strategies, the impact will grow and expand to reap benefits throughout classrooms, households, and the community as a whole.