Let’s get started

1. Find the email sent you with your assigned abstracts and click on the link.
2. When you log on you will see your assigned abstracts in the abstract review window on the left side of the screen.
3. Select your first abstract and click on the ‘go’ button.

Up next: Reading the Abstract
## Reading the Abstract

1. The abstract will appear on the right side of the screen along with other important information about the abstract.

2. Read the abstract closely before you score the abstract.

### Abstract Details

**Title:** APHC 375963: Don't flinch: Addressing the charged political landscape in the public health classroom

**Preferred Presentation Format:** NoPreference

**Learning Objectives:**
- Describe the importance of discussing charged political issues in classes with diverse adults in a public health program focused on health equity.
- Identify challenges inherent in analyzing polarizing political rhetoric and action in a group of diverse adult learners.
- Develop a framework for analyzing political developments in class based on nonpartisan principles and values.

**Target Audiences:**
Faculty teaching in public health graduate programs

**Keyword(s):**
Teaching, Politics

**Learning Areas:**
- Diversity and culture
- Public health or related education
- Public health or related public policy

**Qualification Statement:**

Qualified on the content I am responsible for because: I have been a professor in an M.P.H. program focused on health equity and social justice for over 10 years, and have served as both program coordinator and department chair. I have conducted public health research and engaged in professional development on public health pedagogy.
Sample Abstract Text

Topic Selection:
Achieving Health Equity through Academia and Practice (50701)

Abstract Text:

The 2016 presidential election created complicated challenges for our MPH program. With our mission explicitly grounded in social justice and health equity, we actively recruit students passionate about those values. Students nevertheless hold diverse personal and political beliefs. Indeed, we intentionally cultivate diversity, which enriches classroom analyses of public health issues. The uncivil discourse and inflammatory rhetoric of the election, singling out and vilifying groups based on visible and invisible characteristics shared by many of our students – made it both urgent and challenging to address in class. This presentation describes practices and lessons learned, navigating the political environment with diverse adult students. We aimed to engage and affirm all students in a fair, inclusive way; explicitly reject hate-related speech and values while ensuring students with diverse political identities felt respected; and avoid creating a political monoculture leading to an “echo chamber.” We identified nonpartisan concepts – e.g., bias in everyday interactions, sexual consent – addressing them in ways that honored all students. We used resources including Southern Poverty Law Center materials, plus faculty-developed activities, and coordinated across our cohort-based program. We observed strong student attendance and engagement, including classes immediately post-election. We also experienced negative interactions, e.g., repetition of derogatory remarks without recognizing their effects on fellow students, and judgmental comments about fellow students’ political stances. This presentation advances the role of academia in achieving health equity by suggesting principles and actions to affirmatively engage students of diverse political orientations toward equity and social justice.

Up next: Review the Abstract
Review the Abstract

Below the abstract text box you will find the scoring system based on the number of points for each criteria to use as a guide when making your recommendation of acceptance.

OVERALL SCORE AND RECOMMENDATION

Indicate your final recommendation based on the overall score from each of the sections below, where:

Based on maximum of 60 points
Reject
0 - 20 = Very Poor
21 - 30 = Poor

Accept
31 - 41 = Neutral / Adequate
42 - 50 = Good
51 - 60 = Very Good

Up next: Presentation Format
Abstaining

If you find that you were assigned your own abstract or are familiar with the abstract you should recuse yourself by indicating in the ‘abstain’ box the reason for recusing yourself.

Abstain — If you wish to recuse yourself from review of this entry due to a conflict of interest, please DO NOT SCORE THIS ABSTRACT. Leave the other fields untouched. Only use the box below to briefly describe the conflict then scroll down and click Submit. An automatic email will be sent to the program planner(s) regarding the abstain status.

Up next: Rate the abstract
Rate the abstract

Rate the abstract for each of the criteria provided below to get your total score and refer to the scoring system above to determine if the recommendation for the abstract should be accepted or rejected.

<table>
<thead>
<tr>
<th>Abstract Content - specific to presenting topic, must be of sound science, or evidence-based practice (promising practice) and serve to maintain, develop or increase the knowledge, skills or competence of the public health professional. Content must be objective, free from bias and promotion, no use of commercial entities, products, services, logos, or links.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives - at least one measurable learning objective that reflects what the learner will be able to do as a result of participating in this educational activity (5 points possible). (no compound objectives - list outcomes separately)</td>
</tr>
<tr>
<td>GAP addressed - Were gaps identified? Was it based on sound science, evidence-based (promising practice) that identified the change in skills, knowledge, and/or the opportunity for improvement? (10 points possible).</td>
</tr>
<tr>
<td>Competency - Did the abstract address a core competency in public health, nursing, medicine or health education? (5 points possible).</td>
</tr>
<tr>
<td>Quality of Written Abstract - Was the abstract coherent? Did the abstract clearly state the purpose and/or relevance to field of public health? (10 points possible).</td>
</tr>
<tr>
<td>Qualification Statement - Did the presenter clearly describe his/her qualification and area of expertise? (5 points possible). Example: I have been the principal or co-principal of multiple federally funded grants focusing on HIV/AIDS, HIV prevention and co-occurring mental and drug use disorders. I have developed strategies for preventing HIV and STDs in out-of-treatment drug users and some of my work has been published in this area.</td>
</tr>
<tr>
<td>Applicability - Could the lessons learned be applied in other cases/environments?</td>
</tr>
</tbody>
</table>

**TOTAL SCORE: 53**

Up next: Recommendations
Recommendations

1. If you find the abstract is newsworthy indicate your reason in the box below.
2. Make your final recommendations for accepting or rejecting the abstract

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**Final Recommendation**
- I recommend this abstract be accepted
- I recommend this abstract be accepted with some changes (use the Final Recommendation Comments box below)
- I recommend this abstract be accepted as a poster
- I recommend this abstract be rejected (use the Final Recommendation Comments box below)

**Final Recommendation Comments**

**Additional Comments/Concerns**

When you click the submit button, your rating of Abstract #375962 will be stored and the next Abstract #391930 will be immediately displayed.

Submit

Up next: Review Score
Review Scores

Once you have submitted your review you will see your score in the abstract review window which confirms your score has been received.

Up next: Score Summary
# Score Summary

For a printout of your scores click on the ‘score summary’ under the options tab.

<table>
<thead>
<tr>
<th>Abstract ID</th>
<th>Score</th>
<th>Title</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>375963</td>
<td>53.00</td>
<td>Don’t flinch: Addressing the charged political landscape in the public health classroom</td>
<td></td>
</tr>
<tr>
<td>379687</td>
<td>0.00</td>
<td>Closing the gap from research to practice: Training MPH students to translate and implement evidence-based public health programs</td>
<td></td>
</tr>
<tr>
<td>391938</td>
<td>0.00</td>
<td>Real life information for real life projects: Helping students become more sophisticated consumers of grey literature by embedding a public health librarian into a climate change practicum</td>
<td></td>
</tr>
</tbody>
</table>
ABOUT APHA

The American Public Health Association champions the health of all people and all communities. We strengthen the profession of public health, promote best practices and share the latest public health research and information. We are the only organization that influences federal policy, has a 140-plus year perspective and brings together members from all fields of public health. Learn more at www.apha.org.