

HOWARD UNIVERSITY NATIONAL HIV CURRICULUM INTEGRATION PROJECT



H-NIP and its partners continue their successful innovative efforts to strengthen the U.S. HIV clinical workforce in the face of the COVID-19 Pandemic

As we all know, 2020 is no typical year. It has demanded that Howard University, like our partners accomplish our task of strengthening the U.S. HIV clinical workforce in newly innovative ways. We have risen to the challenge and are mostly doing our work remotely with some using a hybrid format as we prioritize the health and safety of our students, faculty, and staff alike. This edition of our newsletter showcases some of our partner's approaches to getting our students engaged as we do our work in spite of the pandemic. We are also pleased to share the work of our partner, Charles R. Drew University of Medicine and Science (CDU) *Mervyn M. Dymally School of Nursing* (MMDSON). The H-NIP program there is led by Dean and Professor, Dr. Diane Breckenridge.

The Howard University National HIV Curriculum Integration Project (H-NIP) aims to integrate the National HIV Curriculum (NHC) e-Learning Platform into the education and training curricula of 24 medical, nursing, pharmacy, and other health profession programs (HPPs) over a four-year period. These programs also include graduate education/residency programs and are located at 18 historically black colleges and universities (HBCUs). The overarching goal of H-NIP is to enhance the nation's clinically skilled, culturally competent, HIV workforce. This is being accomplished by integrating the [National HIV Curriculum](#) (NHC) into existing accredited programs. The impact of this integration is an increase in the number of health professional graduates who receive specialized training in the care and management of people with HIV. Based on current evaluation, H-NIP is well on schedule and poised to achieve its project goal of registering 1964 students at HBCUs to take the NHC by the end of our four-year project period.

The NHC contains six modules. At the midpoint of this project, not counting the students who completed the entire NHC, the Antiretroviral Therapy Module was completed by the most students 824 (54%) of all H-NIP participants; Screening and Diagnosis was next with 818 (53%) students; followed by Prevention of HIV and Key Populations both of which tie for third place with 663 (43%) of all students. Next is Basic HIV Primary Care with 626 (41%) and finally Co-Occurring Conditions with 558 (36%).

Guided by the belief that taking the entire NHC will equip students with the full range of skills needed to be effective HIV clinicians, in Year 2, H-NIP focused on having as many students as possible complete all six (6) NHC modules. This resulted in 443 students, almost a third (29%) of all H-NIP students completing the curriculum. This enthusiastic uptake among our partners is noteworthy since program progress was achieved despite myriad disruptions posed by the COVID-19 pandemic related lockdown. In Year 3, H-NIP will focus on working with our partners to increase the number of students to continue to complete the entire curriculum, where possible.

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H-NIP and its partners continue their successful innovative efforts to strengthen the U.S. HIV clinical workforce in the face of the COVID-19 Pandemic.

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H-NIP PROFILE



MMDSON at CDU integrates the National HIV Curriculum for Nurse Practitioner Education

Dean, School of Nursing



Diane Breckenridge
PhD, MSN,
RN, ANEF

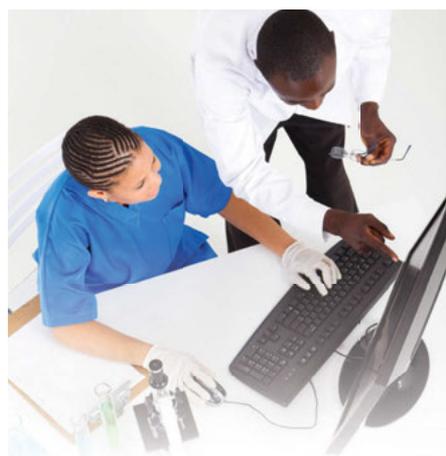
Charles R. Drew University of Medicine and Science (CDU) was founded in 1966. CDU is a private, non-profit, community-founded, and student-centered institution that is committed to cultivating diverse

health professional leaders that are dedicated to social justice and health equity for underserved and under-resourced populations through outstanding education, research, clinical service and community engagement. CDU has earned designation as a minority-serving institution by the U.S. Office for Civil Rights and is recognized by the Department of Education (DOE) under Title III B as a Historically Black Graduate Institution (HBGI). The University is also a member of the Hispanic Association of Colleges and Universities.

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H-NIP and its partners continue their successful innovative efforts to strengthen the U.S. HIV clinical workforce in the face of the COVID-19 Pandemic *continued*



As is evidenced in **table 1** below, student enrollment has more than doubled in year 2. Overall, this illustrates ongoing interest and effective marketing efforts for the curriculum. Furthermore, ongoing data show an increase of module completion in year 2 over year 1 for all the modules.

The discipline most represented among H-NIP participants to date is pharmacy, followed by nursing, then dental, medicine and finally allied health. Over 21% of the nurses who have completed the NHC are nurse practitioners.

Table 1: H-NIP Enrollment by Discipline

Disciplines	Enrollment 2018-2020 (Years 1 & 2)
Pharmacy	571
Nursing	503
Dental	256
Medical	116
Other*	56
Allied Health	34
Totals	1536

Table 2 shows that the culturally innovative, approached being implemented by our cohort of partners have placed us on track to continue our successful implementation of H-NIP. The data show that during the first quarter of this program year, a total of one thousand and sixty-two (1062) students have enrolled. This trend indicates that the need for a credentialed HIV clinical workforce continues to be met.

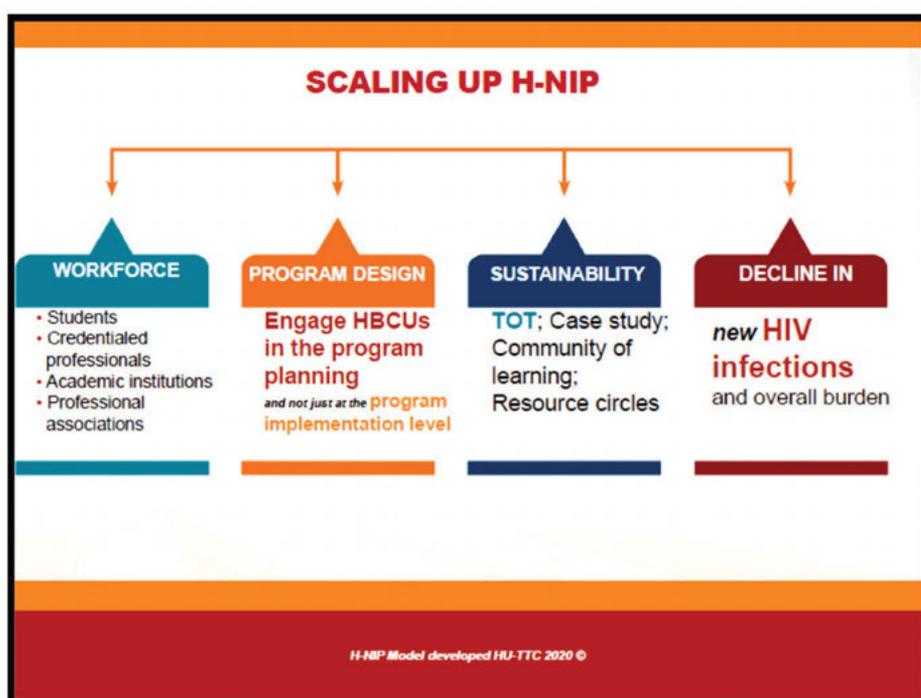
Table 2: H-NIP Enrollment by Discipline in the First Quarter of Project Year 3

Disciplines	Enrollment September-December 2020 (Year 3-Fall)
Pharmacy	297
Nursing	661
Dental	47
Medical	26
Other*	3
Allied Health	28
Totals	1062

To date, almost half (40%) of the *nursing students* have completed the entire curriculum and a third (33%) of *medical students* have also done so. Of all disciplines, the schedules for medical students tend to be the most crammed. Nevertheless, completing the modules for this cohort of learners is essential since, as heads of care teams, they should have a comprehensive understanding of HIV clinical care which the NHC provides. Although participation by pharmacy is high; a mere 17% of the students completed all six NHC modules this program year. And, while we trained the most dentists and physicians in the Northeastern region of the U.S. - we trained the most nurses; pharmacists, and allied health

professionals (respiratory, occupational, physical and speech therapists; nutritionists and clinical social workers) in the Southeast, where the HIV disease burden is greatest. Students are a natural pipeline to strengthen this workforce so, we encourage ongoing training opportunities for them. Our research shows that overall, the experience of taking the NHC had a positive impact on students' confidence in their skills to deliver HIV-clinical care, in the areas covered by the curriculum.

The impact of our work should translate into a reduction in new infections and viral suppression in those already living with the virus. While we have made significant strides in combatting HIV, COVID-19 and the consequences of the epidemic will stymie recovery efforts in our communities if we do not remain vigilant. And as other communities bounce back, endemic, and structural problems in which our HBCUs are anchored are at risk of widening. So, our work must expand to ensure that this gap post COVID-19 does not widen and push the HBCUs and the African American communities back 20 years and undo the hard work to stymie HIV spread that has been accomplished. Our strategy to scale up our work and thus help ensure sustainability of our effort is displayed in the table below.





Creative Approaches To Support Students Successfully Through This Covid-19 Pandemic

The overarching collective impact of H-NIP's partners' community response to the COVID-19 pandemic has been to serve as the trusted voice in assisting communities to safeguard their health. Solutions-based, creative approaches & partnerships used to support students successfully through this COVID-19 pandemic are outlined below:

- Correct & consistent use of masks and social distance while taking on-line classes at home to help reduce contracting the virus from family members.
- Using the ironing board as a desk to account for inadequate physical space
- Use of cell phone due to lack of computers or other mobile devices for classes.
- Proactively identify temporary safe locations for isolation to contain the spread of the virus.
- Psychological support: via zoom consultation with psychological counseling department both individually and in groups.
- Provide additional one-on-one mentoring for students and faculty.
- Increase students' knowledge of COVID-19 by requiring students to complete and receive certificate for *WHO Emerging Respiratory Illnesses including COVID-19*.
- Connect students to professional/career-building networks and jobs.
- Assign students to document the lived experience of, "Nurses in COVID-19 pandemic."
- Provide students with the following:
 1. Food vouchers
 2. Housing/rent vouchers
 3. Access to appropriate sleeping arrangements since students who are tired find it harder to study
 4. Loaner laptops with optimal capacity
 5. Headphones
 6. Earplugs
 7. Flash drives
 8. External hard drives



H-NIP PROFILE *continued*

The mission of each academic division of the University, including the *Mervyn M. Dymally School of Nursing (MMDSON)* which was named after the late honorable Mervyn M. Dymally, a long-time benefactor of Charles R. Drew University is to cultivate diverse health professional leaders. The MMDSON, founded in 2010, offers a master's degree in nursing, and since 2010-11 has graduated over 1500 nursing professionals, including family nurse practitioners, psychiatric-mental health nurse practitioners, Entry Level Master's degree graduates and RN-BSN graduates. More than 70% of CDU graduates since 2000 are racial/ethnic minorities, and more than 80% of alumni report that they are serving underserved communities. In addition to direct patient care, CDU graduates work in research centers, universities, and government settings to promote health equity and redress health disparities. Alumni, faculty, and research and clinical fellows have become local and national leaders in higher education, government service, research institutions, and clinical enterprises.

Integrating the NHC in the last semester of the Nurse Practitioners' program is important particularly in the areas of HIV Screening and Diagnostic Testing; Basic HIV Primary Care including initial evaluation, immunizations in adults and primary management. Today, screening for mental health conditions and substance use disorders is very important and as such we are expanding the integration of the NHC not only to our Family Nurse Practitioner students, but also to our newly implemented Psych Mental Health Nurse Practitioner Program. This comprehensive curriculum readies nurse practitioner graduates of our program to meet the challenges of the nursing workforce for underserved and under-resourced communities.

This will be the 3rd semester since beginning this very important NHC Integration. We are pleased and remain committed to continue our important work in partnership with Howard University College of Medicine as we successfully integrate the NHC into our Nurse Practitioner education.

Kudos to Dean Breckenridge: *MMDSON charted on the U.S. News & World Report's "Best Nursing Schools: Master's" list, ranking at number 189 in 2019. This ranking moved 30 points to 159 in Dean Breckenridge's 2nd year of leadership of the school. The MMDSON aims to improve diversity and cultural sensitivity in the nursing workforce and to achieve excellence in patient care in often-challenging urban healthcare settings.*



What students are saying — H-NIP Graduates



This was a much-needed course that I think all health professionals should take part in. It breaks things down so that you can build your patients up. For me personally, I was challenged to look beyond the surface of each situation and patient interaction, because often, there is more to each person's story than what they are able to share. The National HIV Curriculum provided me with resources and techniques for working with patients from diverse cultural communities and incorporating that into making a treatment plan that patients are comfortable with following through.

— **Shazzanne P., Howard University College of Medicine - Class of 2021**



The NHC modules provide a clear understanding about using statistical data and evidence to support individuals who are undiagnosed or diagnosed throughout the life cycle to receive an appropriate treatment regimen. This information is relevant, as many nurses provide community-based health care, and nursing care for patients and families living with HIV. I will use this knowledge to educate and bring awareness to communities that are greatly impacted by HIV.

— **Tameka H., RN, RN-BS Student, CUNY-Medgar Evers College**



During a time of patient outcome uncertainty, I had the awesome experience of working with HIV patients in a Community Health setting. Prior to the experience, I feared for my safety. After the experience, I realized that we are all human and the goal is to provide safe, quality patient care. As a result, this clinical was a life changing experience of which I am truly grateful.

— **Antarvious K., Tuskegee University School of Nursing**



The HIV Curriculum was informative, concise, data-driven, and relevant. I found that the course perfectly aligned with my mission to promote health care access for ethnic minority groups disproportionately affected by healthcare disparities. Participation in this training has further developed my vision and goals toward providing education to clients about utilizing valuable resources. The HIV Curriculum reflects excellence.

— **Florence A., RN-BS Student CUNY-Medgar Evers College.**



“There is something very special and unique when as a student you are challenged to test your perception and understanding of a situation. It is an honor to participate in the National HIV Curriculum because it lays a foundation of cultural humility that is essential for healthcare workers. The curriculum provides a quantitative and qualitative focus that humanizes the experiences of patients while also ensuring a baseline level of clinical and evidenced-based competency to work with patients in a dynamic setting.”

— **Brandon S., Howard University College of Medicine- Class of 2021**



I enjoyed the six-module National HIV curriculum. I found the practice questions to be very helpful in my understanding of what I did and did not know and preparing me for possible topics on my exam. Overall, I felt the modules provided additional information and resources to increase and grow my knowledge of infectious disease, specifically HIV, as a future clinical pharmacist.

— **Kirstie F, PharmD Candidate Xavier University**



The 6-module National HIV Curriculum was very helpful in reinforcing the material we learned in class, and it allowed us to apply our knowledge in a different format other than cases, quizzes, and exams. The only cons are that it was very time consuming and included a lot of material to go over for a course that lasted only a week and a half, some of which wasn't pertinent exclusively to pharmacists. But, I do understand that as a well-rounded pharmacist, all of that information is important for us to know.

— **Ian D. (Class President) PharmD Candidate, Xavier**

HIV/AIDS AWARENESS DAYS

February 7, 2021

National Black HIV/AIDS Awareness Day



March 10, 2021

National Women and Girls HIV/AIDS Awareness



March 20, 2021

National Native HIV/AIDS Awareness Day



April 10, 2021

National Youth HIV & AIDS Awareness Day



April 18, 2021

National Transgender HIV Testing Day



May 18, 2021

HIV Vaccine Awareness Day



May 19, 2021

National Asian & Pacific Islander HIV/AIDS Awareness Day



June 5, 2021

HIV Long-Term Survivors Awareness Day



June 27, 2021

National HIV Testing Day



YOUR CHOICE: TUNE-IN OR JOIN-IN* (Webinars/Webcasts/Conferences)

Webinar: January 14, 2021

Substance Use, HIV, and Young Adults: A Guide for Clinical Providers

Howard University Telehealth Training Center,
MSI HIV/HCV Prevention Project
(MSI H2P)

Washington, DC

<https://www.huttc.org/MSI-H2P/index.php>

Virtual Conference: January 14 - 17, 2021

National African American MSM Leadership
Conference on HIV/AIDS and
other Health Disparities

Atlanta, GA

<https://naesm.org/registration/>

Virtual Conference: January 27 - 28, 2021

4th Biennial HIV Research for Prevention Conference
(HIVR4P)

Geneva, Switzerland

<https://www.hivr4p.org/registration/>

Virtual Conference: February 2, 2021

IAS COVID-19 Conference: Prevention

Geneva, Switzerland

<https://covid19.iasociety.org/registration/>

Virtual Conference: February 3 - 4, 2021

4th Biennial HIV Research for Prevention Conference
(HIVR4P)

Geneva, Switzerland

<https://www.hivr4p.org/registration/>

Webinar: February 11, 2021

Culturally Appropriate Engagement and Service
Delivery: Enhancing Linkage and
Retention to HIV

Howard University Telehealth Training Center, MSI
HIV/HCV Prevention Project
(MSI H2P)

Washington, DC

<https://www.huttc.org/MSI-H2P/index.php>

Webinar: February 15-16, 2021

8th International Congress on Infectious Diseases
Exploring Recent Outbreaks, Advanced Technologies
in Treatment & Research of Infectious Diseases during
COVID-19

Rome, Italy

<https://infectioncongress.infectiousconferences.com/registration.php>

Webinar: February 25, 2021

Integrating Mental Health into HIV Care for College
Students

Howard University Telehealth Training Center, MSI
HIV/HCV Prevention Project
(MSI H2P)

Washington, DC

<https://www.huttc.org/MSI-H2P/index.php>

Webinar: March 11, 2021

Next Generation of HIV Prevention: Integrating
Behavioral, Biomedical, and Structural Intervention
Strategies for College Students

Howard University Telehealth Training Center, MSI
HIV/HCV Prevention Project
(MSI H2P)

Washington, DC

<https://www.huttc.org/MSI-H2P/index.php>

Conference: March 18 - 21, 2021

National Hispanic Medical Association (NHMA) 24th
Annual Conference

Washington, DC

<https://www.nhma-conf.com/>

Webinar: March 25, 2021

HIV Care Continuity During Emergencies & Disasters

Howard University Telehealth Training Center,
MSI HIV/HCV Prevention Project
(MSI H2P)

Washington, DC

<https://www.huttc.org/MSI-H2P/index.php>

Conference: April 8 - 10, 2021

American Conference for the Treatment of HIV

Denver, CO

<http://www.acthiv.org/>

Webinar: May 17-18, 2021

9th World Congress on Control and Prevention of
HIV/AIDS, STDs & STIs:

Enhance competency in HIV Prevention and Care

Rome, Italy

<https://globalhiv-aids-std.infectiousconferences.com/registration.php>

Conference: June 15 - 20, 2021

2021 American Association of Nurse Practitioners
(AANP) National Conference

Anaheim, CA

<https://www.aanp.org/events/aanp21>

Conference: July 18 - 21, 2021

11th IAS Conference on HIV Science

Berlin, Germany & Online

<https://www.ias2021.org/>

Resources for You

Health Resources & Services Administration

<https://www.hrsa.gov/>



HRSA's Health Center Program awards will be used to identify at-risk individuals and engage in preventive services, test for HIV, and prescribe pre-exposure prophylaxis (PrEP) when appropriate. Awards made to HRSA's Ryan White HIV/AIDS Program recipients will be used to link people who are either newly diagnosed with HIV, or diagnosed but currently not in care, to essential HIV care, treatment, and support services, helping them reach viral suppression and reduce HIV transmission.

National HIV Curriculum Integration Project (H-NIP) Howard University

<https://www.huttc.org/h-nip/>



The overarching goal of the project is to expand the HIV clinical workforce by increasing the number of health professional graduates who receive specialized training in the care and management of persons living with HIV/AIDS.

HIV/AIDS Bureau

hab.hrsa.gov



About the Ryan White HIV/AIDS Program. Learn more about the Ryan White HIV/AIDS Program and the role of its Parts, the legislation, the program's namesake, and the National HIV/AIDS Strategy: Updated to 2020.

HIV.gov

www.hiv.gov



HIV.gov is the federal government's leading source for information about HIV.

AETC NCRC

<https://aidsetc.org/>



This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number U10HA28686 (AIDS Education and Training Centers National Coordinating Resource Center) awarded to the François-Xavier Bagnoud Center, Rutgers University School of Nursing. No percentage of this project was financed with non-governmental sources.

Office of Minority Health (OMH)

www.minorityhealth.hhs.gov



The Office of Minority Health (OMH) mission is to improve the health of racial and ethnic populations.

Positive Spin

<https://positivespin.hiv.gov/>

A series of real stories from real people about their unique experiences along the HIV Continuum of Care.

University of Washington/IDEA Program

<https://covid.idea.medicine.uw.edu/>

COVID-19 Trainings and Materials.

Centers for Disease Control and Prevention

www.cdc.gov

CDC works 24/7 to protect America from health, safety and security threats, both foreign and in the U.S. Whether diseases start at home or abroad, are chronic or acute, curable or preventable, human error or deliberate attack, CDC fights disease and supports communities and citizens to do the same. CDC increases the health security of our nation. As the nation's health protection agency, CDC saves lives and protects people from health threats. To accomplish our mission, CDC conducts critical science and provides health information that protects our nation against expensive and dangerous health threats and responds when these arise.

Centers for Medicare & Medicaid Services

<https://www.cms.gov/>

The Centers for Medicare & Medicaid Services, CMS, is part of the Department of Health and Human Services (HHS). It is a federal government website managed and paid for by the U.S. Centers for Medicare & Medicaid Services.

AIDSinfo

<https://aidsinfo.nih.gov/>

AIDSinfo offers access to the latest, federally approved HIV/AIDS medical practice guidelines, HIV treatment and prevention clinical trials, and other research information for health care providers, researchers, people affected by HIV/AIDS, and the general public.

National Institutes of Health – Office of AIDS Research

<https://www.oar.nih.gov/>

The Office of AIDS Research (OAR) coordinates HIV/AIDS research across the National Institutes of Health (NIH). The NIH provides the largest public investment in HIV/AIDS research globally.

National Institute of Allergy and Infectious Diseases

<https://www.niaid.nih.gov/>

NIAID conducts and supports basic and applied research to better understand, treat, and ultimately prevent infectious, immunologic, and allergic diseases.

HUD Exchange

<https://www.hudexchange.info/programs/hopwa/>

The Housing Opportunities for Persons with AIDS (HOPWA) Program is the only Federal program dedicated to the housing needs of people living with HIV/AIDS. Under the HOPWA Program, HUD makes grants to local communities, States, and nonprofit organizations for projects that benefit low-income persons living with HIV/AIDS and their families.

GetTested

<https://gettested.cdc.gov>

The National HIV, STD, and Viral Hepatitis Testing Resources Web site is a service of the Centers for Disease Control and Prevention (CDC). This Web site provides users with locations for HIV, STD, and hepatitis testing and STD and hepatitis vaccines around the United States.

amfAR



<https://www.amfar.org/research/>

amfAR plays a vital role in AIDS research, identifying critical gaps in our knowledge of HIV and AIDS, and supporting groundbreaking studies that often lack the preliminary data required by more traditional funders. <https://www.amfar.org/>

Stop The Virus

STOP THE VIRUS.

<https://www.helpstopthevirus.com/>

Let's reset what we know about HIV. We now know what it takes to help stop the virus. In our bodies. In our communities. It takes all of us. That's because stopping the virus starts with you.

National Institute on Drug Abuse (NIDA)

<https://www.drugabuse.gov/>



Drug abuse and addiction have been inextricably linked with HIV/AIDS since the beginning of the epidemic. The link has to do with heightened risk—both of contracting and transmitting HIV and of worsening its consequences.

The Well Project



www.thewellproject.org/

The Well Project is a non-profit organization whose mission is to change the course of the HIV/AIDS pandemic through a unique and comprehensive focus on women and girls. We are a recognized leader in the fight against HIV, revolutionizing the availability and accessibility of meaningful and relevant information designed specifically for women living with HIV.

National Minority AIDS Council

<http://www.nmac.org/>



Working with a mix of new partners and old friends, NMAC hopes to normalize discussion on race in the HIV movement.

U.S. National Library of Medicine AIDSOURCE



<https://aids.nlm.nih.gov/resources-for/1675/general-public>

Basic HIV/AIDS Information

Rural Health Funding By Topic: HIV and AIDS

<https://www.ruralhealthinfo.org/funding/topics/hiv-and-aids>



Summaries of funding programs are provided by RHIhub for your convenience. Please contact the funder directly for the most complete and current information.

Publication: Diagnoses of HIV Infection in the United States and Dependent Areas, 2018 Preliminary Edition



https://www.cdc.gov/hiv/pdf/library/reports/surveillance/cdc-hiv-surveillance-report-2018-vol-30.pdf?utm_campaign=fyi_newsletter&utm_medium=email&utm_source=govdelivery

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