



ASSOCIATION FOR PREVENTION TEACHING AND RESEARCH

**INTERPROFESSIONAL APPROACHES
TO TEACHING CLINICAL PREVENTION
AND POPULATION HEALTH**



PROGRAM

June 15-16, 2006 Washington, DC

APTR Awards Program

Duncan Clark Award

The Duncan Clark Award is given periodically to a senior level professional with a distinguished record of achievement in the areas of teaching, research and/or advocacy in the field of prevention and public health education.



Steven Jonas, MD, MPH, MS

F. Marian Bishop Educator of the Year Award

The F. Marian Bishop Educator of the Year Award is given to an educator who has contributed to the instruction of students or residents in the field of prevention and public health education. Accomplishments related to teaching and research are considered, as well as service to APTR.

Outstanding Educational Program of the Year Award

The Outstanding Educational Program of the Year Award recognizes an innovative program, department or academic institution for its contribution to advancing undergraduate or graduate medical education in preventive medicine and/or public health which furthers student interest in the discipline. The activity or program must be for students, residents, or graduate students in preventive medicine and/or public health and must be sponsored by an APTR institutional member. The activity or program may be student-initiated and departmentally supervised or initiated at the departmental level.

Special Recognition Award

The Special Recognition Award is given periodically to an individual, agency, or organization which has provided outstanding service to the Association, its members or to the field of prevention and public health education.

Duncan Clark Award Recipients

2006	Steven Jonas, MD, MPH, MS
2005	Richard Riegelman, MD, MPH, PhD
2004	Lloyd F. Novick, MD, MPH
2003	William H. Barker, MD, FRCP
2002	Sidney Shindell, MD, LLB
2001	Robert B. Wallace, MD
2000	Dorothy S. Lane, MD, MPH
1999	William Marine, MD, MPH
1998	Barry Levy, MD, MPH
1997	Max Pepper, MD, MPH
1996	Charles Hennekens, MD, DrPH
1995	Milton Roemer, MD, MPH
1994	John Last, MD, DrPH
1993	Hugh Fulmer, MD, MPH
1992	Duncan Clark, MD
1991	Walter Spitzer, MD
1990	Kurt Dueschle, MD
1989	Victor Sidel, MD
1988	Cecil Sheps, MD, MPH
1987	Leslie Falk, MD
1984	Milton Terris, MD, MPH
1977	Robert Berg, MD
1974	Duncan Clark, MD

F. Marian Bishop Educator of the Year Award Recipients

2006	H. Virginia McCoy, PhD
2005	Matthew Boulton, MD, MPH
2004	Nancy A. Rigotti, MD
2003	Jasjit Ahluwalia, MD, MPH, MS
2002	George Rutherford, MD
2001	Beverly D. Taylor, MD
2000	Paul R. Marantz, MD, MPH
1999	Eddy Bresnitz, MD, MS
1998	Alicia McClary, EEd, MS
1997	William Greaves, MD, MSPH
1996	Michael Wilkes, MD, PhD
1995	Terence Collins, MD, MPH
1994	Kevin Patrick, MD, MS
1993	Hugh Fulmer, MD, MPH
1992	Elizabeth Barrett-Connor, MD
1991	Richard Riegelman, MD, PhD
1990	F. Marian Bishop, PhD, MSPH
1989	William Wiese, MD
1988	David Sheridan, MD, MS
1987	Arthur Frank, MD, PhD



H. Virginia McCoy, PhD

Outstanding Educational Program of the Year Award Recipients

2005	Morehouse School of Medicine Department of Community Health and Preventive Medicine
2005	University of Rochester School of Medicine and Dentistry
2004	Oregon Health and Science University, Department of Public Health and Preventive Medicine
2001	Wake Forest University, School of Medicine, Department of Family and Community Medicine
2001	University of Kansas, School of Medicine, Department of Preventive Medicine
1999	University of Medicine & Dentistry of New Jersey Robert Wood Johnson Medical School
1998	Northeastern Ohio Universities College of Medicine Division of Community Health Services

Special Recognition Award Recipients

2006	Robert F. Anda, MD, MS
2003	William H. Wiese, MD, MPH
2002	Jack O. Lanier, DrPH, FACHE
2002	Holger Hansen, MD, DrPH
2001	Judith K. Ockene, PhD, MEd
2000	David Garr, MD
2000	Paul Pomrehn, MD, MS
2000	F. Marian Bishop, PhD, MSPH
1999	Richard Zimmerman, MD, MPH
1998	Carl Lopez, MD, MPH
1997	David Rabin, MD, MPH
1996	Michael McGinnis, MD, MPH
1995	Joan Altekruze, MD, DrPH
1995	Terry Steyer (AMSA)
1994	Carl Tyler, Jr., MD
1993	Robert Lawrence, MD
1992	Sidney Shindell, MD, LLB

APTR Awards Ceremony

Thursday, June 15, 2006

8:30-9:00 am

Terrace Ballroom

Schedule-at-a-Glance

THURSDAY, JUNE 15, 2006

REGISTRATION AND CONTINENTAL BREAKFAST Terrace Ballroom Foyer 7:30-8:30 am

WELCOME AND AWARDS PRESENTATION Terrace Ballroom 8:30-9:00 am

KEYNOTE PRESENTATION Terrace Ballroom 9:00-10:00 am

United States Surgeon General gives us his perspective on disease prevention and inspires us to join forces in addressing the multidimensional healthcare needs of all Americans.

U.S. Surgeon General Richard Carmona

INTERPROFESSIONAL SPECIALTY FORUM Terrace Ballroom 10:00 am-11:45 pm

Discussion and debate among attendees and representatives from Medicine, Dentistry, Nursing, and Pharmacy on educating students in applying population-based approaches to clinical disease.

NETWORKING LUNCH State Room 12:00-1:30 pm

CONCURRENT SESSIONS—Four concurrent sessions that involve audience participation, discussion, and debate

EVIDENCE BASE FOR PRACTICE Terrace Ballroom East 1:45-3:15 pm and 3:30-5:00 pm

Exchange ideas about collaborative approaches to the development, evaluation, and dissemination of interprofessional educational “products” relating to epidemiology, measurement of health outcomes, health surveillance, risk factors, and determinants of health.

CLINICAL PREVENTIVE SERVICES-HEALTH PROMOTION Director’s Room 1:45-3:15 pm and 3:30-5:00 pm

Interactive discussion of the Clinical Prevention and Population Health Curriculum component as it relates to teaching health promotion and disease prevention.

HEALTH SERVICES AND HEALTH POLICY Chairman’s Room 1:45-3:15 pm and 3:30-5:00 pm

Join two former Department of Health and Human Services Primary Care Health Policy Fellows as they explore a framework for training undergraduate health professionals about the practical importance and application of health care policy and health systems on quality care.

COMMUNITY ASPECTS OF PRACTICE Congressional Room 1:45-3:15 pm and 3:30-5:00 pm

This session will cover current evidence regarding teaching and research relationships between Academic Health Centers and Public Health Departments and the integration of community-based experience within one medical school in order to provide students with practical experience employing population health concepts, and the integration of community service within a dental school in order to improve students’ cultural competency.

FRIDAY, JUNE 16, 2006

COLLABORATING THROUGH ACADEMIC PARTNERSHIPS Terrace Ballroom 8:00-9:15 am

The innovative Achieving Competence Today (ACT) curriculum is highlighted in this session to spur discussion about the role of academic partnerships in fostering interprofessional education and practice.

COLLABORATING THROUGH COMMUNITY PARTNERSHIPS Terrace Ballroom 9:15 -10:30 am

In this session representatives from the National Academic Health Education Centers Organization will present examples and potential strategies for supporting interprofessional clinical prevention and population health education in community-based settings.

RESOURCE FOR PREVENTION EDUCATION Terrace Ballroom 10:45 - 12:00 pm

Learn about PERC, a web-based tool that promotes collaboration across disciplines, professions and institutions by facilitating the exchange of educational materials related to prevention and population health.

INTERPROFESSIONAL EDUCATION FOR CLINICAL PREVENTION AND HEALTH PROMOTION: LESSONS FROM THE FIELD Terrace Ballroom 12:00- 1:00 pm

This session will provide some lessons learned in making interprofessional education a reality across seven disciplines in an academic health science center. The University of Washington Center for Health Sciences Interprofessional Education is dedicated to creating an atmosphere of openness and commitment to interdisciplinary practice for the next century. It was built on the premise that all health professionals should be able to work as members of interprofessional teams that operate from the context of population health.

CLOSING 12:00- 1:00 pm 1:00- 1:15 pm

7:30–8:30 am Terrace Ballroom Foyer

REGISTRATION AND CONTINENTAL BREAKFAST

8:30-9:00 am Terrace Ballroom

WELCOME REMARKS AND APTR AWARDS PRESENTATION

9:00-10:00 am Terrace Ballroom

KEYNOTE PRESENTATION

United States Surgeon General
Vice Admiral Richard H. Carmona, MD, MPH, FACS

Chronic diseases are the leading cause of death and disability in these United States. Prevention is a powerful, cost-effective tool that can be better used to combat this growing problem. Listen to our United States Surgeon General as he gives us his perspective on this issue and inspires us to join forces in addressing the multidimensional healthcare needs of all Americans.

10:00-11:45 am Terrace Ballroom

INTERPROFESSIONAL SPECIALTY FORUM

Discussion and debate among attendees and representatives from Medicine, Dentistry, Nursing, and Pharmacy on educating students in applying population based approaches to clinical disease.

Learning Objectives:

1. Establish a premise for interprofessional approaches to Prevention and Population Health;
2. Facilitate a dialogue between panel and audience members with the goal of exploring current issues in teaching Prevention and Population Health.
3. Characterize several Prevention and Population Health programs that work in different settings.

Moderator: Richard Riegelman, MD, PhD, MPH, Professor of Epidemiology-Biostatistics, Medicine, and Health Policy, George Washington University Medical Center

Panel:

Jack Dillenberg, DDS, MPH; Dean, Arizona School of Dentistry and Oral Health

Kristine M. Gebbie, DrPH, RN, Elizabeth Standish Gill Associate Professor of Nursing and Director, Center for Health Policy, Columbia University School of Nursing

Arthur Kaufman, MD; Chair, Department of Family and Community Medicine; University of New Mexico Health Sciences Center;

Susan M. Meyer, PhD, Associate Dean for Education and Professor, University of Pittsburgh School of Pharmacy

12:00-1:30 pm State Room

NETWORKING LUNCH

1:45-3:00 pm

CONCURRENT SESSIONS

Four concurrent sessions on the following topics will involve attendee interaction and discussion

1:45-3:00 pm Terrace Ballroom East

EVIDENCE BASE FOR PRACTICE

Exchange ideas about collaborative approaches to the development, evaluation, and dissemination of interprofessional educational “products” relating to epidemiology, measurement of health outcomes, health surveillance, risk factors, and determinants of health.

Learning Objectives:

1. Cite examples of curriculum tools for interprofessional teaching of evidence-based practice (EBP);
2. Conduct discipline-specific EBP searches using appropriate filters in order to apply guidelines and research to interprofessional practice;
3. Describe the relationship of evidence-based and interprofessional practice to Health People 2010 objectives.

Presenters:

Judith Rubin, MD, MPH, Professor and Director, PM Residency Program, University of Maryland School of Medicine, Department of Epidemiology and Preventive Medicine

Pamela Mitchell, PhD, RN, CNRN, FAAN, FAHA, Associate Dean for Research, Professor of Biobehavioral Nursing and Health Systems, Elizabeth S. Soule Distinguished Professor of Health Promotion, University of Washington School of Nursing, Director, Center for Health Sciences Interprofessional Education

Mary Ann Lavin, ScD, RN, FAAN, Director, Center for Interprofessional Education and Research and Associate Professor, School of Nursing, Saint Louis University

1:45-3:00 pm Director’s Room

CLINICAL PREVENTIVE SERVICES AND HEALTH PROMOTION

Interactive discussion of the Clinical Prevention and Population Health Curriculum component as it relates to teaching health promotion and disease prevention. Idea sharing of examples on how the component can be taught and integrated into various levels of health education curriculums or programs.

Learning Objectives:

1. Identify the domains of the clinical preventative services-health promotion curriculum component.
2. Provide examples and of how the clinical preventative services curriculum component can be integrated into various levels of health professions education.

Presenters:

Carrie M. Maffeo, PharmD, BCPS, CDE; Director of Health Education Center; Assistant Professor of Pharmacy Practice; Butler University

Jim Cawley, PAC, MPH; Director, Physician Assistant Program; George Washington University School of Public Health

1:45-3:00 pm

Chairman's Room

HEALTH SYSTEMS AND HEALTH POLICY

Why is your legislator more powerful than your prescription pad? How and where do you teach your health professions students about health systems and policy and what is the role of this information in their healthcare practices? Join two former Department of Health and Human Services Primary Care Health Policy Fellows as they explore a framework for training undergraduate health professionals about the practical importance and application of health care policy and health systems on quality care.

Learning Objectives:

1. Review rationale for including health systems and health policy training in Prevention and Population Health Education.
2. Discuss curriculum models appropriate to each level of undergraduate interprofessional training and share examples that include health systems and health policy education.
3. Explore the implications of teaching health systems and health policy on standardized competency exams.

Presenters:

Nicholas Mosca, DDS; State Dental Director; Mississippi State Department of Health

Paula Scariati, DO, MPH; Assistant Professor and Chair; Department of Preventive Medicine; Edward Via Virginia College of Osteopathic Medicine

1:45-3:00 pm

Congressional Room

COMMUNITY ASPECTS OF PRACTICE

An interactive discussion on models and challenges using community experiences in health professional education will follow brief PowerPoint presentations. The seminar portion will include: 1) current evidence regarding teaching and research relationships between Academic Health Centers and Public

Health Departments, 2) the integration of community-based experience within one medical school in order to provide students with practical experience employing population health concepts, and 3) the integration of community service within a dental school in order to improve students' cultural competency.

Learning Objectives:

1. Discuss what is known about the relationships that exist between academic health centers and public health departments.
2. Describe key components of a successful model of community-based education.
3. Describe how changing attitudes and beliefs early in a student's education can help to reduce future access problems within the community; and Identify two to three elements of successful programs that may be integrated into their own institution's curriculum.

Presenters:

Nancy Myers, PhD, Assistant Professor of Epidemiology, Northeastern Ohio Universities College of Medicine

Richard W. Rubin, DDS, MPH, Assistant Professor, Department of Dental Public Health, Director of Student Community Outreach Program and Education (SCOPE), University of Pittsburgh, School of Dental Medicine

3:00-5:00 pm

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3:00-5:00 pm

Terrace Ballroom East

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Richard W. Rubin, DDS, MPH, Assistant Professor, Department of Dental Public Health, Director of Student Community Outreach Program and Education (SCOPE), University of Pittsburgh, School of Dental Medicine



7:30–8:00 am

CONTINENTAL BREAKFAST

8:00–9:15 am

COLLABORATING THROUGH ACADEMIC PARTNERSHIPS

The innovative Achieving Competence Today (ACT) curriculum is highlighted in this session to spur discussion about the role of academic partnerships in fostering interprofessional education and practice. Fourteen (14) of the nation's top academic health centers are testing and refining the action-based ACT curriculum to develop clinicians' competence in health care systems and quality improvement. Integrating ACT into health professional curriculum prepares medical residents, nursing students, and other trainees to collaborate in addressing barriers to improving clinical prevention and population health.

Learning Objectives:

1. Describe several ways to educate interprofessional learners about quality, safety and performance improvement.
2. Identify a teaching method for improving quality in health systems through interprofessional collaboration.
3. Understand how quality improvement can be achieved from the "bottom-up."
4. Understand how interprofessional collaboration can be a force for change in a health care system.

Presenters:

Tobie H. Olsan, PhD, RN, Program Director, ACT Faculty Mentor, University of Rochester

Gordon T. Moore MD, MPH, Professor of Ambulatory Care and Prevention, Harvard Medical School and Harvard Pilgrim Health Care Director, Partnerships for Quality Education, an initiative of the Robert Wood Johnson Foundation

Maryjoan D. Ladden, PhD, RN, Assistant Professor, Ambulatory Care & Prevention, Harvard Medical School, Co-Director, Achieving Competence Today (ACT)

Mary Riccelli, MS, RN, ACT Fellow, University of Rochester

9:15–10:30 am

COLLABORATING THROUGH COMMUNITY PARTNERSHIPS

The United States Congress created the national Area Health Education Centers (AHEC) Programs in 1971. The national AHEC Program is part of the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA). The AHECs were created to link the resources of university health science centers

with local planning, educational and clinical resources. Today, this academic-community partnership network of health-related institutions provides multidisciplinary educational services to students, faculty and local practitioners, ultimately improving healthcare delivery in medically underserved areas throughout our nation. Currently, 46 States have AHEC state-wide system programs which encompass over 200 regional centers serving as community partners. Nationally, the impact of the AHECs is quite significant. In this session, two representatives from the National AHEC Organization (NAO) will present examples and potential strategies for supporting interprofessional clinical prevention and population health education in community-based settings.

Learning Objectives:

1. Discuss the impact of developing and supporting community-based interdisciplinary training of health professions students in underserved areas.
2. Discuss the impact of providing local, community-based, multiprofessional continuing education in clinical prevention and population health.
3. Consider examples and strategies for providing community-based interprofessional and multidisciplinary education experiences to health professions students and health care practitioners.
4. Propose potential approaches to enhancing opportunities for community-based interprofessional learning for the health professions in partnership with communities.

Presenters:

Robin A. Harvan, EdD, Executive Director; Colorado AHEC System

Kery Hummel, Executive Director; Western Maryland AHEC

10:45–12:00 pm

RESOURCES FOR PREVENTION EDUCATION

Learn about this web-based tool that promotes collaboration across disciplines, professions and institutions by facilitating the exchange of educational materials related to prevention and population health. PERC will serve as a central repository of high quality educational materials such as PowerPoint presentations, curricula, assessment materials, and national peer-reviewed resources.

Learning Objectives:

1. Describe emerging trends in information technology and web-based knowledge sharing and collaboration for health professions educators.
2. Describe the Prevention Education Resource Center (PERC) and how it will facilitate clinical prevention and interprofessional education.
3. Describe types of educational resources that will be available through the PERC and how faculty can

both submit and access these materials.

4. Describe key partners and national “gold-standard” resources used to develop the PERC.

Presenter:

Barbara G. Covington, PhD, MSN, BSN, Associate Dean of Information and Learning Technology, Associate Professor, The University of Maryland School of Nursing

12:00-1:00 pm

INTERPROFESSIONAL EDUCATION FOR CLINICAL PREVENTION & HEALTH PROMOTION: LESSONS FROM THE FIELD

The University of Washington Center for Health Sciences Interprofessional Education is dedicated to creating an atmosphere of openness and commitment to interdisciplinary practice for the next century. It was built on the premise that all health professionals should be able to work as members of interprofessional teams that operate

from the context of population health. This session will provide some lessons learned in making interprofessional education a reality across seven disciplines in an academic health science center.

Learning Objectives:

1. Identify interprofessional competencies stemming from a focus on health promotion and prevention.
2. Evaluate examples of interprofessional education in relation to the APTR curriculum framework.

Presenter:

Pamela Mitchell, PhD, RN, CNRN, FAAN, FAHA, Associate Dean for Research, Professor of Biobehavioral Nursing and Health Systems, Elizabeth S. Soule Distinguished Professor of Health Promotion, University of Washington School of Nursing



SPEAKER INDEX

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CONTINUING EDUCATION CREDITS

CONTINUING PHARMACY EDUCATION CREDITS

Participants at this program who sign-in, participate in the program and complete the evaluation forms are entitled to **10.5 hours** of ACPE accredited continuing education (#017-999-06-006-L04). The Butler University College of Pharmacy and Health Sciences is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education and complies with the criteria for quality continuing education programming. Certificates will be mailed 6-8 weeks after completion of the program to those who qualify for credit.

CONTINUING NURSING EDUCATION CREDITS

This activity has been approved for **12.6 nursing contact hours** by the Indiana State Nurses Association.

CONTINUING DENTISTRY EDUCATION CREDITS

This activity has been approved for **10 continuing education hours** for dentists and dental hygienists by the Indiana University School of Dentistry.

CERTIFIED HEALTH EDUCATION CREDITS

The Society for Public Health Education (SOPHE) has awarded **9.5 Category I CHES** Continuing Education Credit Hours. SOPHE is a designated provider of continuing education contact hours by the National Commission for Health Education Credentialing.”

CONTINUING OSTEOPATHIC MEDICAL EDUCATION CREDITS

This program is sponsored by the Edward Via Virginia College of Osteopathic Medicine (VCOM). VCOM is accredited by the Council for Continuing Medical Education of the AOA to sponsor continuing medical education.” This program as been APPROVED by the AOA for a maximum of **13 hours of category 2B credit**. Each physician should claim only those hours of credit that he/she actually spent in the educational activity.

Grievance Policy

Evaluation data will be compiled and provided to the Director of Continuing Education. Comments and suggestions regarding program content, location and other program specific details will be considered when planning future activities. Grievances regarding program administration and reporting of CME credits will be handled on an individual basis by the Director. Participants with grievances that cannot be resolved by the Director will be sent to the College administration and then to the Council of CME of the AOA.

CONTINUING ALLOPATHIC MEDICAL AND PHYSICIAN ASSISTANT EDUCATION CREDITS

The Indiana University School of Medicine designates this educational activity for a maximum of **10 AMA PRA Category 1 Credits(s)TM**. Physicians should only claim credit commensurate with the extent of their participation in the activity.

This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint sponsorship of Indiana University School of Medicine and Association for Prevention Teaching and Research. The Indiana University School of Medicine is accredited by the ACCME to provide continuing medical education for physicians.

Disclosure

In accordance with the Accreditation Council for Continuing Medical Education (ACCME) Standards for Commercial Support, educational programs sponsored by Indiana University School of Medicine (IUSM) must demonstrate balance, independence, objectivity, and scientific rigor. All faculty, authors, editors, and planning committee members participating in an IUSM-sponsored activity are required to disclose any **relevant financial interest or other relationship** with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services that are discussed in an educational activity.

Note: While it offers CME credits, this activity is not intended to provide extensive training or certification in the field.





ASSOCIATION FOR PREVENTION TEACHING AND RESEARCH

**INTERPROFESSIONAL APPROACHES
TO TEACHING CLINICAL PREVENTION
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A photograph of a single green apple with a short stem, set against a blurred green background. The apple is positioned on the left side of the lower half of the poster.

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