

AACP Public Health SIG Fall 2009 Newsletter

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SIG Officers

Chair: Carrie Maffeo (Butler)
 Immediate Past Chair: Jack Fincham (UMKC)
 Chair-elect: John Conry (St. John's University)
 Secretary: James Nash (Sullivan)

SIG Committees and Chairs

Program: John Conry (St. John's University)
 Nominations: Jack Fincham (UMKC)
 Assessment: David Gettman (D'Youville College)
 Development: Brooke Patterson (UMKC)
 Caring for the Underserved: Sharon Connor (Univ of Pittsburgh)
Committee charges available on the AACP website

Caring for the Underserved

John M. Conry, Pharm.D., BCPS

St. Johns University

In 2005, the American Association of Colleges of Pharmacy (AACP) partnered with the Health Resources and Service Administration's Pharmacy Services Support Center (PSSC) to create the Caring for the Underserved Curriculum Taskforce. This Taskforce was charged with developing a curriculum framework appropriate for professional pharmacy education that addressed the preparation of practitioners educated to serve underserved communities. Additionally, the Taskforce was charged with identifying quality instructional materials to facilitate the integration of this framework throughout doctor of pharmacy curricula and to identify any existing gaps. The membership of the Taskforce was drawn from faculty across the country with expertise in caring for this special patient population.

The Taskforce worked diligently to complete and exceed all of its charges. The curricular framework and resources list were posted on the AACP website within the Curricular Resource Center and remain available. The Taskforce was responsible for two publications in the *American Journal of Pharmaceutical Education*. The first article included curriculum recommendations to schools/colleges of pharmacy regarding incorporation of caring for the underserved.¹ The second article provided didactic and experiential exemplars of caring for the underserved. In addition to the above, the Taskforce was responsible for several platform and roundtable presentations at the 2007, 2008 and 2009 AACP annual and interim meetings. This scholarship collectively aimed to sensitize the academy to appropriate curricular inclusion of caring for the underserved principles within their pharmacy programs.

At the 2009 AACP Annual Meeting, it was decided that the Taskforce had completed all charges but that caring for the underserved remained an important focus area for pharmacy and AACP. Due to similarities in mission of the Taskforce and the new Public Health SIG, it seemed natural to incorporate this special focus into the SIG. We are excited to announce that the Public Health SIG has established an Ad Hoc Caring for the Underserved Committee that will continue this emphasis. This committee will continue to shine the spotlight on the underserved and assist the academy in optimizing their care.

References:

1. Zweber A, Roche V, Assemi M, Conry J, Shane-McWhorter L, Sorensen T. Curriculum Recommendations of the AACP-PSSC Task Force on Caring for the Underserved". *AJPE* 2008; 72 (3): Article 53
2. Assemi M, Shane-McWhorter L, Scott DR, Chen JT, Seaba HH. Caring for the Underserved: Exemplars in Teaching. *AJPE* 2009; 73 (1) Article 18.

Acknowledgement- All members of the AACP-PSSC Caring for the Underserved Curriculum Taskforce for their dedication to caring for the underserved. The AACP-PSSC Caring for the Underserved Curriculum Taskforce consisted of Drs. Mitra Assemi (University of California at San Francisco), Sharon Connor (University of Pittsburgh), John Conry (Chair 2008-2009) (St. John's University), Kathleen Johnson (University of Southern California), Jose Rivera (University of Texas at El Paso), Victoria Roche (Creighton University), Hazel Seaba (University of Iowa), Laura Shane-McWhorter (University of Utah), Todd Sorensen (University of Minnesota), Ann Zweber (Chair 2005-2008) (Oregon State University)

**The Prevention Education Resource Center (PERC) as Public Health Resource****Jack E. Fincham, Ph.D., Editor-in-Chief PERC****The University of Missouri Kansas City, School of Pharmacy*****The Healthy People Curriculum Taskforce***

The initiation of a Healthy People Curriculum Task Force (HPCT) was begun by the Association for Prevention Teaching and Research (APTR) and the Association of Academic Health Centers (AAHC). The HPCT was convened in 2002 to promote the achievement of the *Healthy People 2010* Objective 1-7 of increasing the teaching of health promotion and disease prevention in health professional education. The HPCT is now actively engaged in the *Healthy People 2020* deliberative processes.

The following clinical health professional education associations are represented on the Task Force: Association of American Medical Colleges, American Dental Education Association, American Association of Colleges of Nursing, National Organization of Nurse Practitioner Faculties, American Association of Colleges of Osteopathic Medicine, American Association of Colleges of Pharmacy (we as an Association have benefited from the dedication and representation on the taskforce by our representatives - Dr. Susan Meyer, Will Lang, M.P.H., and previously, Dr. Robert McCarthy), Physician Assistant Education Association, Association of Schools of Allied Health Professions, Undergraduate and Graduate Public Health, and Global Health.

The functioning and outcomes of this multidisciplinary group is noteworthy for its success and successful outcomes. The initial product of the HPCT was the clinical prevention and population health curriculum framework. Please see Table 1 for a listing of the four components and 19 total domains suggested for this clinical prevention and population health curriculum framework. Another outcome of the HPCT taskforce has been the initiation of the Prevention Education Resource Center.

Prevention Education Resource Center

The Prevention Education Resource Center (PERC, www.teachprevention.org) was launched in October 2006 by the Association for Prevention Teaching and Research. PERC is a web-based repository of educational materials related to clinical prevention and population health. The site promotes wonderful collaboration across health care disciplines, professions, and institutions by facilitating the exchange of teaching resources and through connecting educators with other faculty and many points of interactive opportunities. There are 746 individuals signed in as members of PERC, please consider doing so yourself. It is free and painless to sign up! There are 151 sets of curricular related materials for examination and use available through PERC.

Utility of PERC

Registration through the PERC website allows users to submit materials for inclusion on the website, download materials for use, and/or evaluate the quality of materials. PERC is envisioned to fulfill the identification of accessible relevant syllabi, teaching materials, examination materials, and curriculum evaluation approaches that may be used to teach each of the 19 domains identified in the Clinical Prevention and Population Health Curriculum Framework as well as curriculum frameworks developed for introductory undergraduate (college level) public health courses (Public Health 101; Epidemiology 101, and Global Health 101 Curriculum Framework). One of the expected outcomes for PERC includes the provision of a searchable web site allowing the user to identify materials that are relevant to particular domains of the Curriculum Framework, that is applicable to particular clinical health professions, and that will allow for utilization of particular types of teaching methods and materials. Working with APTR to maintain and sustain PERC are an editor and associate editors representing each of the health professions constituency groups. The Association and our academy are represented by Dr. Jeanine Mount who serves as an Associate Editor. It is my distinct privilege to serve as the inaugural Editor-in-Chief of PERC.

Benefits for Many

The true benefit for the PERC platform will be for our faculty, our students, and most importantly our patients. Our faculty can learn from others and teach others through the mechanisms facilitated by PERC. Our students can learn from each of the sections available for use through PERC.



Table 1. Healthy People Curriculum Taskforce Components and Domains.

Components	Domains
Evidence-Base for Practice	<ol style="list-style-type: none"> 1. Epidemiology and Biostatistics 2. Methods for Evaluating Health Research Literature 3. Outcome Measurement, including Quality and Costs 4. Health Surveillance 5. Determinants of Health
Prevention and Population Health Curriculum Framework Clinical Preventive Services - Health Promotion	<ol style="list-style-type: none"> 1. Screening 2. Counseling 3. Immunization 4. Preventive Medication
Health Systems and Health Policy	<ol style="list-style-type: none"> 1. Organization of Clinical and Public Health Systems 2. Health Services Financing 3. Health Workforce 4. Health Policy Process
Community Aspects of Practice	<ol style="list-style-type: none"> 1. Communicating and Sharing Health Information with the Public 2. Environmental Health 3. Occupational Health 4. Global Health Issues 5. Cultural Dimensions of Practice 6. Community Services

Reference:

Allen JA, Barwick TA, Cashman S, et al. Clinical prevention and population health: curriculum framework for health professions, *Am J Prev Med.* 2004;27(5):417-22.

Dear SIG Members,

It is wonderful to see all of our work and energy coming together through the new Public Health SIG. I would like to thank the members that are serving on the SIG committees; we had a tremendous response of volunteers. The SIG committees have begun their work for the year and will be using the Clinical Prevention and Population Health Curriculum Framework to accomplish many of the charges.

I would like to encourage you to contribute to the Abstract and Program Submissions for the Annual Meeting. This is a great way to share with our colleagues the excellent work our SIG is doing in teaching Public Health within our professional programs. I am looking forward to a productive year for the SIG.

Sincerely,

*Carrie Maffeo, Pharm.D., CDE, BCPS
Chair, Public Health SIG
Butler University*

**2010 AACP Annual Meeting
Expanding Our Horizons
July 10-14, 2010 in Seattle, WA**

Abstracts and Program Submissions are now available on AACP's website.

Special Session Proposals Deadline:
Monday, December 14, 2009

Reviewed Abstracts Deadline:
Tuesday, February 16, 2010

Topical Roundtable Discussions Deadline:
Wednesday, February 24, 2010