

# American Public Health Association

## 2007 APHA LEARNING INSTITUTE (Formerly the Continuing Education Institutes)

November 3 & 4, 2007  
Washington Convention Center  
Washington, DC

### CALL FOR PROPOSALS

135<sup>th</sup> Annual Meeting and Exposition  
*“Politics, Policy and Public Health”*

*Submission Materials  
Information, Instructions and Forms*

SUBMISSION DEADLINE: March 2, 2007

Contact [learning-profedevel@apha.org](mailto:learning-profedevel@apha.org) for more  
information

**IMPORTANT NOTICE:** It is mandatory that you provide all information requested by the deadline, **March 2, 2007**. Omission of any item may result in the proposal being rejected.

**PLEASE READ THIS ENTIRE DOCUMENT BEFORE YOU BEGIN TO WRITE.**

**Only electronic submissions can be accepted.**

**CALL FOR PROPOSALS  
2007 APHA LEARNING INSTITUTE**

This Call for Proposals marks the start of the APHA Learning Institute (APHA-LI) planning process for the American Public Health Association's 135<sup>th</sup> Annual Meeting to be held in Washington, DC, November 3 – 4, 2007.

**BACKGROUND**

The APHA Learning Institute (formerly CEIs) is held immediately prior to the APHA Annual Meeting and consists of a limited number of concentrated continuing education (CE) courses. They play a valuable role in responding to the educational needs of the public health workforce and Annual Meeting registrants. These half-day or full day educational opportunities afford learners the chance to participate in a more intense and interactive educational experience than is available through normal meeting scientific sessions. APHA strives to make its CE offerings timely and appealing to the diverse needs and interests of the public health workforce.

**AREAS OF INTEREST**

The APHA Education Board CE planners encourage APHA-LI submissions that compliment the 2007 Annual Meeting theme, **“Politics, Policy and Public Health”**, and address current or emerging issues in public health education, policy, practice and/or research. Of importance are learning opportunities that promote skills enhancement in public health such as health surveillance, measurement of health status and basic epidemiological concepts. APHA also welcomes proposals that relate to any of the APHA Priority Areas: Access to care, Health disparities, and Public health infrastructure.

(Detailed policy papers on APHA's Priority Areas are available at <http://www.apha.org/legislative/legislative/index.htm#priority>.)

In addition, areas identified in the 2006 survey of learning needs that members completed are encouraged, such as: community program planning, survey design and implementation, community involvement and mobilization, cross cultural and cross age communication, and population data analysis.

**APHA-LI Proposal Submission Form**

**HOW TO SUBMIT A PROPOSAL**

In order to have a proposal considered, the proposer must provide all information requested in the Call for Proposals by the submission deadline of **March 2, 2007**.

**All materials must be submitted electronically.**

The proposer must identify one person who will be the course coordinator. This person handles all communication with APHA, shares all relevant information with course faculty, obtains any information/materials requested by APHA from course faculty, provides APHA Education staff with all required logistic information by deadlines and cooperates with APHA Education staff to ensure compliance with CE requirements.

The proposer must identify one lead faculty member for the APHA-LI course. This person has the responsibility to propose the content, educational objectives, teaching strategies, and evaluation. This person may also be the key contact person with the APHA Education staff as well as being the lead faculty member for the course.

**Course Coordinator = Key Contact Person**

Name <i>(first name, last name)</i>		
Degrees/Credentials <i>(to be published behind name)</i>		
Professional Affiliation		
Title/Position/Role		
Address <i>(Specify home or work)</i>		
Telephone		
Fax		
E-mail		
APHA member?	<input type="checkbox"/> Yes, member # is:	
	<input type="checkbox"/> No	
Attach <b>RESUME</b>	<input type="checkbox"/>	
	<input type="checkbox"/>	

If correspondence should be sent to the applicant at an address other than above:



## Proposed Title

Although this might not be the final APHA-LI course title, this is the one that will be used as a tentative title. The proposer may edit the title until the **March 2, 2007** deadline. After that, the title will be published in the early advertisements for the Annual Meeting and thus may not be changed.

## Proposed Length of the complete APHA-LI course.

Instructional hours are clock hours **minus** break time. For example, a 3-hour course will have at least one 15-minute break. The beginning of the APHA-LI course may be called an overview, but it cannot be called 'Introductions, Welcomes, etc.' and still receive continuing education credit. The continuing education accrediting criteria requires that substantive content be included during the instructional time. An 'overview', however, is considered instructional.

- Full day** to take place on Saturday, November 3, 2007 (7 1/2 clock hours, 6 instructional hours – one hour lunch plus two 15 minute breaks)
- Half-day** to take place on Saturday, November 3, 2007 (3.15 clock hours, 3 instructional hours and at least one 15 minute break
  - AM (e.g., 8:30 am – 11:45 am)
  - PM (e.g., 1:30 pm – 4:45 pm)
- Half day** to take place on Sunday, November 4, 2007 (3.15 clock hours, 3 instructional hours, one 15 minute break)
  - AM (e.g., 8:30 am – 11:45 am)
  - PM (e.g., 2:30 pm – 5:45 pm)
- Full day** to take place on Sunday, November 4, 2007 (7 1/2 clock hours, 6 instructional hours – one hour lunch plus two 15 minute breaks)

**NOTE: No program will be in session during the Opening Session on Sunday, November 4, 2007 from 12:00 – 2:00 PM. All Sunday sessions are coordinated so that they do not compete with the opening session.**

**Proposed Maximum Attendance**

Select the attendance level that you feel your APHA-LI course can accommodate. APHA reserves the right to cancel any course that has not reached 50% of anticipated registration levels by the close of the “early-bird” registration deadline. APHA, in conjunction with the proposer, will determine if a session will go forward given the anticipated on-site registration projections.

- 50
- 75
- 100 or more
- Other \_\_\_\_\_

**Topic Area**

The proposer should identify in a very brief phrase (ideally, a couple of words) the overall topic of the APHA-LI course. There may be some redundancy if the topic is clearly indicated or obvious from the working title, but please enter anyway. The Topic area phrase must be entered here.

**Keywords**

The public will have access to the online program, which has the function of allowing the potential target audience to identify the courses of interest by typing in a keyword and performing a search. Please select up to two keywords that you think would best indicate your Institute's content.

**Partnership**

If the proposer and/or its faculty are members of the Association and belong to, and/or believe that they are representing a membership group (e.g., Section, SPIG or caucus), or if the content being delivered is specifically related to a certain external organization (agency, association, institute, firm, company, etc.), please give the full name of the group or organization below.

## Target Audience

Please indicate a primary target audience within the public health community that may be particularly interested in your course, and separately indicate a broader audience that may be interested in attending.

primary audience	/	broader audience
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## Course Overview (Combined Statement of Purpose and Abstract)

This is your chance to “sell” the course (topic area) to the APHA Education Board APHA-LI planners, and if accepted, ultimately to the public. The first sentence should begin with "The purpose of this Institute is to...". Describe the content of the Institute and the expertise with which the content will be delivered. Educational objectives may be mentioned in general terms, but do not be overly specific since they are required in the next element of the application. This overview should be no longer than 400 words.

<b>The purpose of this course is to...</b>
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## Guidelines for Writing Measurable Educational Objectives

The following guidelines are provided to assist in the development of **measurable** educational objectives for a proposed educational experience.

**Objectives:** Objectives are stated in operational/behavioral terms that define expected learner outcomes and indicate what the participant should be able to do at the conclusion of the activity. An average of three objectives per half-day APHA-LI course is realistic.

There must be an abstract, (**400 words for ½ day course and 800 words for full-day or day and ½ course**) describing the course. In addition, there must be at least a two-sentence abstract – of not less than 2 – 3 sentences - and one measurable educational objective for **each** faculty presentation. **Writing the objectives within the abstract is not acceptable. Referring back to the full course abstract content for the objectives is also not acceptable.**

**Content:** The content must be congruent with the educational purpose and the objectives. Each objective has corresponding content detailing key points that will be addressed. Content must be more than a restatement of the objective. It is recommended that the content be sequentially numbered to show how the objectives correspond directly with the related objective.

**Teaching Methods, Strategies, Materials and Resources:** List the methods, strategies, materials and resources to be used by presenter/content specialist to cover each objective. These are to be congruent with the objectives and content covered. The teaching methods and strategies must be based on adult learning theory.

**Instructions for Writing Educational Objectives:**

**Step 1:** Write your objectives according to what is expected of the learner, not what you will do.

- Incorrect: I will have each participant list the four elements in the adult learning model.
- **Correct: Upon completion of this course, the participant will be able to list the four elements in the adult learning model.**
- Incorrect: I will present a definition of clinical algorithms to the learner.
- **Correct: Upon completion of this course, the participant will be able to define the concept of clinical algorithms.**

**Step 2:** Make the **behavior** or **verb** of your objective clear and measurable. Behaviors can be written on different levels (see Table below).

<b>SOME POSSIBLE VERBS FOR USE IN STATING COGNITIVE OUTCOMES<sup>1</sup></b>					
				<b>5.00</b> <b><u>Synthesis</u></b> compose plan propose design formulate arrange assemble collect construct create set up organize manage	<b>6.00</b> <b><u>Evaluation</u></b> judge appraise evaluate rate compare value revise score select choose assess estimate measure
	<b>2.00</b> <b><u>Comprehension</u></b> translate restate discuss describe recognize explain express identify	<b>3.00</b> <b><u>Application</u></b> interpret apply employ use demonstrate dramatize practice illustrate operate schedule	<b>4.00</b> <b><u>Analysis</u></b> distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect		
<b>1.00</b> <b><u>Knowledge</u></b> define repeat record list recall name relate					

<sup>1</sup> Compliments of Marybelle Savage: Johnson & Johnson. Assuring Learning w/Self-Instructional Packages, Self-Instructional Packages, Inc., 1973.

Changing levels, as described in the table, requires some modification in the teaching techniques and time required. As a general rule, knowledge level behaviors can be taught in a short period of time while objectives at the evaluation level will take much longer periods of time. Your course will probably be concerned only with the knowledge and comprehension levels.

- Incorrect: Each learner will know the four elements in the adult learning model.
- **Correct: Upon completion of this course, the participant will be able to *list* the four elements in the adult learning model.**
- Incorrect: Each learner will understand the concept of clinical algorithms.
- **Correct: Upon completion of this course, the participant will be able to write a definition of the concept of clinical algorithms.**

In this example above, write is more specific than understand and is open to fewer interpretations.

**Step 3:** Make the content of your objective as specific as possible.

- OK: Each learner will list elements in an adult learning model.
- **Better: Upon completion of this course, the participant will be able to list the four elements in Knowles adult learning model.**

The “Better” example specifies the exact number of elements and the specific model that the participant is expected to learn. The “OK” example does not specify the number of elements nor does it specify the exact adult learning model.

- OK: Each learner will be able to write definition for current terms used in continuing education.
- **Better: Upon completion of this course, the participant will be able to write a definition for the following terms: self-directed learning, certification and CEs.**

The “Better” example specified exact terms while the “OK” example was vague. “Current terms” has different meanings to different people.

Provide at least 3 measurable and concrete objectives for the overall course:

<p>1.</p> <p>2.</p> <p>3.</p>
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### Methodology

Briefly describe the tentative teaching method(s) for delivering content to participants. APHA suggests using more than one method so that both the content is presented and the audience is engaged in a participatory manner whenever possible.

Examples:	Lecture	Small Group Work	Role Play
	Open Discussion	Hands-on Practice	

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Tentative Agenda

Please draft a tentative agenda indicating the presentation topic and faculty member in blocks of minutes. For a half-day course, 180 minutes will be used for instruction. For a full-day Institute, 360 minutes will be used.

**Full day sessions** (360 minutes of instruction. **Must include two 15-minute breaks.**)

**(Note that lunch is to be scheduled between 12:30 and 1:30 pm).**

**Half day sessions** (180 minutes of instruction. **Must include a 15-minute break**)

Time	Topic/activity	List Presenter and degrees	Continuing education credits	Teaching Method/Strategies
9:00-9:30	Welcome, Introduction of Program, Updates		No credit	
9:30-10:00			30 minutes	
10:00-10:30			30 minutes	
10:30-10:45	Break		No credit	
11:00-11:30			30 minutes	
11:30-12:00			30 minutes	
12:00-12:30			30 minutes	
12:30-1:30	Lunch (on your own)		No credit	
1:30-2:00			30 minutes	
2:00-2:30			30 minutes	
2:30-3:00			30 minutes	
3:00-3:15	Break		No credit	
3:15-4:00			45 minutes	
4:00-5:00	Lessons Learned, Summary, Evaluations		60 minutes	

## **SELECTION**

**The APHA Education Board APHA-LI course planners participate in the planning, implementation and evaluation of all APHA-LI courses. In the selection phase, they will consider the proposed APHA-LI courses using the following criteria. Usually more APHA-LI courses are proposed than approved.**

Does the proposal:

- Establish relevance of topic
- Include appropriate and clearly stated educational objectives (be sure word choice is consistent with concept as discussed earlier in solicitation)
- Document educational\_need for this APHA-LI course
- Identify educational methodologies consistent with APHA-LI course content, objectives, and sound educational practice (adult learning approach)
- Include the completed BioData Forms for each planner and faculty
- Include the completed Disclosure and Management of Conflict of Interest form for each planner and faculty
- Provide a detailed schedule inclusive of time devoted to major topics (with corresponding faculty identified for all such topics), assessment of participants' accomplishing learning objectives and breaks.

**Acceptances of proposals will be made known to the APHA-LI course coordinator before April 6, 2007.**

## **LOGISTICS**

Ethics (HIPAA and ethical conduct and practices)

Since Continuing Education (CE) activities may incorporate patient/client case discussions/presentations/studies as part of the learning activity, CE contributors (presenters/writers, faculty members) must be aware of the law when compiling and presenting materials to ensure compliance and protection of patient confidentiality in the CE activities. Keeping HIPAA regulations in mind, faculty must take every possible step to de-identify cases, even in an educational format. (For more information click here: [http://www.cdc.gov/nip/policies/hipaa/hipaa\\_letter.htm](http://www.cdc.gov/nip/policies/hipaa/hipaa_letter.htm))

APHA-LI course contributors' roles and functions demand that we conduct ourselves in an ethical manner that emphasizes a population or community focus, and justifies the public trust. The following Web site ([http://www.apha.org/education/newweb/pg\\_ethical.htm](http://www.apha.org/education/newweb/pg_ethical.htm)) endorsed by the APHA Education Board (April 18, 2005) provides information on public health ethical guidelines for practice and research.

## **Fees/Expenses**

**APHA-LI course faculty/presenters do not receive honoraria nor does APHA cover travel, hotel or incidental expenses incurred while at the meeting.**

## **Membership/Meeting Registration**

APHA-LI course faculty/presenters are not required to be APHA members in order to present at an APHA-LI course and do not pay registration fees for the day of the APHA-LI course. However, normal registration fees apply to attend and/or present at a scientific session for the APHA Annual Meeting.

## **Materials**

The Education staff is available to assist the APHA-LI course coordinator with material preparation. APHA can make copies of course handouts (provided by the course coordinator) for registrants. The deadline for handout submission will be provided.

## **Audio-visual Equipment**

APHA can make standard audio-visual equipment (AV) available for APHA-LI courses. This includes an LCD projector, screen and laptop. Once APHA-LI course selections are made by APHA, the course coordinator will receive an APHA AV request form that must be returned by the given deadline. **Any AV needs beyond the standard equipment and requested after the given deadline will be billed to the APHA-LI course coordinator.** AV ordered and/or subsequently cancelled on the day of the course will be billed to the course coordinator.

## **Catering**

APHA will provide continental breakfast for APHA-LI course faculty on Saturday and Sunday and coffee service for all APHA-LI participants for breaks. APHA does not provide food during the breaks or for lunch. Attendees may purchase food in the Convention Center or near-by eateries. Breaks and lunch times must be included in the drafted APHA-LI course agenda/schedule with a designation that these times do not count in the computation of the educational credits.

## **Publicity**

APHA reserves the right to publicize any APHA-LI course after the proposal is accepted. Individual promotion of APHA-LI courses is prohibited and could jeopardize the CE credits for that APHA-LI course. APHA also reserves the right to modify/edit any APHA-LI course title, description and/or materials in order to maximize the appeal of the course to the largest and most appropriate audience. However, APHA will not alter the substantive content of any accepted APHA-LI course. For each APHA-LI course, the purpose, objectives, description, teaching methods and strategies, faculty information, qualifications, and disclosure statement will be made available to the public

approximately three months prior to the activity through the APHA Web site. During the Annual Meeting such information is available to the public through the APHA Web Site, in print materials and in the hardcopy final program.

### **CONTINUING EDUCATION**

As an organization committed to providing quality educational activities to its membership and meeting registrants, APHA must adhere to the requirements of the respective accrediting bodies and professional organizations with which it collaborates.

APHA provides the following continuing education credits:

#### **Certified Health Education Specialist**

The American Public Health Association (APHA) is accredited by the National Commission for Health Education Credentialing, Inc. to sponsor continuing education for Certified Health Education Specialist (CHES).

#### **Continuing Medical Education**

The American Public Health Association is accredited by the Accreditation Council for Continuing Medical Education to sponsor continuing medical education for physicians..

#### **Continuing Nursing Education**

The APHA/PHN Section is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

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In addition, any person from any disciplines may participate in and receive a certificate that can be presented to their professional organizations and or their state licensing agencies for continuing education credits. Each certificate includes the full accreditation information and earned credits for CNE, CME and CHES. Several public health disciplines will accept CHES or CME earned credits. The individual is responsible for finding out if the continuing education credits will meet their needs.

**American Public Health Association  
Learning Institute**

**FACULTY DISCLOSURE FORM  
Conflict of Interest**

**Office of Continuing Professional Education**

Name	
Title of Activity	APHA 2007 Annual Meeting - APHA-LI Course
Date(s) of Activity	November 3 & 4, 2007
Sponsoring Department or Affiliate Organization	APHA

Role in APHA-LI Course Activity:

\_\_\_\_\_ Course Coordinator

\_\_\_\_\_ Planning Committee (Including all designated Program Planners)

\_\_\_\_\_ Speaker/APHA-LI course Faculty/Discussants

**Overview of APHA Conflict of Interest Policy**

According to the ACCME Standards of Commercial Support (approved September 2004), a **conflict of interest** is present when individuals (or their spouses/partners) in a position to control the content of CE have a relevant personal financial relationship with a commercial entity that benefits the individual and may ultimately bias the presentation of that content to colleagues and participants. Since fair, unbiased education serves as part of the foundation for development of quality APHA CE needs to identify affiliations that have the following elements:

**both:**

- a relevant financial relationship with a commercial interest occurring within the past 12 months

**and:**

- the opportunity to affect the content of CHES/CME/CNE about the products or services of that commercial interest.

**Purpose:** This disclosure form provides a standardized mechanism for identification, review and analysis of relevant financial relationship(s) that may affect the independence,

integrity and scientific balance of CHES/CME/CNE activities designated for credit by APHA. **Please respond to the questions below with regard to the past 12 months:**

1. Disclosure of financial relationship(s):

- I (and/or my spouse/partner) have a relevant financial relationship with a commercial entity producing healthcare goods and/or services. (Go to #2)
- I (and/or my spouse/partner) **do not** have a financial relationship or interest with any proprietary entity producing healthcare goods or services. (Go to #3)

2. If you (and/or my spouse/partner) have a relevant financial relationship:

A. Please indicate the names of the commercial organizations and the clinical/research areas where you have a financial relationship(s). If you have more than four (4) relationships, please add additional pages.

Name of Organization	Clinical/Research Area	Type of Relationship (Use Code Below)
1.		
2.		
3.		
4.		

- a. Employment (includes retainer)
- b. Independent Contractor (contracted research and clinical trials)
- c. Consultant
- d. Speaker's bureau and teaching engagements
- e. Advisory Committee/Board
- f. Stock Ownership
- g. Patent holder
- h. Other (please describe) \_\_\_\_\_

B. Please answer the following questions:

Yes	No	
		Did you participate in <b>company-sponsored</b> training?
		If you traveled to participate in the training, did the company pay your travel and lodging?
		Did the commercial entity provide you with slides as part of the training sessions?
		Did you receive an honorarium or consulting fee for participating in the training?

3. If you participated in institutional contracted research or clinical trials, please answer the following questions:

Yes	No	
		Do you receive salary support, retainer, or other monies to support your position as part of the research grant/clinical trials?
		Are you the PI (principal investigator) for the research grant?
		Have the results of your research/clinical trials been published?

*I agree to comply with the American Public Health Association Conflict of Interest Policy and identify to the participants any discussion of non-FDA or investigational uses of products or medical devices included in my presentation/article/case.*

\_\_\_\_\_ *Signature* \_\_\_\_\_ *Date*

**THANK YOU FOR YOUR SUBMISSION!**

<b>Submit</b>	<b>Review</b>	<b>Edit</b>
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**American Public Health Association  
Center for Learning and Global Public Health  
Learning and Professional Development Programs Unit**

**Biographical Data Forms (BDF)  
Continuing Professional Education  
Modified for APHA APHA-LI Courses**

**Who must complete a BDF?**

Planners, Reviewers, Moderators, Presenters/Authors, Discussants, Panelists, or Authors.

**Instructions:**

This form may be duplicated for each individual to complete for this submission. This completed form for each faculty member must be submitted to APHA. For assistance, please contact the APHA Education staff:

**Annette Ferebee, MPH  
Manager  
APHA Learning & Professional Development Programs  
800 - I (EYE) Street, N.W.  
Washington, D.C. 20001-3710  
Phone: (202) 777-2521  
Fax: (202) 777-2533  
Web: [www.apha.org](http://www.apha.org)  
E-Mail: [learning-profedevl@apha.org](mailto:learning-profedevl@apha.org)  
[annette.ferebee@apha.org](mailto:annette.ferebee@apha.org)  
202-777-2521**

**American Public Health Association  
Biographical Data Form (BDF)  
Modified for APHA APHA-LI Course**

**Name and Credentials:**

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\_\_\_\_ **Employment: (Please check all that apply)**  
\_\_\_\_ **Position Title:** \_\_\_\_\_  
\_\_\_\_ **Employer:** \_\_\_\_\_  
\_\_\_\_ **Self-Employed/ Consultant: Name of your entity:** \_\_\_\_\_  
\_\_\_\_ **Type of Work:** \_\_\_\_\_  
\_\_\_\_ **Other:** \_\_\_\_\_

____ <b>Member of the Planning group, a Coordinator, or an Organizer</b> <b>Academic Credentials:</b> _____ (Only include completed degrees. If no college degree, state “NONE – high school only”. Completed special or advanced training or certification program may be included.)  <b>Qualification Statement: Planning Unit Member Expertise “I am qualified to be planning, coordinating or organizing because _____.”</b> Include past or present experience/expertise in coordinating/organizing/planning continuing educational activities or similar types of work; or, state that you are first-timer learning.
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____ <b>Moderator, Presenter, Faculty, Panelist, Discussant, Author,</b> <b>Academic Credentials:</b> _____ (Include only completed degrees and completed special or advanced training or certification.) <b>“I am qualified to be a moderator, presenter, faculty, discussant, panelist, or author on the content that I am responsible for because _____.”</b> <b>Qualification Statement:</b> Only include education and/or experiences that are relevant to the content that you are involved in for this CE activity such as research, books/articles, prior programs, etc.
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