Survey of Graduate Programs in Public Health and Preventive Medicine and Community Health Education

Introduction

The need for a well-trained public health workforce has never been greater. New threats, from emerging infectious diseases to environmental contamination, face this nation. However, more than half of the public health workforce has not received formal education in public health, the workforce is aging and, most recently, tremendous changes have occurred in the functions of the public health system. Educational institutions can offer training to the existing public health workers but also must teach fresh groups of students to take leadership positions and practice public health in new and different settings. What do we know about the institutions where this training occurs?

In 1998, approximately 4,800 masters-prepared students completed their training in the 28 accredited schools of public health. The characteristics of these graduates and the schools they attend are surveyed annually and are well documented. It is estimated that an additional 700-800 students receive masters degrees each year from graduate programs in Community Health/Preventive Medicine (CHPM) and graduate programs in Community Health Education (CHE). The CHPM programs offer masters degrees in a variety of concentrations and fields; the CHE programs offer degrees solely in health education.

Compared with the schools of public health, much less is known about the characteristics of these graduate programs. At the time of this survey, there were 49 accredited CHPM and CHE programs that undergo the same accreditation procedures as schools of public health and are also evaluated by the same body, the Council on Education for Public Health (CEPH). The CHPM and CHE graduate programs are a vital resource for the training of the public health workforce. In 14 states without schools of public health, these graduate programs are likely the only source of graduate training in public health. According to Pat Evans, Executive Director of CEPH, the number of programs is growing more rapidly than are schools of public health (Evans, 2001). However, data on these programs have not been collected and published since 1994 (ATPM).

CEPH Accreditation Procedures for Schools and Programs. CEPH (1997) has defined three accreditation categories for schools and programs-accredited, preaccredited and applicant.

- Accredited: a school or program demonstrates minimum compliance with all applicable CEPH criteria for a school or program. The length of time for which accreditation is conferred may vary and may be accompanied by requirements for interim reports.
- Preaccredited: a school or program demonstrates reasonable assurance that it will be able to meet all criteria for full accreditation within 1 to 2 years. An acceptable self-study must be submitted within 2 years of the Council's decision to confer pre-accreditation.
- Applicant: a school or program meets the minimum criteria established for initiating the review process. An applicant must seek pre-accreditation or full accreditation by submitting an acceptable self-study document within 2 years of the Council's decision to confer applicant status.

Several differences in accreditation criteria distinguish the schools and programs. These differences are:

1. A school of public health must demonstrate organizational independence. That is, they should have the same status and independence afforded to other professional schools (e.g., Medicine) at the university. In comparison, programs can be housed within schools of medicine or other organizational settings.
2. A school of public health must offer the MPH degree in at least the 5 core disciplines: epidemiology, biostatistics, environmental health, the social and behavioral sciences and health administration. In comparison, a program can offer MPH degrees in one or more disciplines or offer only a generalist MPH degree.
3. A school of public health must offer at least one doctorate degree.

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Community-Campus Partnerships for Health is seeking new board members who will begin three-year terms in May 2002. Applications are due January 7, 2002, and all the details you need appear below. An important change this year: a simpler application process!

We are searching for individuals from a wide variety of backgrounds, with a broad range of experience and expertise, who are committed to furthering our mission as a member of our board of directors. Our mission is to foster partnerships between communities and educational institutions that improve health professions education, civic responsibility and the overall health of communities. We are especially interested in individuals with a passion for community-campus partnerships, ties to multiple networks and organizations, and the time and ability to contribute to a working board.

The CCPH board of directors is very much a working board. In other words, board members commit not only to actively participating in three board meetings per year, but to also attending the national conference, serving on at least one board committee and contributing regularly throughout the year through conference calls and other activities. While there is staff support for the board's work, board members themselves are actively engaged in developing CCPH's strategic plan, determining organizational policy, raising funds and recruiting/retaining members. Serving on the board involves hard work, but it can also be extremely rewarding and a lot of fun!

Please carefully review the board's job description, leadership policy and governance policy as you consider your ability to meet the expectations of board members. These and other relevant documents are available on our website at http://futurehealth.ucsf.edu/ccph/board.html

Board members are expected to be members of CCPH and to make an annual donation to the organization of an amount of their choosing. We do not require board members to pay for their travel to board meetings, as we do not want financial considerations to inhibit anyone from serving on our board. However, we do ask that board members consider having their employer or school pay for some or all of their expenses if their board involvement is compatible with their professional responsibilities or degree program. As a result, many board members contribute to their expenses, including student members who have received support from their schools.

Our board composition reflects the diverse constituencies we serve, and currently includes community leaders, academic administrators, nonprofit agency leaders, faculty and students from urban and rural settings. Some are directly involved in health care or health professions education, and some are not.

However, board members are not chosen for nor are they expected to represent a particular category, but rather to bring a broad perspective to the board's deliberations. We have created an application process to select new board members. Our aim is to find board members whose goals and philosophy align with those of CCPH, to fulfill the needs and interests of individual board members, and those of our organization. The application process is intended to help us understand your background, skills and contacts and what you would like to contribute and gain as a board member. It also helps us in making suggestions of other meaningful ways you might consider becoming involved in CCPH should you not be offered a board position at this time.

CCPH's board development committee will review all applications. A select group of applicants will be interviewed by phone in February. The committee will then recommend specific candidates to the full board for their consideration. Letters of invitation to serve on the board will be mailed in early March.

In the event you are offered a board position, please reserve the dates of our upcoming board meetings now: May 3-4, 2002 in Miami, Florida and September 27-29, 2002 (location to be announced). The May meeting is held in conjunction with our sixth annual conference, "The Partnership as the Leverage Point for Change," May 4-7, 2002. Board members are expected to participate in the conference.

If you have any questions about any aspect of the board or CCPH, please contact one of us. We look forward to reviewing your application and being in touch with you soon in the new year.

Sincerely,

Renee Bayer
Co-Chair, Board Development Committee,
CCPH
Tel. 734-936-0932
rbayer@umich.edu

Sarena D. Seifer
Executive Director
CCPH
Tel. 206-616-4305
sarena@u.washington.edu

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**Community-Campus Partnerships for Health: How to Apply for a Board Position**

To apply for the CCHP board, please send us the following information:

- A current resume or curriculum vitae that includes your current contact information (full name, phone, fax, email); and
- A cover letter that answers these three questions:
  1. Why do you want to serve on the CCHP board of directors?
  2. What strengths, skills and experience would you bring to the CCHP board?
  3. What experience do you have with community-campus partnerships and/or Community-Campus Partnerships for Health?

- The names, affiliations and phone numbers of two references we can call who can speak to the strengths, skills and knowledge you would bring to the CCHP board.

Please return your completed application to this address no later than **Monday, January 7th, 2002:**

Rose Coroneos  
UW Box 354809  
1107 NE 45th Street, Suite 205  
Seattle, WA 98195-4809  
Tel. 206-616-3472  
Fax. 206-685-6747

**Findings**

With more than 3,000 students seeking MPH degrees in these programs, the graduate programs in public health/preventive medicine and community health education are training a significant number of public health students. These programs add more than 700 MPH graduates a year to the 4,800 reported by the schools of public health; thus, one out of every eight MPH degrees is awarded by a graduate program.

Two-thirds of students in the graduate programs continue to work while studying for their masters degree. Almost half of them are working full-time. These programs meet the needs of students who want access to graduate public health education while remaining in their current jobs, usually in a health care setting. Many of the students may be mid-career professionals that have identified the need for additional training in their field or wish to change to a public health focus. The programs offer courses locally, with flexible course formats, often in geographic areas not served by schools of public health.

The majority of programs also offer opportunities for students to study for two degrees simultaneously, contributing to the need for a multidisciplinary workforce. Nearly half of the programs offer the dual MD/DO-MPH degree. A recent report from the Council on Graduate Medical Education (COGME 2000) called for more physicians trained in public health and preventive medicine. The graduate programs are the ideal setting to meet this need, as they provide opportunities where allopathic and osteopathic medical students can also study for a public health degree. Half of the programs affiliated with medical schools also offer preventive medicine residencies. Because an academic year is a requirement for this residency training, the combination of the MPH program and the residency in the same institution allows physicians to complete the residency in a single location.

For more information on the survey, please contact Stacia Hall at ATPM, (202) 463-0550 or sih@atpm.org
Medical Students as Ambassadors to Wisconsin Communities. Reprinted from Academic Medicine, Vol. 75, No. 5/May 2000. CCPH members Cheryl Maurana, PHD, Staci A. Young, and John R. Basarich, Medical College of Wisconsin

Objective: The Urban and Rural Ambassador programs were created to benefit both elementary and high school students and Medical College of Wisconsin students by (1) inspiring underrepresented students to consider careers in medicine, (2) helping to dispel doubts that underrepresented students have regarding their ability to enter the medical field, and (3) giving medical students community-based experiences and encouraging them to consider practicing in underserved communities.

Description: The Rural Ambassador Program was begun in the spring of 1998 by a group of medical students committed to rural medicine. The group proposed the pilot program to the Center for Healthy Communities in the Department of Family and Community Medicine at the Medical College of Wisconsin, and it obtained funding for six successful trips to rural community high schools. The medical students met to plan the sessions, but they avoided a "canned presentation" approach so that they could share their personal experiences in a meaningful way. The Center for Healthy Communities began the Urban Ambassador Program in the fall of 1998 and under that program medical students visit predominately minority schools in Milwaukee. Since spring 1998, 55 medical students have visited 18 schools and spoken with 1,350 Wisconsin students under the two programs. The sessions begin with an introduction of the presenters and a brief overview of college and medical school, including the application process. A question-and-answer period follows each talk. The medical students typically use personal experiences to highlight key components and offer encouragement and advice during this panel-type discussion. The high school students then participate in small-group activities keyed to elementary clinical techniques. These activities are designed to be hands-on and provide insights into the applications of science in medicine. For example, one activity focused on the science behind the measurement of blood pressure and why it is important. Another used a model of the ear to explain its anatomy and function, and then students used an otoscope to look in each other's ears.

Discussion: This program is beneficial in many ways for both the medical students and high school students, and it is particularly meaningful to both when the medical students are able to visit their own former high schools. Both medical and Milwaukee students and teachers are evaluated through semi-structured surveys. In focus groups conducted with the medical students, they reported that they would encourage others to participate in the program. The school students reported that they would like programs such as these to continue in their schools in the future. Through these discussions and feedback, it was found that the program is helping to encourage students in urban and rural communities not only to attend college but also to pursue careers in medicine.

Due to the success of the community-based programs, the center has brought a group of 12 rural high school students from Marion, Wisconsin, to the medical college for two days of hands-on lab experience and discussions with faculty and medical students.

Inquiries: Cheryl A. Maurana, PhD, Chief, Division of Community Health, Director, Center for Healthy communities, Department of Family and Community Medicine, Medical College of Wisconsin, 8701 Watertown Plank Road, P.O. Box 26509, Milwaukee, WI 53226-0509.
UPCOMING EVENTS!

CCPH Sponsored Events
January 26-29, 2002-2nd annual advanced service-learning institute at the Kennolyn Conference Center in Soquel, CA. (Santa Cruz Mountains)
March 8-9, 2002-Service Learning in Medical Education, Minneapolis, MN. Cosponsored by CCPH and Minnesota Campus Compact. For more information, email lorifraase@mncampuscompact.org
May 4-7, 2002-CCPH’s 6th annual conference, Hotel Intercontinental, Miami, FL. The conference will focus on the PARTNERSHIP as the leverage point for change in communities and higher educational institutions.
June 15-18, 2002-6th annual introductory service-learning institute at the Sleeping Lady, Leavenworth WA. (Cascade Mountains) Applications are due by Wednesday, May 15, 2002. To obtain applications, visit http://futurehealth.ucsf.edu/ccph/projects.html#fsli - or call CCPH’s fax-on-demand service at 1 (888) 267-9183 and select document # 206. To learn more, visit our website at futurehealth.ucsf.edu/ccph.html or contact Program Director Piper Krauel at (415) 502-7933 or piperk@itsa.ucsf.edu

Other events
December 5-8, 2001-11th Annual Midwestern Farmworker Stream Forum, “Siguiendo Adenlante: Building Capacity-Achieving Success,” at the Marriott at the Capitol, Austin, TX. The conference is an excellent tool for training new staff. Events include intensive sessions, educational tracks in the areas of clinical, lay health and more. For registration information, contact Lisa Hughes at (512) 312-2700 ext. 5455 or email at hughes@ncfh.org
January 25-27-10th Anniversary Conference on Faculty Roles and Rewards, Phoenix, Arizona. For registration and more information, visit www.aahe.org/ffrr/2002. CCPH member, Vicki Ebin, health education faculty member at California State University-Northridge, will present CCPH’s initiatives on a panel.

FELLOWSHIPS
AAAS Science + Technology Policy Opportunities for Scientists and Engineers, 2002-03
The American Association for the Advancement of Science invites applications for one-year science and technology policy fellowships, which bring scientists and engineers to Washington, DC, beginning September 2002. Fellows serve in the Congress, the National Science Foundation, the National Institutes of Health, the Department of State, the Department of Defense, the Agency for International Development, the Environmental Protection Agency, the Department of Agriculture, the Food and Drug Administration, the Department of Justice and other federal offices. These programs are designed to provide each Fellow with a unique public policy-learning experience and to bring technical backgrounds and external perspectives to decision-making in the U.S. government.

Applicants must have a Ph.D. or an equivalent doctoral-level degree by the application deadline from any physical, biological, or social science, any field of engineering or any relevant disciplinary field. Engineers with a master's degree and at least three years of post-degree experience may apply. Candidates also must be U.S. citizens and federal employees are ineligible. Stipends typically begin at $54,000. Underrepresented minorities and persons with disabilities are encouraged to apply. Application Deadline: January 10, 2002

For details, contact (202) 326-6700 or e-mail: science-policy@aaas.org or visit at www.fellowships.aaas.org

Minority Health Policy is seeking applications due January 2, 2002. Supported by the Commonwealth Fund, and under the auspices of the Harvard Medical School Minority Faculty Development Program, this innovative fellowship is designed to prepare physicians for leadership roles in the formulation and implementation of public health policy and practice at national, state or local level. Fellows will complete academic work leading to a Master in Public Health (MPH) at the Harvard School of Public Health. The fellowship also offers the Master of Public Administration (MPA) degree at John F. Kennedy School of Government to physicians who already have a MPH. The fellowship includes courses, seminars, leadership forums, site visits, national conferences, shadowing of public health leaders, and practicum.

For application materials and/ or further information, please contact Phillip Wodzinski, Research Assistant at (617) 432-2922 or via email at mfdp_cfhuf@hms.harvard.edu or visit www.mfdp.med.harvard.edu/cfhuf/cfuuf.htm

Creativity Fellowships
Ten-week summer residency fellowship program offers time, space and support for those with creative/innovative ideas. Project ideas welcomed from all disciplines and areas of interest including the arts, humanities and sciences. Application deadline is December 31, 2001. Information contact: The Alden B. Dow Creativity Center, Northwood University, 4000 Whiting Drive, Midland, Michigan, 48640 or call (989) 837-4478 Fax: (989) 837-4468 or email creativity@northwood.edu or visit www.northwood.edu/abd
ANNOUNCEMENTS

Call for Nominations 2002
The Loretta P. Lacey Award was created to recognize leadership in MCH education, research, policy development and/or advocacy. The award is sponsored by the Association of Teachers of Maternal and Child Health (ATMCH) in memory of Loretta P. Lacey, a former faculty member at the University of Illinois at Chicago and a leader in MCH education. The awardee is announced at the Spring ATMCH meeting.

The nominee must be at mid-career, i.e., not yet a full professor, but must have already begun to establish a reputation in MCH. The nominee must have demonstrated leadership skills and show potential for future career development. The recognition accorded by this award is intended to support such career development.

Eligibility Requirements: The nominee must be a full-time faculty member in an accredited school of public health or program, who teaches in the MCH curriculum, program or department. The nominee must be an ATMCH member. **Deadline: January 15th, 2002.** Contact: ATMCH, 110115th St. NW, Suite 9)0 Washington, DC 20005 or email at smaldague@asph.org

University of California, Irvine, Health Policy and Planning Seeks Assistant Professor
The University of California, Irvine seeks to fill a tenure-track assistant professor position in Health Policy and Planning. The appointment will be in the Department of Urban and Regional Planning in the School of Social Ecology and will begin July 2002.

The successful candidate will have a doctorate in any field or discipline relevant to U.S. health policy or health planning and demonstrate outstanding potential to attract research funding and generate peer-reviewed publications. The candidate will teach in the "health promotion and policy" doctoral program concentration and the "community health" master's program concentration.

Submit letter describing research and teaching interests; vita; one to three publications or manuscripts; and name, address, email address, and phone number of three to five references to: Tammy O. Tengs, Sc.D., Search Committee Chair, Health Policy and Planning Department of Urban and Regional Planning School of Social Ecology University of California Irvine, CA 92697-7076. **For more information, call her at (949) 824-4630 or email at tengs@uci.edu. The application submission deadline is January 15, 2002.**

The Federal Bureau of Primary Health Care (BPHC) outlines "Cultural Competency" as:

- The realization that diverse cultures may have different values
- The capacity for cultural self-assessment
- A consciousness of the dynamics inherent when cultures interact
- Having a staff that understands institutional cultural knowledge

Source: The National Center for Cultural Competency
Georgetown University, Child Development Center (Cross, Bazron, Dennis & Isaacs) For more information about cultural competency, visit www.bphc.hrsa.gov/culturalcompetence

Kaisernetwork.org Starts Website On Health-Care Developments After Sept. 11
Kaisernetwork.org, a free service of the Kaiser Family Foundation, is beginning a new portion of its Web site devoted to the impact of the post-terror environment on health care and health policy at http://kaisernetwork.org/specialcoverage.

HRSA MOVED TO A NEW LOCATION
Effective December 1, 2001 the HRSA Grants Application Center. Any correspondence or application submission with a deadline on or after December 1, 2001 should be sent to the address below:

HRSA Grants Application Center
Attention: Grants Management Officer
901 Russell Avenue, Suite 450
Gaithersburg, MD 20879
For additional information please contact the HRSA Grants Application Center Directly at: 1-877-477-2123 (1-877 -HRSA-123) or e-mail to hrsagac@hrsa.gov

Council On Linkages Between Academia and Public Health Practice
Core Competencies for Public Health Professionals April 2001: A national, consensus set of skills, knowledge, and attitudes necessary for the broad practice of public health. The set includes eight skill domains:

- Analytic/Assessment
- Policy Development/Program Planning
- Communication
- Cultural Competency
- Community Dimensions of Practice
- Basic Public Health Sciences
- Financial Planning and Management
- Leadership and Systems Thinking

The core competencies may be used for curriculum review and development, workforce needs assessment, discipline specific competency development, performance measurement, hiring, and personnel system refinements. See and download the core competencies at: www.TrainingFinder.org/competencies

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GRANT ALERTS!

Short-Term Fellowship
Sponsor: Human Frontier Science Program Organization (HFSP) Deadline: Continuous. Applications can be made throughout the year. Decisions will be made within four months after submission. These awards are to promote, through international cooperation, basic research into the complex mechanisms of living organisms, including man. In addition to its international character, a second emphasis of the program is to encourage, early in their careers, researchers who are expected to play an important role in originating and pursuing creative research. The third emphasis is to stimulate interdisciplinary research. For details and contact information, visit: http://fundingopps.cos.com/cgi-bin/getRec?id=1794

Johnson & Johnson Community Health Care Program Deadline: January 11, 2002. Applications are available online at www.msm.edu/grantopps/chpm.htm
This program awards grants to non-profit community/public health organizations proposing creative and effective ways of promoting access to health care to the medically underserved. Priority consideration goes to organizations seeking support for projects that measurably improve care for the medically underserved. Projects impacting women and children and focusing on HIV/AIDS education and prevention will receive primary consideration. Geographic area: New Jersey; Puerto Rico; Washington D.C.; San Angelo, Texas; San Francisco, CA; and New York City. Contact: Tina Rasheed, Johnson & Johnson Community Health Care Program, Morehouse School of Medicine by phone at (404) 752-1924 or email at rasheet@msm.edu

The Pfizer Health Literacy Initiative Grants Programs 2002 Deadline: January 18, 2002. Health literacy is fundamental to effective healthcare delivery and optimal health outcomes. This initiative is part of their commitment to advance health literacy among healthcare professionals by generating knowledge, creating solutions, supporting research, increasing awareness, and attracting new scholars to its service. For details, contact: The Pfizer Health Literacy Initiative Grants Program Administrator, c/o Proworx, 1330 Avenue of the Americas, 24th Floor, New York, NY 10019 or call (888) 457-3033 or visit www.pfizerhealthliteracy.com

Teens Eligible For Grants To Keep Peers From Lighting Up Deadline: January 4, 2002. Youth smoking prevention programs have the opportunity to win a $10,000 grant from the Lorillard Tobacco Company's grant program. Based on the theme, “It’s not cool to smoke,” the TeenH.I.P. (Teens Helping Influence People) grant program gives students age 12 to 18 funds to enhance their efforts to team with their schools or a local organization to:
- create a youth smoking prevention program, or
- to support an existing program in their town.

Proposal forms and guidelines are available at www.buttoutnow.com. Contact: TeenH.I.P. Grant Program, c/o Alex Abraham, BSMG Worldwide, 676 N St. Clair, Suite 1000, Chicago, IL 60611, or by phone at (312)988-2263.

The next funding opportunities are sponsored by:
The Department of Health and Human Services (DHHS) Health Resources and Services Administration (HRSA) Maternal and Child Health Bureau

Health Careers Opportunity Program (HCOP) Deadline: January 10, 2002. The goal of the Health Careers Opportunity Program (HCOP) is to assist individuals from disadvantaged backgrounds in undertaking education to enter a health profession. For details and contact information, visit: http://fundingopps.cos.com/cgi-bin/getRec?id=30779

Model State-Supported Area Health Education Centers Deadline: December 18, 2001. This program awards funds to schools to improve the distribution, supply, and quality of health personnel in the health services delivery system by encouraging the regionalization of health professions schools. Emphasis is placed on community-based training of primary care-oriented students, residents, and providers. For details and contact information, visit: http://fundingopps.cos.com/cgi-bin/getRec?id=34138

Basic/Core Area Health Education Centers Deadline: December 18, 2001. Cooperative agreements are awarded to assist schools to improve the distribution, supply, and quality of health personnel in the health services delivery system by encouraging the regionalization of health professions schools. Emphasis is placed on community-based training of primary care-oriented students, residents, and providers. For details and contact information, visit: http://fundingopps.cos.com/cgi-bin/getRec?id=44936

Scholarships for Disadvantaged Students Deadline: December 17, 2001. The Scholarships for Disadvantaged Students (SDS) program contributes to the diversity of the health professions students and practitioners. The program provides funding to eligible health professions and nursing schools to be used for scholarships to students from disadvantaged backgrounds who have financial need for scholarships and are enrolled, or accepted for enrollment, as full-time students at the eligible schools. For details and contact information, visit: http://fundingopps.cos.com/cgi-bin/getRec?id=52555

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CALL FOR PROPOSALS/PAPERS/SUBMISSIONS

Learner-Centered Universities for the New Millennium: Education Reform and Teacher Training, Vilnius, Lithuania, Vilnius Pedagogical University.

The 27th International Conference on Improving Learning and Teaching at the University (IUT) provides a forum in which participants from across the globe share discoveries, practices, and challenges relating to improving postsecondary teaching and learning. Papers are invited on these main topics:

- Teaching Students through Technology
- Fostering Collaboration
- Building Engagement

For submission instructions and for further information about the conference, contact: Secretariat, Improving Learning and Teaching, 8510 49th Avenue, College Park, MD 20740-2412 or email at iut2002@aol.com or fax: (301) 474-3473 or visit at http://www.iutconference.org

The Farmworker Eye Network (FENet) is putting out a call for submissions for their online reference library. FENet is a unique network for clinicians, health educators, outreach workers and researchers. Their goal is to link individuals and organizations to the resources necessary to respond to the occupational dangers and vision problems faced by farmworkers and their families. Submissions will be added to the Reference section of the web-site, www.FENet.org.

FENet will enable researchers, clinicians and outreach health workers to access published and non-published research reports, studies and testimonials through an updated, online bibliography. Submissions may include written materials that are not solely focused on the issues of eye conditions and injuries, but offer useful insight for the FENet audience. To submit your own work or materials that you have reviewed, please send the following:

- Articles
- Author
- Two line description about the reference
- Bibliographic data, i.e., journal name, issue, and page. (Only if published)
- Contact information for interested readers to access materials. (Only if unpublished)

A hard copy of materials may be submitted as a resource in our FENet office library, although, the office will not be able to send copies of these articles to interested parties. For more information, please contact: Rural Women’s Health Project, P.O. Box 12016; Gainesville, FL 32604 or call (352) 372-1095.

AAHE Invites You To Submit a Proposal Online for the 2002 Assessment Conference, Boston, MA

Deadline: December 3, 2001. This year’s conference theme, “Assessment: A Shared Commitment” will be explored through five theme tracks, the last of which will follow up on topics raised in the Research Forum at last year’s conference. For details, visit http://www.aahe.org/assessment/2002/

PUBLICATIONS

The 2001 Mexican Physician Desk Reference is now available for purchase! These books are essential for identifying medications purchased or prescribed to farmworkers from Mexico visiting our Migrant Health Clinics. To order, please call (800) 531-5120 ext. 5463. Each copy is $75 (includes shipping and handling charges)

The following books can be ordered at http://www.josseybass.com


**Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms** by Stephen D. Brookfield, & Stephen Preskill. ISBN: 0-787-94458-0. Hardcover. 272 Pages. $33. In this guide to planning, conducting, and evaluating lively discussions, the authors offer a variety of practical ideas, tools, and techniques for creating democratic classrooms. They suggest exercises to get discussion started, strategies for maintaining its momentum, ways to elicit a diversity of views and voices, ideas for creative groupings and formats, and processes to encourage participation.


Each week, CharityChannel reviews books of interest to nonprofit-sector professionals. This week's review is of *Community Works: Revival of Civil Society in America*, Dionne, E.J., Jr. (ed.), Brookings Institution Press, Washington, DC Copyright 1998. 161 pages. The review is penned by Dayne Walling, Office of Partnerships and Grants Development, Executive Office of the Mayor, Washington, D.C. Community Works is a diverse collection of essays, or if you prefer, a buffet of ideas, that provides substantial food for thought about civil society in the United States. The review may be read at http://charitychannel.com/wereview/

Note: Reviews are changed each week, therefore, this review might no longer be on the website. But it may be searched by title, author or/and subject.