

Chapter 1 : AHIMA Home - American Health Information Management Association

This appendix provides a list of the major organizations and societies that provide professional guidance to individuals and institutions in the functions of museum and archival work.

Page Share Cite Suggested Citation: Professional Associations and U. Science for All Children: The National Academies Press. Appendix A Professional Associations and U. The largest general scientific organization in the country and the largest federation of scientific societies in the world, with nearly affiliated science societies and organizations. Sourcebook for Science, Mathematics and Technology Education 3rd ed. Project , a long-term science education reform initiative for grades K, offers the following publications: Science for All Americans, on scientific literacy; Benchmarks for Science Literacy, a curriculum design tool defining expectations for science knowledge for grades 2,5,8, and 12; en c! Principal professional society of chemists, with , members. Operation Chemistry OpChem , funded by the National Science Foundation, sponsors two-week workshops for teacher-training teams and subsequent workshops nationwide for thousands of teachers. Offers Community Science Grants for children en c! Publishes curriculum guidelines, supplemental activities, audiovisual materials, and WonderScience activities magazine for upper-elementary students and adults working together, published jointly with the American Institute of Physics ; produces videos and booklets supporting chemists who go into the classroom, a newsletter, and posters. American Geological Institute, King St. Federation of more than 25 professional, scientific, and technical associations in the earth sciences. Publications include Adventures in Geology, a text-based approach to geology en c! science teaching for grades K-3 and ; en c! Earth Science Content Guidelines, a report, with activities, to guide the inclusion of earth science content in the K curriculum. Publications include ideas en c! Society of American Indian and non-Indian students, scientific professionals, en c! interested corporations that provides programs for American Indian students and their teachers to enhance student interest and abilities in science. Programs include workshops at society meetings, technical assistance, information hotline, and National American Indian Appendix A Science Fair. Organization of 10 professional societies totaling 75, members and 19 affiliated societies in physics and related fields; concerned with collecting en c! Publications include Physics Education News, a semimonthly electronic newsletter, en c! WonderScience, an activities magazine for upper-elementary students and adults working together. WonderScience is published jointly with the American Chemical Society. American Meteorological Society, K St. Professional scientific society of more than 11, members; focused on meteorology, climatology, and oceanography. Training includes one-week institutes for master teachers en c! monitoring of subsequent workshops nationwide in which the master teachers train other teachers. Principal professional society for physicists and physics students, with more than 40, members; focused primarily on physics and on physics education. Its Teacher-Scientist Alliance, a national cooperative effort operated with the American Association of Physics Teachers, is designed to mobilize scientists in support of efforts Professional Associations and U. Government Organizations aimed at systemic reform of elementary science education. Scientists from areas with school districts engaged in systemic reform are recruited, taught about reform issues, and expected to recruit and teach other scientists in their areas. Washington, DC ; A project working in partnership with education, policy, en c! civic organizations to promote reform in math and science education. Educational association with more than , members. Disseminates information on educational research and practice and conducts professional development institutes of one to three days in major U. Organization whose membership is made up of managers of districtwide or multidistrict science materials support centers. Provides information and technical assistance on how to establish and sustain a central science materials support center. Newsletter, directory of programs, and "how-to" manual are available. The program provides hands-on enrichment programs with structured opportunities for grades , such as clubs, camps, classes, workshops, and field trips, to heighten interest and involvement of targeted adolescents in the physical sciences. Museums design their own programs, often working with community-based organizations, en c! ASTC provides technical assistance and professional development for museum staff members. Organization dedicated to leadership in

science education through the design, development, and implementation of curriculum materials. Extensive programs and publications, including curriculum materials for K, publications on science education reform, and a newsletter. Publications include source books for teaching elementary science, research monographs on teaching science, and file sheets. Education Development Center, 55 Chapel St. International education research and development organization founded in 1958, with a Center for Learning, Teaching, and Technology among its subdivisions. Publications include Insights, a comprehensive K-6 science curriculum. Provides technical assistance to Statewide Systemic Initiatives in 24 states and Puerto Rico and assists several school districts in implementing systemic reform. Educational Equity Concepts, Inc. National organization dedicated to producing educational programs and materials free from bias concerning gender, race and ethnicity, and disability and income. Staff development and parent training are provided. Also has developed a physical science curriculum for grades K-2 or K-3, a curriculum guide, and a staff development guide. Funded through the U.S. Department of Education and administered by the Ohio State University, the Clearinghouse aims to provide K-6 teachers with a central source of information on science and mathematics curriculum materials. Maintains a comprehensive collection of curriculum resources in many formats print, audio, multimedia, video, kits, and games. Many other products and services are available in print and electronic format, including a database of federal programs, electronic visits to particular schools, and a reference service. Information is also available via e-mail! ERIC collects, catalogs, and provides access to educational materials; offers reference and referral services; produces bibliographic information; and maintains an extensive database of reports, curricular and instructional materials, evaluations, and information on programs, practices, and policies in science, mathematics, and environmental education. Box 16, Boulder, CO ; Professional scientific society with more than 16,000 members. Sponsors Partners for Excellence Program PEP, a national network of people committed to enhancing science education for children and fostering collaborations and partnerships between teachers and scientists. Offers sessions for teachers at the annual meeting and free PEP membership for teachers. High-Scope Educational Foundation, N. Research, development, training, and public advocacy organization focused on bringing inquiry-centered science to grades K-3. Conducts K-3 workshop sessions at meetings and week-long K-3 science workshops. National organization based at the University of Wisconsin at Madison, with a network of field centers and affiliates across the country devoted to helping teachers at all grade levels kindergarten through college revitalize science education. Publishes instructional materials for teachers, kits, and a newsletter. Science center involved in research in science and mathematics education, teacher training, and curriculum development. Extensive programs and publications. Professional association of more than 1,000 members worldwide designed to improve science teaching through research. Holds an annual convention with more than 100 research papers. Publications include Journal of Research in Science Teaching and a newsletter. Association of 75, professional educators and others involved in preschool and primary school education. Publishes more than 100 books, monographs, and other materials catalog available on early childhood education and the journal Young Children. Professional society of more than 7,000 biology educators and administrators representing all grade levels. Offers teacher training and professional development, builds alliances between scientists and teachers, promotes hands-on investigative biology, and develops curriculum and science policy. Publications include monographs and special publications, The American Biology Teacher magazine, a newsletter, and a newsletter. Organization serving 26, elementary and middle school principals in the United States and Canada, with an affiliate in every state. Professional Associations and U.S. Publishes the Principal a magazine, a newsletter, and other publications. Provides guidance for educational policymakers, curriculum developers, and practitioners by synthesizing findings in policy studies, research reports, and exemplary practices and by transforming them into practical resources, with one subject area selected! Offers workshops by technical assistance teams. Publications include curriculum guidelines, guidelines for policymakers, information for parents, books, and monographs. Research center supported by the U.S. Conducts research on how teachers learn to teach and engage students in active learning, with some projects specifically focused on science and mathematics. Conducts research on noncurricular factors, such as organizational and technological issues, that affect science students and teachers grades K-6 Network of land-grant universities, Cooperative Extension Systems,

and other organizations in all 50 states concerned with children, youth, and families at risk. Promotes science education. Services include technical and program assistance for extension faculty and collaborators to develop and implement effective programs, national and regional training, research and development, and maintenance of an electronic clearinghouse. Organization dedicated to bringing parents, teachers, students, principals, and administrators together with the goal of involving the community in school activities. Works on child advocacy legislation through the Office of Governmental Relations in Washington, D. C. Publications include *Looking in on Your School*: NRC is the operating arm of three honorary academies: The National Science Education Standards project has a comprehensive outreach strategy to support national, state, and local implementation of the Standards through leadership Professional Associations and U. S. Government Organizations and resource development, partnerships and networks, and targeted symposia and workshops. The National Science Resources Center, a joint program of the National Academy of Sciences and the Smithsonian Institution, is concerned with reforming science education and producing resources for teaching science. Project RISE Regional Initiatives in Science Education provides scientists and engineers with information and resources to assist them in contributing effectively to K-12 science education partnerships. Box 100, Arlington, VA 22203; A 1,000 member association of chairpersons, department heads, science supervisors, coordinators, and other leaders in science education reform. Sponsors mini-conferences and leadership institutes. The Directorate for Education and

Chapter 2 : Swedish Confederation of Professional Associations - Wikipedia

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The panel contacted 25 such organizations; 13 responded, and 8 provided statements of their formal or informal positions. This appendix summarizes the responses by the panel to this request for information. We believe that the expertise represented by our membership must be seriously considered in any study of drug use behaviors, research and treatment. Our Public Policy Committee has not formally endorsed the APA policy but is very likely to recommend endorsement at our next board meeting. We feel that further study of needle programs is useful and may be an adjunct to other psychosocial approaches in addition to methadone in the treatment of injecting drug users. If you have questions or require additional information, please contact us. We would welcome the opportunity to meet with you to more fully inform you regarding the philosophy, goals and priorities of aaPaa. Thank you for the opportunity to express our views on this important issue. Consequently, it has not dealt with needle exchange and bleach distribution programs and does not have a position on this issue. Addiction treatment on demand may be the most effective means of reducing HIV transmission among injecting drug users IDUs. Treatment on demand, however, does not exist in most areas where injecting drug use is prevalent. In addition, a significant number of IDUs do not seek treatment. The APA recommends that clean needle and syringe exchange programs be developed and independently evaluated in terms of their efficacy in reducing HIV transmission and their impact on the prevalence of injecting drug use. The APA believes that those areas where treatment on demand is available are the most appropriate sites for evaluating this promising but unproven intervention. Further, the APA supports all efforts to increase addiction treatments to meet the need. Our policy process requires that resolutions be based on scientific fact. Because of the lack of research findings on needle exchange at that time, the policy only goes so far as to call for the research and evaluation of needle exchange programs. Public health strategies such as needle exchange and bleach distribution are critical components necessary to fight the twin epidemics of substance abuse and HIV infection. This particular report examines needle exchange and bleach distribution programs, and contains an appendix that describes programs that existed at that time. Needle Exchange Programs are a crucial component of a spectrum of HIV prevention services to drug injectors which effectively reduce the transmission of the Human Immunodeficiency Virus. The preferred options within the spectrum are abstaining from the injection of drugs and engagement within the drug treatment system. Other public health interventions which will reduce the transmission of blood borne pathogens include: These studies consistently show decrease in equipment sharing, strongly suggesting a decrease in incidence of new infections of blood borne pathogens such as HIV or Hepatitis B. The programs also serve as a point of contact between heretofore alienated drug dependent persons and service providers who can help them improve their health. In fact, the most requested service by needle exchange clients throughout the world is placement in drug treatment programs. For these reasons, ASAM recommends that: Drug paraphernalia laws be amended to eliminate those statutes outlawing the possession of syringes or needles. Proper federal agencies be encouraged to sponsor needle exchange programs on a Federal level. It was indicated that a statement, if any, would be forwarded for our information in May No statement was received. Although NAPHS does not have a formal position on these issues, its view is that the clear nexus between HIV-infected needles and transmission of the virus is so powerful that we can ill afford to ignore any opportunity to intervene in the prevention of the infection. By impairing judgment, alcohol and other drug use leads to increased participation in high-risk activities and contributes to the increase in HIV infection. The sharing of any kind of injection equipment will contribute to the spread of the virus. Additionally, although the percentage of cases resulting from men having sex with men is decreasing, the rate of infection resulting from substance use is increasing, that is, the person with AIDS was an injection drug user or had sex with an injection drug user. There also needs to be an increase in drug treatment slots, particularly for parents. All human services and educational institutions, including correctional facilities, have the responsibility to carry out maximum HIV prevention

activities, including education and needle exchange and condom accessibility programs, as appropriate. Agencies should be encouraged to Provide information on prevention and other issues. All agencies have a responsibility to educate clients about risk reduction behaviors, including safer sexual practices, not sharing needles or other injection equipment, proper needle-cleaning techniques, needle exchange programs, tuberculosis prevention, and life skills such as sexual negotiation and assertive communication. Additional alcohol and other drug abuse prevention and treatment services, increased HIV prevention activities, and expanded research and epidemiologic studies are urgently needed to prevent further HIV transmission among highly vulnerable and at-risk populations. This type of program is quite controversial among treatment professionals and the Board of Directors has chosen to not officially speak to these techniques. Copyright by the National Academy of Sciences.

Chapter 3 : Professional Competencies: Appendix 3: About the EAP

Appendix A Professional Associations Residency training directors are frequently asked what professional associations a resident should join.

Chapter 4 : Professional Associations - U of U College of Health - | University of Utah

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