



**Community-Campus Partnerships as a Strategy for Social Justice:
Where We've Been & Where We Need to Go**
15th Anniversary Conference • April 18-21, 2012 • Houston, Texas USA

PEER-REVIEWED POSTERS
As of January 19, 2012

This document contains descriptions of peer-reviewed posters taking place at the conference, in alphabetical order by title. Posters visually display information on 4 x 8 poster boards in the conference's Poster Hall. The Poster Hall will have regular hours for viewing, including specific times for presenters to stand by their posters and discuss them with participants. Titles appearing with an asterisk (*) will also be presented orally as part of concurrent thematic poster sessions. The schedule of concurrent sessions is posted in another document on the conference website at <http://depts.washington.edu/ccph/conf12-agenda.html>

Each poster addresses one or more conference topics, listed below:

- **Communities as centers of learning, discovery & engagement**
- **Engaged institutions**
- **Sharing power & resources**
- **Ensuring ethical practices**
- **Changing policies & systems**
- **Sustaining partnerships & their outcomes**
- **Youth and student leadership**
- **Mobilizing knowledge for action**
- **Sustaining ourselves & each other**

Each poster also indicates the intended audience skill level (e.g., beginner, intermediate and/or advance).

Please send any corrections to conference@ccph.info.

For information about other components of the conference program, visit <http://depts.washington.edu/ccph/conf12-agenda.html>

Last but not least, we extend a special thank you to members of the Conference Planning Committee who thoughtfully reviewed over 240 proposals, resulting in the stellar line-up of posters you see here! Their photos & bios are posted at <http://depts.washington.edu/ccph/conf12-overview.html#PlanningComm>

***A DAY IN THE LIFE OF A COMMUNITY LIAISON: FACILITATING EQUITY IN COMMUNITY-ACADEMIC PARTNERSHIPS**

Intended Skill Level: Beginner

Topic(s): Communities as centers of engagement, learning and action; Engaged institutions

Authors (Presenters in bold): Santos Diaz, *Latinos Using Cardiac Health Actions to Reduce Risk (LUCHAR), Denver, CO, USA*; Susan Gale, *High Plains Research Network, Denver, CO, USA*; Reginaldo Garcia, *San Luis Valley Rocky Mountain Prevention Research Center, Denver, CO, USA*; Mark Hocker, *Center for African American Health, Denver, CO, USA*; Lucille Johnson, *Center for African American Health, Denver, CO, USA*; Crystal Loudhawk-Hedgepeth, *Centers for American Indian & Alaska Native Health, University of Colorado, Denver, CO, USA*; Lorenzo Ramirez, *Latinos Using Cardio Health Actions to Reduce Risk (LUCHAR), Denver, CO, USA*; Christin Sutter, *High Plains Research Network, Denver, CO, USA*; May Tran, *Colorado Alliance for Health Equity and Practice (CAHEP), Denver, CO, USA*; Michele Wheeler, *2040 Partners for Health, Aurora, CO, USA*; **Leslie Wright**, *Kaiser Permanente Colorado, Denver, CO, USA*; Linda Zittleman, *CCTSI Community Liaison Program, Department of Family Medicine, University of Colorado School of Medicine, Denver, CO, USA*

In Colorado, the role of a Clinical and Translational Science Award Community Liaison is to build bridges for communication and partnership between the community they represent and academic researchers. Community liaisons from throughout the state represent a variety of ethnic, urban, and rural communities. This poster illustrates the structure and role of our community liaisons, and identifies 4 of the many assets they bring to enable successful community/campus partnerships. It also identifies challenges liaisons may face as they strive to ensure equity in the community-research relationship and process.

Poster Goals:

- Describe a model for incorporating community liaisons in community-academic partnerships and enhancing community-engaged translational health research.
- Illustrate the value of community liaisons in promoting and facilitating equity in community-academic partnerships, and identify the assets liaisons bring to the relationship.
- Encourage dialogue about the benefits and challenges of community liaisons as relationship builders, facilitators, gate-keepers in promoting equity in community-engaged health research.

Poster Learning Objectives:

- Describe a model for incorporating community liaisons in the formation and sustainability of community-academic partnerships.
- Identify four key domains in which community liaisons enhance community-research partnerships and community-engaged translational health research.
- Explain what a community liaisons may have at stake in bridging their community with researchers

A TALE OF THE JOURNEY IN DEVELOPING A COLLABORATIVE GRANT PROPOSAL: SUCCESSES AND PITFALLS ENCOUNTERED BY A COMMUNITY-BASED ORGANIZATION AND THEIR UNIVERSITY PARTNERS.

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action; Sharing power & resources

Authors (Presenters in bold): **Eugenia C. Gonzalez**, *College of Health Sciences, Occupational Therapy Program, The University of Texas at El Paso, El Paso, TX, USA*; **Anne Hernandez**, *Early Child Intervention, Education Service Center – Region 19, El Paso, TX, USA*; **Gilda Lopez**, *Paso del Norte Children's Development Center, El Paso, TX, USA*; **Laura Mena**, *Department of Special Education, Ysleta Independent*

School District, El Paso, TX, USA; **Connie L. Summers**, College of Health Sciences, Speech-Language Pathology Program, The University of Texas at El Paso, El Paso, TX, USA

In the fall of 2009, members of community health agencies and the University of Texas at El Paso came together to form the Community Academic Partnership for Health Sciences Research (CAPHSR). A primary goal of this alliance was to address the health disparities that exist in our border community, specifically the El Paso/Juarez border community. A subgroup of this larger alliance has been working to address the health care needs of children with disabilities. This story session will be used to describe the collaborative process of developing an NIH grant to fund a center of excellence to address the health care needs of children diagnosed with autism and their families. This description will include the obstacles that were presented in generating a grant that was an authentic community-campus partnership. Participants will be invited to ask questions throughout the description of the process.

Poster Goals:

- Describe how ideas for a collaborative grant were developed
- Describe how the core collaborative group engaged additional contributors to participate in the grant writing process
- Describe the obstacles encountered in submitting this grant

Poster Learning Objectives:

- Reflect on how participant journeys are similar or different from the one we described
- Describe how to implement successes and avoid obstacles we encountered
- Discuss the advantages or disadvantages of seeking funding for collaborative projects

***ACCION PARA LA SALUD**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action

Authors (Presenters in bold): **Rosie Piper**, Mariposa Community Health Center, Nogales, AZ, USA; **Cecilia Mendez**, Mariposa Community Health Center, Nogales, AZ, USA

The specific aim of the Accion para La Salud project is to determine the effectiveness of integrating community advocacy into community health worker (CHW) outreach and education activities in increasing community-driven policy change related to chronic disease prevention within organizations, systems and the broader social and physical environment in communities along the AZ-Mexico Border. The poster will: (1) describe advocacy training provided by University of Arizona (investigating institution) for community partners; (2) include information on the tools used by community health workers to track project progress and to help map out effective strategies during Community Health Worker outreach activities; (3) indicate effective ways of communicating with local government. Community issues identified by the Community Health Workers trained in advocacy will be described, as well as the advocacy activities implemented and their results.

Poster Goals:

- Share a model for promotores de salud to engage their communities in advocating for community health
- Provide specific examples a/o stories of promotora driven community advocacy projects
- Present preliminary data results

Poster Learning Objectives:

- Share key components of promotora community advocacy training
- Describe tools used to identify issues and develop strategies
- Identify lesson learned from promotor in the field

*ADDRESSING CHILDHOOD OBESITY THROUGH COMMUNITY-CAMPUS PARTNERSHIPS

Intended Skill Level: Intermediate

Topic(s): Sharing power & resources; Sustaining partnerships and their outcomes

Authors (Presenters in bold): **Beverly Gor**, *University of Texas M.D. Anderson Cancer Center, Dorothy I. Height Center for Health Equity & Evaluation Research, Houston, TX, USA*; **Niiobli Armah IV**, *University of Texas M.D. Anderson Cancer Center, Dorothy I. Height Center for Health Equity & Evaluation Research, Houston, TX, USA*; **Nancy Correa**, *CAN DO Houston, Houston, TX, USA*; **Sandra Shaw-Austin**, *CAN DO Houston, Houston, TX, USA*; **Lovell A. Jones**, *CAN DO Houston, Houston, TX, USA*

We will discuss CAN DO Houston, a childhood obesity collaborative that seeks to use existing resources to reduce and prevent childhood obesity in Houston, a large geographic and culturally diverse area. We will present how the organization came into being and how it became affiliated with M.D. Anderson, an academic institution, and how that relationship has posed challenges and has also added strengths to the initiative. We will present how we used community-based participatory research methods to identify residents' perceived barriers to accessing fresh produce and physical activity. Success stories for how these barriers were addressed will be discussed. We will discuss future directions for sustaining the programs and projects we have established in each neighborhood. We will invite others to contribute their ideas and will jointly discuss others' challenges, attempting to develop locally relevant solutions.

Poster Goals:

- Illustrate how a community based collaborative can partner with an academic institution to implement and evaluate programs to address childhood obesity
- Describe the environmental and policy changes and successes that can result from this partnership
- Bring attention to the challenges faced when developing innovative, unprecedented relationships between academic and community partnerships

Poster Learning Objectives:

- Describe how community-based participatory research principles can be used to develop relevant solutions to childhood obesity
- Discuss the importance of empowering community members to ensure sustainability of wellness programs addressing childhood obesity
- List 3 web based resources for evidence based childhood obesity programs

ADDRESSING ORAL HEALTH AN AMERICAN INDIAN RESERVATION

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action; Mobilizing knowledge for action

Authors (Presenters in bold): **Elizabeth Kinion**, *Montana State University and Fort Belknap Tribal Health, Bozeman, MT, USA*; **Velva Doore**, *Fort Belknap Reservation, Harlem, MT, USA*; **Hannah Has Eagle**, *Fort Belknap Tribal Health Administration, Harlem, MT, USA*; **Tammy Rider**, *Fort Belknap Tribal Health Administration, Harlem, MT, USA*

The Poster content will address each of the three learning previously learning objectives. Sample education materials will also be available, as will photographs from the project.

Poster Goals:

- Discuss the impact of oral health and streptococcus mutans on other body systems.
- Describe the positive outcomes associated with a rural community and a university partnership when addressing oral health on an American Indian Reservation
- Discuss lessons learned

Poster Learning Objectives:

- Identify the signs and symptoms of Early Childhood Caries and the association of streptococcus mutans with the prevalence of early childhood caries
- Describe the process of implementing Community Based Participatory Research from inception of the idea through evaluating outcomes
- Discuss positive and lessons learned and challenges associated with developing a partnership, providing education to the community, and measuring outcomes associated community involvement

APPRECIATIVE INQUIRY IN SENIOR CENTERS/COMMUNITIES

Intended Skill Level: Intermediate

Topic(s): Communities as centers of engagement, learning and action; Sustaining ourselves & each other

Authors (Presenters in bold): **Anne Selcer**, Health Care Administration, Texas Woman's University, Houston, TX, USA; **Meggin Lorino**, Houston Aging in Place Innovations, Neighborhood Centers Inc., Bellaire, TX, USA; **Florence Coleman**, Houston Aging in Place Innovations, Neighborhood Centers Inc., Bellaire, TX, USA; **Marcos Fernandez**, Health Care Administration, Texas Woman's University, Houston, TX, USA

Appreciative Inquiry (Ai) is proven to guide individuals and communities in building capability and opportunity while working for systematic change. This presentation describes an Ai intervention with seniors in underserved communities who subsequently have taken a more active role in aging comfortably and improve their quality of life. Discussion will be centered on the Houston Aging in Place Initiative (HAPI), which uses Ai as a tool to enable low-income, minority seniors in underserved communities to age in place comfortably through engagement and connection. Evidence-based outcomes show that seniors are better prepared for a quality aging-in-place experience, more integrated with local service providers, and increasingly networked with each other. Described in this session will be a collaborative approach among Elder-Care Action Teams that include elder specialists and community health workers/ promotoras in their use of community assessment and development.

Poster Goals:

- Educate and define the methods and purpose of Appreciative Inquiry (Ai) and how it is applicable to community capability
- Provide evidence of success of Ai programs in a senior community
- Demonstrate and experience through roundtable discussion the Ai method, and how it may be appropriate for participants' respective communities

Poster Learning Objectives:

- Gain general knowledge of the philosophy and techniques of Ai; a specific example of how it was used in senior communities in Houston; and evidence-based results
- Experience the Ai process through an action-based learning exercise. Discuss and share experience and relevancy with other participants
- Identify the steps in the Ai process and determine if/ how Ai may be used in their respective communities

BI-ANNUAL CONFERENCES TO INCREASE COMPETENCIES OF COMMUNITY ENGAGED RESEARCHERS

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Mobilizing knowledge for action; Sustaining ourselves & each other

Authors (Presenters in bold): **Syed Ahmed**, Healthier Wisconsin Partnership Program, Medical College of Wisconsin, Milwaukee, WI, USA; **Michelle Smith-Beckley**, Healthier Wisconsin Partnership Program, Medical College of Wisconsin, Milwaukee, WI, USA; **Timothy Meister**, Healthier Wisconsin Partnership Program,

*Medical College of Wisconsin, Milwaukee, WI, USA; Kerry Solum, Healthier Wisconsin Partnership Program, Medical College of Wisconsin, Milwaukee, WI, USA; Shari Hagedorn, Healthier Wisconsin Partnership Program, Medical College of Wisconsin, Milwaukee, WI, USA, **Christina Ellis**, Healthier Wisconsin Partnership Program, Medical College of Wisconsin, Milwaukee, WI, USA*

Presenters will introduce Healthier Wisconsin Partnership Program (HWPP), which has been funding community-academic partnerships for health improvement throughout Wisconsin since 2004; including six separate funding cycles, and 118 projects.

HWPP offers CER conferences to be able to efficiently provide skill-building support to collaborative partnerships, while also sharing the successes of effective partnership programs. Conference content is planned by a joint team of community & academic members. To date, HWPP has offered three day-long conferences in the spring and fall timeframe drawing in approximately 200 attendees for each conference. Conference evaluations demonstrate a very positive response and specific results will be shared in the poster. These bi-annual CER conferences allow: efficient avenues for skill building of CER skills to a large audience; dissemination of project/program results; and networking among those interested in engaging in CER.

Poster Goals:

- Describe the rationale for providing bi-annual CER skill-building conferences to academic and community partners
- Share the successes and lessons learned from providing educational conferences
- Outline the next steps to continue to provide avenues for increased competencies in community engaged research

Poster Learning Objectives:

- Recognize CER conferences as an avenue to increase skills, competencies, networking, and partnership capacity building
- Demonstrate CER conferences as an avenue to further disseminate the work of collaborative partnerships
- Describe how bi-directional learning can occur for community and academic partners in an educational conference setting

BREAST HEALTH COLLABORATIVE OF TEXAS

Intended Skill Level: Beginner

Topic(s): Communities as centers of engagement, learning and action; Sustaining partnerships and their outcomes

Authors (Presenters in bold): ***Lyn C. Widlaski**, Breast Health Collaborative of Texas, Bellaire, TX, USA; **Dorothy W. Gibbons**, The Rose, Houston, TX, USA; **Celene L. Meyer**, St. Luke's Episcopal Health Charities, Houston, TX, USA; **Linda Highfield**, St. Luke's Episcopal Health Charities, Houston, TX, USA*

This poster will provide an overview of the Breast Health Collaborative and present communities as centers of engagement, learning and action. It will also focus on sustaining partnerships and their outcomes.

Poster Goals:

- Provide an overview of the Breast Health Collaborative of Texas
- Show a timeline of the stages of development of the Collaborative
- Describe research projects and outcomes of the Collaborative

Poster Learning Objectives:

- Describe the process of building a community-based, state-wide collaborative
- Identify strategies for engaging organizations in efforts aimed at reducing disparities for breast cancer
- Identify the mutual benefits to research collaborations

***BUILDING BRIDGES FOR HEALTHIER COMMUNITIES: THE "SALUD PARA PIÑONES" PROJECT**

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action; Engaged institutions

Authors (Presenters in bold): ***Enid J Garcia-Rivera**, Endowed Health Services Research Center, University of Puerto Rico School of Medicine, San Juan, Puerto Rico; **Princess Pacheco**, Endowed Health Services Research Center, University of Puerto Rico School of Medicine, San Juan, Puerto Rico; **Maricruz Rivera**, Corporacion Piñones se Integra (COPI), Loiza, Puerto Rico; **Angel Rivera**, Piñones Community Member, Loiza, Puerto Rico; **Marielis Colon**, Endowed Health Services Research Center, San Juan, Puerto Rico; **Milangel Concepcion**, UPR-School of Medicine, San Juan, Puerto Rico; **Jeamarie Pascual**, UPR-School of Medicine, San Juan, Puerto Rico*

Since 2009 the University of Puerto Rico School of Medicine engaged in a partnership with Piñones, a semi-rural community with a population of 2,300 habitants with significant proportion (69%) of the population below the poverty level and inadequate access to health care services in the project "Salud para Piñones"; a collaborative effort to understand and address health needs of the community based on community-based participatory research (CBPR) principles engaging the communities as partners in the research process. With the participation of the community, faculty, medical students, and residents a participatory needs assessment for the adult and pediatric population was developed using mixed methods. That initial initiative lead to the development a community-based research and service agenda. We will present the results of this participatory process and the challenges and opportunities for the academia and the community identified in this process.

Poster Goals:

- Promote community-campus partnership to improve health care access, health status, and quality of life through participatory action research
- Recognize the role of community leaders' role as partners for the effective establishment of community-campus collaborations
- Recognize the role of students in the advancement of community-campus collaborations.

Poster Learning Objectives:

- Identify key elements for a successful community based participatory research in a Hispanic community
- Explain how a community-campus partnership can provide capacity building opportunities for research, in-service learning, community engagement and disease self management
- Describe initiatives aimed to translate scientific knowledge to address health care issues and health disparities at the individual, family and community level

***BUILDING CAPACITY AND PROMOTING ACCESS TO KNOWLEDGE: EXPERIENCES FROM A COMMUNITY-CAMPUS CRITICAL LEARNING CIRCLES**

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action; Sharing power & resources

Authors (Presenters in bold): *Kidist Kebede, Ryerson University, Toronto, ON, Canada; Dimple Bhagat, Ryerson University, Toronto, ON, Canada; Maureen Owino, Committee for Accessible AIDS Treatment, Toronto, ON, Canada; Andre Ceranto, Committee for Accessible AIDS Treatment, Toronto, ON, Canada; **Josephine P. Wong**, Daphne Cockwell School of Nursing, Ryerson University, Toronto, ON, Canada; **Henry Luyombya**, The CHAMP Study, Committee for Accessible AIDS Treatment, Toronto, ON, Canada; **Alan Li**, Ontario HIV Treatment Network, Toronto, ON, Canada*

Racialized people living with HIV/AIDS (PHAs) experience multiple barriers in accessing health and social care. In May 2011, we piloted a Community-Campus Critical Learning Circle (CCLC) to engage PHAs and allied health students in critical dialogue and collaborative learning. This innovative strategy aims to: (1)

promote cross-sector interaction and understanding; (2) build community-based research (CBR) capacity among PHAs, and allied health students; and (3) increase PHAs' access to 'formal' learning, knowledge, and research evidence that are traditionally limited to students and staff in academic institutions. The CCLC focused on critical reflection of members' lived experience within the historical, social, political and economic contexts of Canadian society. It was guided by mutual respect, meaningful engagement, and collective empowerment. This workshop presents the processes in establishing the CCLC and the lessons learned.

Poster Goals:

- Advocate for the democratization of knowledge
- Present the lessons learned from a community-campus critical learning circle
- Promote capacity building through collaborative learning

Poster Learning Objectives:

- Discuss the fundamental principles underpinning an equitable community-campus partnership
- Identify the key processes in establishing a community-campus critical learning circle
- Synthesize and apply knowledge generated through collaborative learning to develop critical learning circles in their own communities

BUILDING CAPACITY FOR COMMUNITY-BASED RESEARCH: A SOCIAL-ECOLOGICAL FRAMEWORK TO ADVANCE COMMUNITY HEALTH, HEALTH EQUITY AND SOCIAL JUSTICE

Intended Skill Level: Intermediate

Topic(s): Communities as centers of engagement, learning and action; Sustaining partnerships and their outcomes

Authors (Presenters in bold): Paloma Hernandez, Urban Health Plan, Inc., Bronx, NY, USA; Elizabeth A. Walker, Albert Einstein College of Medicine, Bronx, NY, USA; Arthur Blank, Albert Einstein College of Medicine, Bronx, NY, USA; Samuel DeLeon, Urban Health Plan, Inc., Bronx, NY, USA; **Eileen Enny Leach**, Urban Health Plan, Inc., Bronx, NY, USA; **Paul Meissner**, Montefiore Medical Center, Bronx, NY, USA; Bruce Rapkin, Albert Einstein College of Medicine, Bronx, NY, USA; Elisa Weiss, Albert Einstein College of Medicine, Bronx, NY, USA; Jennifer Lukin, Albert Einstein College of Medicine, Bronx, NY, USA; Barbara Salcedo, Urban Health Plan, Inc., Bronx, NY, USA; **Abigail Williams**, Albert Einstein College of Medicine, Bronx, NY, USA

This poster illustrates a social-ecological framework developed by an NIH-funded community-academic partnership in Bronx, NY. The vision is to build capacity for research, promote equitable health access among less privileged groups, impacting policy and enhancing community health. The framework is based on principles of collaboration and social justice. The working premise is that clinical research can help transform the delivery of healthcare services and advance health equity in the community. The documents developed to guide the partnership's work will be presented. Most significant infrastructure developments were leadership roles, levels of participation, and research prioritization. An AE/UHP partnership survey, jointly developed and implemented, identified interests, barriers, and potential facilitators for collaboration. Collaborative research projects will be described as models for advancing health equity and ensuring mutual benefit to both community and academic partners.

Poster Goals:

- Inform on the development, implementation and evaluation of a creative and sustainable infrastructure to build the capacity for a community-based clinical research
- Describe strategies utilized to educate health care providers and staff as well as community members, on clinical research methodologies
- Illustrate the progress of the collaboration by featuring three new research projects using a social-ecological framework

Poster Learning Objectives:

- Increase their awareness of the infrastructure necessary to promote an effective community-academic partnership
- Adapt a stepped approach for a comprehensive and culturally competent community based clinical research training program for delivery to busy practitioners and lay community members
- Utilize the social-ecological framework to better understand effective collaboration between community and academic partners to address health equity

***BUILDING ON EACH OTHER'S STRENGTHS: A PARTICIPATORY ACTION RESEARCH PARTNERSHIP ON THE NEED FOR CHURCHES TO BETTER RESPOND TO CANADA'S IMMIGRANT REALITY**

Intended Skill Level: Intermediate

Topic(s): Sharing power & resources; Mobilizing knowledge for action

Authors (Presenters in bold): ***Rich Janzen**, Centre for Community Based Research and Wilfrid Laurier University, Kitchener, ON, Canada; James Watson, The Salvation Army, Kitchener, ON, Canada; Mark Chapman, Tyndale University Seminary, Toronto, ON, Canada*

This poster will feature the collaborative structure of a national project entitled, "Beyond the Welcome: Churches responding to the immigrant reality in Canada". The project was structured so as to maximize partner resources and to share power in all phases of the research process. The project was co-lead by a non-profit research organization (Centre for Community Based Research), a funder (World Vision Canada), and a university (Tyndale University Seminary). Each of these three main partners brought strengths to the partnership beyond the traditional resources offered by the university (research expertise), the community (experiential knowledge/community connections), and the funder (financial resources). The proposed structure was also designed to meaningfully involve diverse church leaders across Canada (both immigrant and non-immigrant) to guide the research process. The presentation will also include a reflection on the benefits and challenges of the collaborative structure.

Poster Goals:

- Share a collaborative partnership structure that facilitated the synergy of resources
- Demonstrate how project structure can support the social change agenda of research
- Describe the benefits and challenges of implementing a participatory action research approach within an interdenominational faith-based context

Poster Learning Objectives:

- Analyze the potential resource contributions of community-campus partners in research projects
- Design project structures in such a way that promote meaningful involvement and equity
- Describe the benefits and challenges of collaborative research in faith-based settings

BUILDING RESEARCH CAPACITY ON THE REZ: AN INTER-INSTITUTION COLLABORATIVE EFFORT

Intended Skill Level: Intermediate

Topic(s): Sharing power & resources; Sustaining partnerships and their outcomes

Authors (Presenters in bold): ***Shireen S. Rajaram**, Department of Health Promotion and Social and Behavioral Health, College of Public Health, University of Nebraska Medical Center, Omaha, NE, USA; **Carolyn Fiscus**, Department of Indigenous Studies Little Priest Tribal College, Winnebago, NE, USA*

This poster will illustrate how a partnership was developed between Little Priest Tribal College, one of two tribal colleges in Nebraska with a world renowned academic health center, the University of Nebraska Medical Center, to develop a collaborative, 3-credit hour research methods class for tribal students. This course allows tribal college students an opportunity to participate in an unique experience in research design which is a

skill set needed by American Indians to build research capacity, have full control of the research process, and increase the diversity of the health related workforce by expanding health career options for tribal college students. This project signifies institutional commitment to sharing power and resources through authentic community engagement, diversification of the workforce and eliminating health disparities through building health equity.

Poster Goals:

- Demonstrate an effective partnerships between a Tribal College and an Academic Health Center in Nebraska to develop a research methods class for tribal students
- Increase awareness of tribal and urban health issues through an inter-institution educational partnership
- Increase awareness of the educational requirement to increase diversity of the health related workforce by expanding health career options for tribal college students

Poster Learning Objectives:

- Explain the importance of full control of the research process by indigenous communities to ensure an equitable and participatory partnership with public health researchers and practitioners
- Identify how to how to work collaboratively to design a research methods class between different institutions with varied levels of resources
- Illustrate the importance of increasing the diversity of the health related workforce by expanding health career options for tribal college students

***CBPR SEED GRANT PROGRAM: ALLIANCE FOR RESEARCH IN CHICAGOLAND (ARCC) COMMUNITIES DEVELOPING STRONG COLLABORATIVE RESEARCH TEAMS AND PROJECTS**

Intended Skill Level: Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Engaged institutions

Authors (Presenters in bold): *Mike Dobias, Policy and Advocacy, Healthcare Consortium of Illinois, Dolton, IL, USA; Roxane Medina, Youth Empowering Strategies, Chicago, IL, USA; Ben Rucker, Chinese Mutual Aid Association, Chicago, IL, USA; Melissa Simon, Northwestern University Feinberg School of Medicine, Chicago, IL, USA; Gina Curry, Alliance for Research in Chicagoland Communities, Chicago, IL, USA; Josefina Serrato, Alliance for Research in Chicagoland Communities, Chicago, IL, USA; **Jen Kauper-Brown**, Alliance for Research in Chicagoland Communities, Chicago, IL, USA; **Karriem Watson**, Apostolic Faith Church, Chicago, IL, USA*

Community and academic partners often face barriers to participation in community-based participatory research (CBPR) including lack of dedicated staff or faculty time and CBPR experience. ARCC's mission is to grow equitable & collaborative partnerships between Chicago-area communities and Northwestern University for research that leads to measureable improvement in community health. In an effort to reduce these barriers and promote CBPR, ARCC developed a seed grant program to provide resources. The seed grant program funds partnership building and implementation grants. To date, four rounds of grants have been funded, 21 grants ranging from \$10-\$30k over 12-24 months (total of nearly \$500K). The program has been revised based on input and feedback from community and academic partners. The program has built capacity and created a learning community, led to community and academic publications, additional internal and external grants and raised the profile of CBPR at NU and in Chicago.

Poster Goals:

- Share lessons learned from the ARCC Seed Grant program
- Share success and barriers
- Get feedback from participants

Poster Learning Objectives:

- Describe process and design of seed grant program for community and academic partners using a community-based participatory research approach
- Identify lessons learned
- Share unexpected outcomes

COLLABORATION, DATA SHARING, AND INTEGRATION WITHIN COMMUNITY-UNIVERSITY PARTNERSHIPS: BUILDING CAPACITY WITHIN CHILD PROTECTIVE SERVICES TO SCREEN AND REFER CHILDREN WITH MENTAL HEALTH CHALLENGES

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Sustaining partnerships and their outcomes, Mobilizing knowledge for action

Authors (Presenters in bold): ***Michelle Abraczinskas**, Clinical/Community Psychology, University of North Carolina at Charlotte, Charlotte, NC, USA; **Jennifer Bishop**, Clinical-Community Health Psychology, University of North Carolina at Charlotte, Charlotte, NC, USA; **Virginia Johnson**, Community Health Psychology, University of North Carolina at Charlotte, Charlotte, NC, USA; **James R. Cook**, Community Health Psychology, University of North Carolina at Charlotte, Charlotte, NC, USA; **Ryan P. Kilmer**, Health Psychology, University of North Carolina at Charlotte, Charlotte, NC, USA*

This poster will describe a National Institute of Mental Health-funded community-campus partnership involving UNCC researchers and a county child protective service (CPS) agency. The partnership uses community-based participatory research methods to enhance capacity for evaluation and data-based planning, and reduce health disparities in marginalized groups. This is accomplished through helping CPS increase their ability to identify children with mental health problems using the Child Behavior Checklist (CBCL), and referring the children identified to mental health services. The social workers communicate with UNCC researchers via email at 10 days and 45 days post administration of the CBCL regarding referrals, recommendations, assessments, and mental health services for the child screened. The poster will discuss the successes, challenges, and progress of this partnership in identifying children involved with CPS that are in need of mental health services.

Poster Goals:

- Share successful collaborative experiences between UNCC researchers and Child Protective Services (CPS) that helped build capacity to screen children for mental health challenges
- Discuss barriers to collaboration from viewpoints of the students, faculty, and CPS supervisors, engaging participants in discussions of ways to address barriers and work effectively together
- Share a community-campus partnership that has contributed to agency sustainability and mobilized knowledge for action through mental health referrals for children in need of services

Poster Learning Objectives:

- Identify replicable mental health screening training processes which results in identifying children in need of services, accountability to funders, and sustainability
- Identify issues that arise when universities and community partners introduce new screening tools and coordinate data sharing, and develop strategies for proactively addressing them
- Gain perspective on use of “small wins” in regards to completion of the CBCL and referrals to inform, motivate and effect change within CPS to help them expand their capacity to serve families

COLLABORATION, DATA SHARING, AND INTEGRATION WITHIN COMMUNITY-UNIVERSITY PARTNERSHIPS: EVALUATING FAMILY SUPPORT PROGRAMS

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Sustaining partnerships and their outcomes; Mobilizing knowledge for action

Authors (Presenters in bold): *Virginia A. Johnson, Community Health Psychology, UNC Charlotte, Charlotte, NC, USA; Jennifer Dashiell, Community Health Psychology, UNC Charlotte, Charlotte, NC, USA; Rosa Underwood, Thompsons Child and Family Focus, Matthews, NC, USA; Marian Griner, Thompsons Child and Family Focus, Matthews, NC, USA*

The poster will describe a National Institute of Mental Health-funded, community-campus partnership involving university researchers and two family support agencies: Thompsons Child and Family Focus (TCFF) and Urban Restoration. Family support programs have become increasingly prevalent in both child welfare and mental health contexts; however, additional research in this area is needed to develop an evidence base regarding the aspects of family partner programs that are most effective. The partnership uses community-based participatory research methods to enhance capacity for evaluation and data-based planning and evaluate the impact of the family support programs. The poster captures different elements of building capacity of family partners to evaluate their program. Specifically, the development of forms for activity tracking, enhancing family partner's familiarity with technology, and how university researchers strive to maintain an ongoing feedback loop with the agencies will be addressed.

Poster Goals:

- Share successful collaboration experiences among a university and two family support agencies that provide support to families in child protective services systems
- Discuss barriers to collaboration from the view of students, faculty, and community partners, engaging participants in discussions of ways to address barriers and work effectively together
- Share a multi-faceted community-campus partnership that has enhanced research capacity and mobilized knowledge for action, contributing to agency growth and sustainability

Poster Learning Objectives:

- Identify replicable processes that will enable agencies to collect and share data that results in improved service delivery and sustainability
- Compare issues that arise when the university partnered with two different community family support programs and discuss how strategies were developed with these agencies to improve programs
- Gain perspective on use of "small wins" to inform, motivate and effect change within organizations to help them expand their capacity to serve families

COLLABORATION, DATA SHARING, AND INTEGRATION WITHIN COMMUNITY-UNIVERSITY PARTNERSHIPS: EXAMINATION OF THE IMPACT OF A FAMILY ADVOCACY ORGANIZATION IN A SYSTEM OF CARE

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Sustaining partnerships and their outcomes; Mobilizing knowledge for action

Authors (Presenters in bold): *Emma Burgin, Clinical/Community Psychology, University of North Carolina at Charlotte, Charlotte, NC, USA; Jennifer Bishop, Clinical-Community Health Psychology, University of North Carolina at Charlotte, Charlotte, NC, USA; Candace Wilson, ParentVOICE, Charlotte, NC, USA; Kevin Markle, ParentVOICE, Charlotte, NC, USA; James R. Cook, Community Health Psychology, University of North Carolina at Charlotte, Charlotte, NC, USA; Ryan P. Kilmer, Health Psychology, University of North Carolina at Charlotte, Charlotte, NC, USA*

The poster describes a NIMH-funded partnership involving university researchers and a family advocacy organization: ParentVOICE (PV). The partnership uses community-based participatory research methods to enhance capacity for evaluation and data-based planning and to evaluate the impact of the family advocacy and support programs. Since 2006, the program's staff and UNC Charlotte faculty and students have partnered to increase PV's capacity to track, manage, and use data to (a) document the nature and intensity of their contacts and activities, as well as the impact of their services, and (b) guide decision-making around services and resource allocations. This poster captures the results of an annual impact survey that evaluates elements of PV programming, including an assessment of the program's monthly support groups for parents and youth.

These results are then being used to provide an ongoing feedback loop to help the agency address the needs of families.

Poster Goals:

- Describe a successful collaboration experience among a university and a parent advocacy agency that provides support to families in which a youth has a mental health challenge
- Discuss barriers to collaboration from the view of students, faculty, and community partners, engaging participants in discussions of ways to address barriers and work effectively together
- Share a multi-faceted community-campus partnership that has enhanced research capacity and mobilized knowledge for action, contributing to agency growth and sustainability

Poster Learning Objectives:

- Identify replicable processes that will enable agencies to collect and share data that results in improved service delivery and sustainability
- Discuss issues that arise when a university partners with family support programs and discuss how strategies were developed to effectively partner with this particular agency to improve services
- Gain perspective on use of “small wins” to inform, motivate and effect change within organizations to help them expand their capacity to serve families

***COLLABORATION, DATA SHARING, AND INTEGRATION WITHIN COMMUNITY-UNIVERSITY PARTNERSHIPS: LESSONS LEARNED USING PHOTOVOICE FOR YOUTH WITH MENTAL HEALTH CHALLENGES**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Sustaining partnerships and their outcomes; Mobilizing knowledge for action

Authors (Presenters in bold): **TaLeayah Johnson**, *Psychology Department, UNC-Charlotte, Concord, NC, USA*; **Emma Burgin**, *Psychology Department, UNC-Charlotte, Charlotte, NC, USA*; **Candace Wilson**, *ParentVOICE, Charlotte, NC, USA*; **James R. Cook**, *Psychology, UNC-Charlotte, Charlotte, NC, USA*; **Ryan P. Kilmer**, *Psychology, UNC-Charlotte, Charlotte, NC, USA*

The poster will describe a National Institute of Mental Health-funded, community-campus partnership using photovoice with youth served by ParentVOICE, a family advocacy and support organization serving families in which youth have mental health challenges. Photographs and their accompanying narratives are used to help youth tell their stories, enabling ParentVOICE staff to better understand youth with behavioral and emotional challenges and their siblings, and to better advocate to address their needs. University students implement the program, and analyze themes, which are then used to help the broader community understand issues confronting youth with mental health challenges and reduce stigma. Feedback obtained from the youth and from ParentVOICE staff have been used to revise the program to build skills among the youth and identify improved ways of helping the youth connect with their communities.

Poster Goals:

- Share learned experiences garnered through working directly with youth using photovoice, a participatory action tool that empowers youth to document how they would like to represent themselves
- Describe a successful collaboration experience among a university and a parent advocacy agency that provides support to families with youth having mental health challenges
- Discuss specifically how working with youth from the view of student researchers, faculty, and community partners allows program staff to learn and work more effectively with youth participants

Poster Learning Objectives:

- Identify replicable processes that will enable agencies to collect and share data that results in improved service delivery and sustainability
- Discuss issues that arise when a university partners with family advocacy programs and how strategies were developed to effectively partner in order to improve services for youth

- Gain perspective on outcomes that aim to inform, motivate and effect change within organizations to help expand their capacity to serve families

***COLLABORATIVE RESEARCH PARTNERSHIPS: KEY CONNECTIONS**

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action; Mobilizing knowledge for action

Authors (Presenters in bold): **Cara J. Spence**, *Department of Sociology, University of Saskatchewan, Regina, SK, Canada*

Drawing from a local case study of Quality of Life research project, this presentation will present the findings of a case study, which tested a predominant theory for collaborative research partnerships. One key piece was found missing from the theory - the Knowledge Broker. This work highlights this role as key in bridging research outcomes into action and application.

Poster Goals:

- Share lessons learned from community university research partnership quality of life case study
- Engage others interested in the work in discussion
- Learn from experts in the field to inform and strengthen local CU partnership

Poster Learning Objectives:

- Identify strengths of predominant theory as applied to local CU partnership
- Discuss innovative role of the Knowledge Broker as a gap in theoretical framework
- Explore the link of the Knowledge Broker as a key component in collaborative research partnerships

***"COMMUNITIES AS CENTERS OF ENGAGEMENT, LEARNING AND ACTION": QUEENS QUILTS TO REDUCE CANCER DISPARITIES**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action

Authors (Presenters in bold): *Gails Bridges, Cancer Action Council, Queens Library HealthLink, Jamaica, NY, USA; Sharon Banks, Queens Library, Jamaica, NY, USA; Tamara Michel, Queens Library; Alison Carpenter, Albert Einstein College of Medicine, Bronx, NY, USA; Thadine Wormly-Herndon, Queens Community House Pomonok Center, Flushing, NY, USA; Mattie Bell, Queens Library, Jamaica, NY, USA; Linda Bulone, Queens Hospital Cancer Center, Jamaica, NY, USA; Jasmine Jacobs, Queens Library HealthLink, Jamaica, NY, USA*

Queens Library HealthLink (HL) is a CBPR initiative developed to reduce cancer disparities in Queens, NY, the most diverse US county. Nearly half of Queens' 2 million residents are foreign born and 16% live in poverty, characteristics contributing to serious health disparities. Through HL, community leaders form neighborhood-specific councils that tailor interventions to local health needs. One council organized residents around cancer awareness and access to resources through quilting bees at 2 local community centers. While learning to quilt, participants shared cancer experiences, acquired cancer information and knowledge of local health resources, and developed strategies to improve access to care. The initiative culminated with a touching reception showcasing the quilts at a local hospital, increasing health equity and social justice by directly linking medically underserved residents with quality care and increasing social capital. This project reached over 100 Queens residents.

Poster Goals:

- Promote community tailored interventions utilizing needle arts to raise cancer awareness and encourage information exchange and social support among cancer-affected residents

- Illustrate the use of community centers as collaborative and welcoming environments for residents to learn about local cancer resources and avenues of access to those resources
- Identify the importance of ongoing evaluation, revision and improvement of a CBPR initiative to maximize its impact on community health

Poster Learning Objectives:

- Describe a partnership consisting of a public library, a public housing CBO, and a public cancer center, and show how this partnership improved social capital among project participants
- Discuss a reception aimed to honor cancer-affected quilters and reduce cancer disparities by providing the opportunity and motivation to schedule screenings and sign up for cancer center tours
- Outline the process that produced four community cancer awareness quilts and an associated DVD and Commemorative Cancer Quilt booklet

COMMUNITIES OF PRACTICE IN COMMUNITY UNIVERSITY PARTNERSHIPS

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Sustaining partnerships and their outcomes

Authors (Presenters in bold): *Angie Hart, Community University Partnership Programme, University of Brighton, Falmer, United Kingdom; Kim Aumann, Amaze Research & Training, Brighton, United Kingdom; Ceri Davies, Community University Partnership Programme at the University of Brighton, Falmer, United Kingdom; Alex Ntung, Hastings Borough Council, Hastings, East Sussex, United Kingdom; Juliet Millican, Community University Partnership Programme, University of Brighton, Falmer, United Kingdom*

This poster will focus on Communities of Practice (CoPs) as a mechanism for building and sustaining Community University Partnerships (CuPs). CoPs are groups of people who are informally bounded together by a shared passion which provide opportunities for sharing and developing knowledge in a way that can foster new approaches to problems. Drawing on our own experiences of starting, sustaining and researching CoPs we will introduce some of the components behind a CoP (e.g. boundaries, brokerage, building a shared repertoire) and consider what skills and techniques actors require in order to work with the concept. The authors represent both university and community and the session will draw on our respective experiences and knowledge.

Poster Goals:

- Describe the concept of communities of practice and share how they might provide a useful mechanism for community-university work
- Introduce some of the components that underpin a community of practice and how these relate to our own community-university collaborations
- Consider what skills and techniques participants require in order to work with the concept

Poster Learning Objectives:

- Identify the elements of a community-university community of practice
- Discuss the ways in which the concept can be useful to community-university partnerships
- Explore the ways in which the concept is applicable to our own practice and the skills required to deliver this

COMMUNITY ENGAGEMENT IN ASSESSMENT OF AIR POLLUTION IN HIGH TRAFFIC NEIGHBORHOODS OF SEATTLE

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Engaged institutions

Authors (Presenters in bold): *Julie Richman, Environmental & Occupational Health Sciences, University of Washington, Seattle, WA, USA; Sheryl Magzamen, University of Oklahoma Health Sciences Center, Oklahoma City, OK, USA; Joel Kaufman, University of Washington School of Public Health, Seattle, WA, USA*

We will conduct an exposure assessment study of air pollution in two neighborhoods of Seattle, South Park and Georgetown. While previous research has indicated that these areas have elevated pollution, the results have not been readily translatable to indicate effective interventions. We propose that by engaging community members in the process of designing and implementing our research, we will be able generate results that can provide information that is directly useful in decision-making. In addition, in the process of involving community members, a group will be educated about the science of measuring air pollution and will be able to interpret the results of our study, which will facilitate their ability to target solutions for improving local air quality. We will describe the lessons we have learned from this process 1/4 of the way into our project (in April 2012) and the challenges we have faced in engaging the community while ensuring that we conduct high quality research.

Poster Goals:

- Describe our research and plan for engaging communities
- Address issues that we have found to be challenging or difficult and our ideas or questions for dealing with them
- Assess the added benefits of engaging the communities in our research

Poster Learning Objectives:

- Understand one example of an approach for engaging communities
- Learn positive and negative aspects of this approach
- Consider other ideas that may improve our approach

***COMMUNITY LEADERSHIP TO BUILD CAPACITY FOR COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR): AN INNOVATIVE MODEL FOR ADVANCING EQUITY IN RESEARCH PARTNERSHIPS**

Intended Skill Level: Intermediate

Topic(s): Sharing power & resources; Sustaining partnerships and their outcomes

Authors (Presenters in bold): *Christina Hardy, UNC Center for Health Promotion and Disease Prevention/NC TraCS, Chapel Hill, NC, USA; Alexandra Lightfoot, Community-Based Participatory Research Core, UNC Center for Health Promotion and Disease Prevention/Project Director, NC TraCS, Chapel Hill, NC, USA; Molly DeMarco, UNC Center for Health Promotion and Disease Prevention/NC TraCS, Chapel Hill, NC, USA*

The last decade has seen growing support for CBPR and increased demand for relevant skill and strategies to enhance partnership equity. This is often difficult to achieve given funding mechanisms and institutional structures geared towards the needs of academic partners. This session will highlight a model for transforming the way community partners are engaged and compensated to provide training and consultation to new and on-going CBPR partnerships. Our model uses “CBPR Charrettes” as a problem-solving approach to address challenges facing community-academic partnerships at different stages of development. This session will present findings on 3 aspects of this project: 1) new positions for community partners to co-lead project activities and provide CBPR expertise; 2) CBPR Charrette guidance sessions to troubleshoot challenges for research partnerships; and 3) the Multidimensional Assessment of Partnerships (MAP), designed to measure changes in partnership capacity and equity.

Poster Goals:

- Introduce a model for transforming the way community partners are engaged and compensated to work with academic partners to strengthen CBPR partnerships
- Discuss the ways that community-based research partners can be engaged to assist CBPR partnerships and why this is important.

- Explain how the charrette consultation process has helped to move partnerships forward

Poster Learning Objectives:

- Describe the charrette guidance session process for troubleshooting challenges in CBPR partnerships
- Identify strategies for building equity in community-academic research partnerships
- Summarize how challenges can turn into opportunities when forming or working to sustain partnerships

COMMUNITY/CAMPUS PARTNERSHIPS WITH LOUISIANA STATE CITIZEN CORPS

Intended Skill Level: Beginner, Intermediate

Topic(s): Sharing power & resources; Sustaining partnerships and their outcomes

Authors (Presenters in bold): ***Stuart L. Stewart**, Louisiana Campus Compact, Hammond, LA, USA; **Chelsea R. Brown**, Louisiana State Citizen Corps, Louisiana Governor's Office of Homeland Security and Emergency Preparedness, Baton Rouge, LA, USA; **Lisa Carmack**, Caddo/Bossier Parish Office of Homeland Security and Emergency Preparedness, Shreveport, LA, USA; **Angela Jouett**, Medical Reserve Corps, Department of Health and Hospitals, Lake Charles, LA, USA*

This poster will give an overview of community/campus partnerships with La. State Citizen Corps; discussion of successful, sustained partnerships between Medical Reserve Corps (including CERT) in South Louisiana and successful, sustainable partnerships between community and multiple campuses in North Louisiana.

Poster Goals:

- Introduce audience to Citizen Corps programs
- Discuss community/campus partnerships with State Citizen Corps
- Elaborate on training done in North and South Louisiana

Poster Learning Objectives:

- Identify the 5 Citizen Corps programs
- Understand and explain the value of CERT training for community and campus members
- Approach parish/county governments to inquire about local Citizen Corps programs (and join with them or work to establish them)

COMMUNITY-BASED ORGANIZATIONS SERVICE AND CAPACITY NEEDS ASSESSMENT

Intended Skill Level: Intermediate

Topic(s): Communities as centers of engagement, learning and action; Sustaining partnerships and their outcomes

Authors (Presenters in bold): *Angela Pattatucci, Center for Evaluation and Sociomedical Research, University of Puerto Rico Medical Sciences Campus, San Juan, Puerto Rico; **Giovanni Martinez-Mujica**, Graduate School of Public Health, Medical Sciences Campus, University of Puerto Rico Medical Sciences Campus, San Juan, Puerto Rico*

In an effort to enhance community-campus partnerships in health promotion, an assessment of needs for selecting and implementing evidenced-based programs was conducted among a selected group of community-based organizations throughout Puerto Rico. The survey was based on an instrument developed by the Cancer Prevention and Control Research Network. It assessed specific service information, program selection/implementation processes, knowledge and perception of EBPs, funding venues, evaluation processes, and capacity and training needs. Recruitment process consisted of contacting 100 non-profit organizations that address specific health areas: cancer, neuroscience, HIV and cardiovascular. The survey revealed substantial needs. Among these were conducting a community needs assessment, program

evaluation assistance and access to, and interpretation of scientific studies. Implications of these findings for promoting community-campus partnerships will be presented.

Poster Goals:

- Present the development of the Community Based Organizations Service and Capacity Survey
- Present the results of the Community Based Organizations Service and Capacity Survey
- Discuss the implications of the Community-Based Organizations Service and Capacity Needs Assessment to the enhancement of community-campus partnerships in Puerto Rico

Poster Learning Objectives:

- Understand the importance of using a needs assessment to assess existing capacity and readiness to implement evidence based programs
- Describe principal outcomes of the study
- Discuss implications of the findings for promoting and developing sustainable community-campus partnerships

***CONDUCTING COMMUNITY BASED RESEARCH WITH ASIAN AMERICAN POPULATIONS**

Intended Skill Level: Intermediate

Topic(s): Communities as centers of engagement, learning and action; Sharing power & resources

Authors (Presenters in bold): ***Beverly Gor**, University of Texas M.D. Anderson Cancer Center, Houston, TX, USA; **Luceli Cuasay**, Filipino American Council of Southeast Texas, Houston, TX, USA; **Gayathri Kongovi**, Indian American Cancer Network, Houston, TX, USA; Mala Pande, University of Texas M.D. Anderson Cancer Center, Houston, TX, USA; Janice Chilton, University of Texas M.D. Anderson Cancer Center, Houston, TX, USA; Richard Hajek, University of Texas M.D. Anderson Cancer Center, Houston, TX, USA; **Lovell A. Jones**, University of Texas M.D. Anderson Cancer Center, Houston, TX, USA*

We will present how we conceptualized and coordinated a health needs assessment in the Chinese and Vietnamese communities in Houston and how we are expanding that effort to include Filipino and South Asian communities. We will discuss the importance of collecting disaggregated health data on Asian American and other hard to reach populations and provide evidence that it is possible to conduct such surveillance research in a cost effective and scientifically sound manner. We will describe how this methodology helps in reducing health disparities and cultivates community support for subsequent research.

Poster Goals:

- Demonstrate the feasibility of conducting campus-community research with Asian American and other communities that may be considered hard to reach
- Describe the steps needed to develop community trust and to identify their perceived health needs
- Illustrate how challenges associated with funding and identifying culturally and linguistically competent staff can be addressed

Poster Learning Objectives:

- List at least 3 strategies for engaging hard to reach populations in community based research to address their own health disparities
- Identify 3 web based resources for conducting community based participatory research with Asian Americans and other communities considered hard to reach
- Describe innovative ways to secure funding and staffing for these projects

***DEVELOPING A PEER MENTOR PROGRAM FOR WOMEN WITH SUBSTANCE ADDICTIONS EXITING JAIL: ADDRESSING COMMUNITY REINTEGRATION NEEDS**

Intended Skill Level: Beginner, Intermediate

Topic(s): Mobilizing knowledge for action; Sustaining ourselves & each other

Authors (Presenters in bold): ***Tina Gelpi**, Department of Occupational Therapy and Community Health, Florida Gulf Coast University, Fort Myers, FL, USA; **Beverly Johnson**, After the Rain of Southwest Florida, Fort Myers, FL, USA; Erin Hallock, Florida Gulf Coast University, Fort Myers, FL, USA; Jennifer Hopson, Florida Gulf Coast University, Fort Myers, FL, USA; Brianna Smyth, Florida Gulf Coast University, Fort Myers, FL, USA; Meagan Widner, Florida Gulf Coast University, Fort Myers, FL, USA; Samantha Willis, Florida Gulf Coast University, Fort Myers, FL, USA; Misty Stronk, Florida Gulf Coast University, Fort Myers, FL, USA; **Eva Gillen**, After the Rain of Southwest Florida, Fort Myers, FL, USA; **Terry Morris**, After the Rain of Southwest Florida, Fort Myers, FL, USA*

This poster presentation will tell the story of a community-campus partnership initiated by After the Rain of Southwest Florida with the Department of Occupational Therapy & Community Health at Florida Gulf Coast University. In response to the agency's request to establish an opportunity for the women of After the Rain's transitional living program "to give back to the community," the development of a peer mentor program has evolved. Through community-based participatory research, evidence-based resources addressing community reintegration needs of persons with substance addictions exiting jail were reviewed in focus group discussions and interviews involving women who are former and current residents of After the Rain and preparing to serve as peer mentors. Lessons learned from the process of developing a peer mentor program for women with substance addictions reintegrating into the community, including the need for gender-specific resources and research, will be presented.

Poster Goals:

- Explain the emergence of a community-campus partnership to collaboratively develop a peer mentor program for addressing community reintegration needs of women with substance addictions exiting jail
- Demonstrate the application of community-participatory research and course-based service-learning to identify and address community reintegration needs of women with substance addictions exiting jail
- Discuss results of interviews and focus group discussions with women in recovery for substance addictions for the planning of a mentor program for women with substance addictions upon exiting jail

Poster Learning Objectives:

- Describe the emergence of a community-campus partnership and application of community-based participatory research and course-based service-learning to address a community partner's need
- Identify community reintegration needs of women with substance addictions upon exiting jail as indicated through focus group discussions and interviews with women preparing to serve as peer mentors
- Discuss the process of developing a peer mentor program involving women with substance addictions to address their community reintegration needs

***DEVELOPING COMMUNITY-CAMPUS PARTNERSHIP JOB OPPORTUNITIES DURING TOUGH ECONOMIC TIMES**

Intended Skill Level: Intermediate

Topic(s): Sharing power & resources; Sustaining partnerships and their outcomes

Authors (Presenters in bold): ***Vickie Blakely Reed**, The Department of Nutrition and Food Systems/H.U.B. City Steps, The University of Southern Mississippi, Hattiesburg, MS, USA; **Charkarra Anderson-Lewis**, The Department of Community Health Sciences, The University of Southern Mississippi, Hattiesburg, MS, USA; **Latessa Minor**, The Department of Nutrition and Food Systems, The University of Southern Mississippi, Hattiesburg, MS, USA; **Mary A. Beard**, The Department of Nutrition and Food Systems, The University of Southern Mississippi, Hattiesburg, MS, USA; **Connie Knight**, H.U.B. City Steps, Hattiesburg, MS, USA; Kathy Yadrick, The University of Southern Mississippi, Hattiesburg, MS, USA*

Representatives from the H.U.B. City Steps & Next Steps programs (community lay leaders, research faculty & staff) will discuss the development of part-time job opportunities during tough economic in Hattiesburg, MS as a result of utilizing 2009 American Recovery & Reinvestment Act funds. This presentation will consist of an overview of the H.U.B. City Steps/Next Steps programs, program design & implementation of a community-based program designed to employ local residents, program sustainability (i.e. the economic impact of stimulus funds for the City of Hattiesburg & H.U.B.City Steps/Next Steps program participants). The lessons learned by H.U.B.City Steps/Next Steps research faculty & staff will help guide other CBPR & health promotion professionals in the planning, design & implementation of similar projects. Project staff will discuss their professional accounts of experiences related to implementing a training program funded by the American Recovery and Reinvestment Act.

Poster Goals:

- Provide insight on how to utilize job creation funds (2009 American Recovery & Reinvestment Act - ARRA funds) to implement a community-based health promotion training program
- Disseminate information related to establishing health promotion job opportunities for local communities during tough economic times
- Provide insight on sustaining a community-based health promotion program established through grant funding when the grant funds are no longer available

Poster Learning Objectives:

- Discuss the utilization of grant funding to create community-based health promotion job opportunities for local communities including jobs involving community-based research
- Discuss the basic framework for designing & implementing a CHA (Community Health Advisor/Congregational Health Advisor) & Group Fitness Instructor training program using stimulus funds
- Explain the important roles program participants can play when sustaining project activities originally supported through grant funding

***DEVELOPING THE COMMUNITY EMPOWERED RESEARCH TRAINING (CERT) PROGRAM: BUILDING RESEARCH CAPACITY FOR COMMUNITY-INITIATED AND COMMUNITY-DRIVEN RESEARCH**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Sharing power & resources

Authors (Presenters in bold): ***Catlin Rideout**, Center for the Study of Asian American Health, New York, NY, USA; **Simona Kwon**, Center for the Study of Asian American Health, New York, NY, USA; **Shao-Chee Sim**, Charles B. Wang Community Health Center, New York, NY, USA; **Nadia Islam**, Center for the Study of Asian American Health, New York, NY, USA; **Winston Tseng**, Asian & Pacific Islander American Health Forum, San Francisco, CA, USA; **Yumary Ruiz**, NYU Steinhardt School of Culture Education and Human Development, New York, NY, USA; **Mariano Rey**, Institute of Community Health and Research, New York, NY, USA; **Chau Trinh-Shevrin**, Center for the Study of Asian American Health, New York, NY, USA*

During this thematic poster session presenters will share the key stakeholders and key methods (survey, round table discussion with community-based experts) used in the development of CERT. They will also present the results of the survey, which assessed the research training gaps, needs, and resources of 50 community groups, as well as the pilot curriculum, pilot evaluation results, and results of the qualitative one-on-one debriefing interviews. In addition to the pilot material, the revised curriculum and evaluation results of the second training and key lessons learned will be shared.

Poster Goals:

- Present the results of the needs and resource assessment conducted to inform the development of CERT
- Describe the steps we took to design and implement the CERT program
- Present evaluation results and discuss lessons learned

Poster Learning Objectives:

- Explain the need for strengthening the capacity of community-based organizations to participate in and develop community-focused research initiatives
- List important key elements to include in an effective research training program geared to community groups and members
- Identify the barriers and facilitators to engaging in research from the perspective of community based organizations and clinical providers

***DOES COMMUNITY ENGAGEMENT PROMOTE HEALTHIER OUTCOMES? SYSTEMATIC REVIEW OF COMMUNITY-BASED PARTICIPATORY PROGRAMS ON DIET, ACTIVITY AND WEIGHT OUTCOMES IN DISADVANTAGED U.S. SCHOOLS**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Sustaining partnerships and their outcomes

Authors (Presenters in bold): ***Janani Krishnaswami**, Internal Medicine and Preventive Medicine, University of California, San Francisco/Kaiser Permanente, San Francisco, CA, USA*

Much scholarship describes the theoretical ability of community-based participatory research (CBPR) to promote health in disadvantaged communities. However, no study has systematically studied health outcomes of CBPR programs. This study analyzes impact of 17 CBPR U.S. school-based programs on obesity-related outcomes in low-income, diverse children. It finds that greater adherence to CBPR principles is linked to program success: Interventions with greater community involvement achieved a greater percentage of positive outcomes. Interventions involving community members in needs assessments and setting intervention priorities reported improvements in over 70% of targeted outcomes. Capacity-building efforts and policymaker partnerships also linked to improved outcomes. Qualitative analysis shows CBPR increased intervention fidelity and participation. The poster presentation will discuss implications of such results, and provide guidance on optimal construction of future CBPR programs.

Poster Goals:

- Illustrate how community-based participatory research is practically adapted and translated into participatory health initiatives for disadvantaged schoolchildren
- Discuss quantitative and qualitative evidence illustrating the impact of CBPR school programs on specific weight-related health outcomes; identify specific strategies linked to greater program success
- Identify practical "best practices" within the CBPR framework which future programs can incorporate when creating health-promotion programs

Poster Learning Objectives:

- Describe rationale for using community-based participatory research to prevent obesity in disadvantaged communities, and the role of schools
- Identify the basic theoretical stages of CBPR and provide concrete examples of how health interventions in schools adopt principles from each stage
- Discuss practical challenges and benefits evident in schools' experiences implementing CBPR interventions, identifying "best practices" which lead to successful outcomes

DONORS AND RECIPIENTS IN COMMUNITY BASED PARTICIPATORY RESEARCH: EFFECTIVE STRATEGY FOR DEVELOPING PRODUCTIVE AND MUTUALLY BENEFICIAL PARTNERSHIPS

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Engaged institutions; Changing policies & systems

Authors (Presenters in bold): Zermarie Deacon, *Department of Human Relations, University of Oklahoma, Norman, OK, USA*; **David P. Moxley**, *Anne and Henry Zarrow School of Social Work, University of Oklahoma, Norman, OK, USA*

This poster will consider template budgets in refining the kinds of resources projects typically require; examine the relationship between donors and recipients in the context of community-based participatory action research (CBPAR); present a framework of four donor types and consider the values, perspectives, and expectations each type of donor likely possesses; and will examine the typology and present relevant cases illuminating the differential power dynamics between donors and recipients.

Poster Goals:

- Identify the issues recipients face in developing resources for advancing their CBPAR projects and in working with donors who may vary in the intensity of their support for this form of research
- Offer a framework of donors influencing resource development strategy in CBPAR projects and identify relevant strategies for working with each of the four types of donors
- Examine relevant cases emerging from the presenters own research practice, and consider how those cases offer lessons learned guiding session participants' resource development strategies

Poster Learning Objectives:

- Identify five issues CBPAR participants will experience as they seek to raise resources from donors to support the distinctive features of their research, including participatory ones
- Differentiate types of donors and their values and priorities that can influence the direction and methods CBPAR projects undertake to engage community members and develop participatory structures
- Identify strategies funding recipients can implement to protect the value base of CBPAR and achieve the spirit and substance of participatory methods while they fulfill the expectations of funders

EDUCATING STUDENTS WITH SEVERE DISABILITIES: ILLUMINATING THE ISSUES

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Sharing power & resources; Changing policies & systems

Authors (Presenters in bold): Laura R. Mooney, *Community Rehabilitation and Disability Studies, University of Calgary, Calgary, AB, Canada*

This poster is an analogy for a thesis case study. Six issues of inclusive education for students with severe disabilities are explored using a horticultural example of growing fruit trees (students) in an orchard (public education). The 6 issues are: 1) Challenging/protecting students; 2) Teacher comfort/discomfort with disability; 3) Attitudes towards inclusion; 4) Conditional inclusion; 5) Bureaucracy of business; and 6) The role of education assistants in the inclusive classroom.

The presentation clarifies where we've been (oppressive education practices) and where we need to go (liberating education reform). The poster facilitates reflection about education as a social justice issue with theoretical orientation to Paulo Freire's (1970) *Pedagogy of the Oppressed*. It suggests strategies for interdisciplinary partnerships between K-12 educators, community living organizations, and higher education programs specializing in disability studies and inclusion throughout the life span.

Poster Goals:

- Motivate participants from K-12 education, community living organizations, and higher education to work together with families to enhance inclusive education outcomes for all students
- Visualize current and future operations of public education that will promote coherency of understanding and consistency of practice for inclusive education reform
- Re-conceptualize the role of the education assistant in the inclusive classroom

Poster Learning Objectives:

- Compare the impact of parents, teachers, school administrators, and education assistants on students with severe disabilities in preparing them to live a valued life in a non-disabled adult world
- Differentiate between inclusion as a hybrid of special education and regular education and inclusion as an all-encompassing business model
- Identify interdisciplinary strategies to share with educational leaders, reformers and policy makers

***ENGAGING LOW-INCOME PARENTS IN INTERVENTION RESEARCH TO PREVENT CHILDHOOD OBESITY: FAMILY MATTERS**

Intended Skill Level: Intermediate

Topic(s): Communities as centers of engagement, learning and action; Sharing power & resources

Authors (Presenters in bold): *Kirsten K. Davison, Division of Nutrition, Harvard School of Public Health, Boston, MA, USA; **Janine M. Jurkowski**, Department of Health Policy, Management, & Behavior, University at Albany School of Public Health, Rensselaer, NY, USA; **Kara Gilmore**, Averill Park, NY, USA*

Behavioral predictors of childhood obesity develop at a young age in a family environment. It is important to develop family-centered interventions. Few are family-centered and parents of young kids are rarely engaged. Families experience structural barriers and family realities that inhibit participation. The Communities for Healthy Living (CHL) project is a partnership with low-income parents of Head Start children. CHL uses CBPR to address childhood obesity within the context of family realities. The Community Advisory Board (CAB), with a majority of Head Start parents, is the decision making body. CAB parents and researchers conducted a community assessment. Parents worked side by side with researchers developing a parent-led childhood obesity prevention program that includes a child program. Parents were integral in the program pilot in Head Start centers. Active participation was facilitated by providing structural support through shared resources and accommodating family realities.

Poster Goals:

- Present a case study of a parent-driven CBPR intervention project to address childhood obesity
- Illustrate how sharing decision-making and resources resulted in a parent-led family wellness program to prevent childhood obesity
- Present the lessons learned from engaging low-income parents and sustaining their involvement in a childhood obesity prevention project; a health issue not top on their priority list

Poster Learning Objectives:

- Describe a parent-driven participatory process to identify and address determinants of childhood obesity among low-income families
- Explain how a disease-focused public health research topic is transformed into a capacity-building, empowerment framework focusing on family wellness
- Discuss the results of an evaluation of a parent-led family wellness program embedded into existing systems of care

ENHANCING COMMUNITY RESEARCH ENGAGEMENT: FACTORS AND CHALLENGES ASSOCIATED WITH COMMUNITY HEALTH CENTERS' RESEARCH CAPACITY

Intended Skill Level: Beginner, Intermediate

Topic(s): Engaged institutions; Sustaining partnerships and their outcomes

Authors (Presenters in bold): *Michelle Proser, National Association of Community Health Centers, Washington, DC, USA; Perry Payne, George Washington University, Washington, DC, USA; **Peter Shin**, George Washington University, Washington, DC, USA; **Michelle Jester**, National Association of Community Health Centers, Washington, DC, USA; Chaya Merrill, Children's National Medical Center, Washington, DC,*

USA; Jonathan Tobin, Clinical Directors Network, New York, NY, USA; **Rosy Chang Weir**, Association of Asian Pacific Community Health Organizations, Oakland, CA, USA; Heather Brandt, University of South Carolina, Columbia, SC, USA; Tisha Felder, University of South Carolina, Columbia, SC, USA; Fred Rachman, Alliance of Chicago Community Health Services LLC, Chicago, IL, USA

Three community-academic partnerships (National Association of Community Health Centers, Clinical & Translational Science Institute at Children's National, George Washington University Geiger Gibson Program, South Carolina Primary Health Care Association, University of South Carolina, and the Community Health Applied Research Network) conducted a national survey of health centers' needs, priorities, and gaps related to research capacity. Additional data was collected from two groups of health centers to gather more detailed information. Findings shed light on research capacity enablers and challenges, and guided the creation of a free, online resource of research training tools developed in partnership with the Clinical Directors Network. This poster presents the findings and training resources, and invites audience discussion on applying the lessons to promote communities' presence in research as well as enhance mechanisms that rapidly translate research to improve community health.

Poster Goals:

- Present national survey data on Community Health Centers' participation in research and technical assistance needs, as well as factors that may facilitate community research engagement
- Demonstrate and solicit feedback on new, online resources connecting communities to helpful research training tools and empowering communities for research engagement
- Solicit feedback on the different pathways for research engagement, identifying training resources, and how to use community needs assessments to build community-academic partnerships

Poster Learning Objectives:

- Understand how health center research interest/experience differ along key organizational characteristics, as well as which factors contribute to health center research engagement and capacity.
- Recognize common training and technical assistance demands from community health centers desiring to augment research engagement
- Learn how to use a new, online training resource designed to assist communities - health centers and others - across the continuum of research experience

ENHANCING THE WELL-BEING OF CHILDREN AND MILITARY FAMILIES THROUGH ACADEMIC-COMMUNITY PARTNERSHIPS

Intended Skill Level: Beginner

Topic(s): Communities as centers of engagement, learning and action

Authors (Presenters in bold): **Brenda A. Condsta Pavill**, College of Health and Human Services Nursing, University of North Carolina Wilmington, Wilmington, NC, USA

The Camp Special Time (CST) experience is an example of a partnership between military personnel, academic groups and volunteer community health care providers. The community-campus partners come together several times a year to provide Special Needs Children (SNC) with a weekend of fun that meets their general care needs plus provides them a temporary escape from some of their everyday realities, respite time for military parents and families caring for special needs children, as well as service learning opportunities for college students enrolled in health care disciplines such as nursing and recreation therapy. The CST model will be shared as a prototype for how community groups can partner, share resources, address the well-being of at-risk groups, foster new knowledge in budding students, address the mental health needs of military families and provide a framework for implementing related research.

Poster Goals:

- Share through narrative and pictures the process academic-community partners meddled through to see their community vision become a reality.

- Engage the audience through small group interaction to come up with recommendations to address program challenges that did, or could, surface as one is developing such a program.
- Provide attendees with the knowledge to go back to their communities to partner and develop similar programs.

Poster Learning Objectives:

- Outline the steps taken by initiators of the model program to see their program become a reality.
- Identify three challenges and potential solutions for items that may surface as one works to develop the process of establishing and running the described program.

FACILITATING LOW-INCOME FAMILIES' ENGAGEMENT IN RESEARCH AND PROGRAMS

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action; Changing policies & systems

Authors (Presenters in bold): ***Laurie Schnirer**, Faculty of Extension, Community-University Partnership for the Study of Children, Youth, and Families (CUP), University of Alberta, Edmonton, AB, Canada; **Holly L. Stack-Cutler**, Department of Educational Psychology, Community-University Partnership for the Study of Children, Youth, and Families (CUP); University of Alberta, Windsor, ON, Canada*

Program providers, researchers, and policy makers must understand recruitment practices targeted to low-income families to help facilitate engagement in research and programs. Experiences of Families First Edmonton (FFE)—a 10-year community–university partnership formed to provide recreation, health, and social services for low-income families—will illustrate a recruitment model and time lag challenges between recruitment steps as well as explore family characteristics that impact ease of becoming engaged. We corroborate these experiences with findings of frequently used and effective recruitment, incentive, retention, and communication strategies reported from our study of North American service providers and researchers who recruit low-income families into their research and programs. We consider ways these experiences and findings can be used to enhance future recruitment practices and transform thinking about recruitment planning and resources in community–university partnerships.

Poster Goals:

- Encourage audience to reflect on their institution’s or organization’s current recruitment practices and consider how they impact engagement of low-income families
- Inspire the audience to implement proactive and evidence-based recruitment and retention practices in their work
- Provide audience with an inclusive forum in which to discuss recruitment practices and network with others involved in recruiting low-income families into research and programs

Poster Learning Objectives:

- Identify engagement barriers that impact the low-income families they serve and ways to overcome these challenges in order to encourage ease of becoming engaged
- Commit to implementing proactive and evidence-based recruitment practices in their own institutions and organizations to maximize the engagement of low-income families into local research and programs
- Discuss recruitment tracking procedures relevant to their work to help inform and enhance recruitment practices for future studies and program planning for low-income families

***FINDING A VOICE’, AT THE SIENA FRANCIS HOUSE, HOMELESS SHELTER: AN INTERPROFESSIONAL SERVICE LEARNING INITIATIVE**

Intended Skill Level: Intermediate

Topic(s): Communities as centers of engagement, learning and action; Changing policies & systems

Authors (Presenters in bold): ***Ruth Margalit**, College of Public Health, University of Nebraska Medical Center, Omaha, NE, USA; **Chris Leet**, Omaha Metro Community College - North, , Omaha, NE, USA; **Raees Shaikh**, College of Public Health, University of Nebraska Medical Center, Omaha, NE, USA; **Jamie Odden**, College of Public Health, University of Nebraska Medical Center, Omaha, NE, USA; Nancy Farris, University of Nebraska Medical Center, Omaha, NE, USA*

This inter-professional collaboration linked health professions students and homeless guests with the goals to: prepare students for competent, compassionate, and ethical inter-professional practice; prepare students for advocacy on behalf of vulnerable populations; facilitate capacity for self-awareness, professionalism, and critical thinking; and assist students in developing respect for human diversity.

Guests depicted 'what is homelessness' with cameras over one week. Students and homeless guests were paired, and after sharing meals at the shelter and getting better acquainted, students interviewed the guests. The elicitation of personal stories with photos provided the guests a sense of self-worth, and motivation to pursue their personal goals. "This project has filled my life with meaning and reminded me that I am somebody who can be a good member of society." An interactive exhibition was developed with the goal to create a visually compelling to raise community awareness.

Poster Goals:

- Inspire participants to engage in community-campus partnerships addressing homelessness that use art as a vehicle for transformation
- Demonstrate a successful community-campus partnership and consider the far reaching implications on social justice and poverty
- Stimulate discussion about the capacity of a service learning program to evolve in unpredicted ways, sustain over time and make a lasting impact on all participants

Poster Learning Objectives:

- Identify 3 strategies used in storytelling that contributes to the engagement of community- campus partners
- Describe the challenge in developing a truly reciprocal program in a homeless shelter setting
- Discuss the opportunities in using creative methods to elicit participation in sustainable program

***FRACTURED IDENTITIES: RACISM AND RESEARCH INTEGRITY IN A YOUTH JUSTICE ASTHMA PHOTOVOICE PROJECT**

Intended Skill Level: Beginner, Intermediate

Topic(s): Sharing power & resources; Changing policies & systems

Authors (Presenters in bold): ***Robin A. Evans-Agnew**, School of Nursing, University of Washington, Seattle, WA, USA*

Few studies have involved African American adolescents with asthma, especially in discussing their opinions on why asthma management disparities between African Americans and White Americans are significant and increasing. This poster interrogates the findings of a dissertation study entitled "The discourses of asthma management disparities in African American adolescents" with respect to researcher and participant journal notes. Researcher journal notes used question - prompts and an outside reviewer to comment on power-sharing in real time. Adolescent journal notes used photographs and comments to suggest policy changes for asthma and to evaluate self-empowerment goals of the project. The researcher experienced different identities and power as researcher versus teacher; adolescents challenged the power-relations within the discourses of asthma and their asthma-identity. Policy change for asthma disparity should include discourse-related approaches for valuing identity and voice.

Poster Goals:

- Describe reflective practices in community research
- Describe the visual and textual representations of voice and empowerment and policy change for African American adolescents with asthma in a Seattle neighborhood
- Describe the limitations of voice and power for a White American researcher working with African American youth in Seattle

Poster Learning Objectives:

- Describe three strategies for reflective practice in community research
- Discuss visual and textual representations of identity for African American Youth with asthma and a White American researcher
- Describe limitations within Photovoice for policy change

***FROM THE ACADEMY TO THE MUNICIPALITY: THE EQUITABLE EXCHANGE OF POWER, RESOURCES, AND KNOWLEDGE ENGENDERED BY COMMUNITY-CENTERED SERVICE AND CIVIC ENGAGEMENT**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Sharing power & resources; Youth & student leadership

Authors (Presenters in bold): ***Denson G. Staples**, Religious Studies & Global Public Health, University of Virginia, Jefferson Public Citizens & UVA-Guatemala Initiative, Charlottesville, VA, USA; **Amanda Below**, Anthropology, University of Virginia, Jefferson Public Citizens & UVA-Guatemala Initiative, Charlottesville, VA, USA; **Ashley Samay**, School of Engineering & Applied Sciences, University of Virginia, Jefferson Public Citizens & UVA-Guatemala Initiative, Charlottesville, VA, USA; **Andrea Maddox**, Anthropology, University of Virginia, Jefferson Public Citizens & UVA-Guatemala Initiative, Charlottesville, VA, USA*

Poster will showcase the research of four undergraduate students from the U.S. who conducted global health research on water access, quality, and resources in Guatemala during the summer of 2011. The poster will focus on the added challenges and opportunities inherent to conducting research in a cultural context different from one's native culture. Based on our experience, cross-cultural differences and added challenges can be overcome by valuing the contribution of community members and colleagues from the non-native culture; we believe the principles of community involvement in research, community empowerment, and community ownership of proposed outcomes/interventions of a global health research project apply as equally in the context of U.S. researchers entering U.S. communities as U.S. researchers entering foreign communities.

Poster Goals:

- Illustrate how to incorporate the interests and expertise of multiple parties in a cross-cultural exchange to best serve the expressed-felt needs of a community
- Use the presenters' research to highlight how University students are empowered to bridge the gap between institutions, such as the Academy, and community interests
- Underscore how community-centered research and service across cultures is similar to and different from community-centered research and service within a culture

Poster Learning Objectives:

- Identify the crucial elements necessary to building a partnership with scholars and individuals from a different culture to ensure that both community needs and academic interests are met
- Analyze the student's role in serving academic institutions and community partners. Assess whether students are better equipped to readily serve multiple stakeholders; if so, enumerate reasons why
- Define tensions present when researching in a community outside of the researcher's culture. Explain why research focusing on the expressed-felt needs of a community reduces cross-cultural tension

***HEALTH EQUALITY PEER EDUCATION TRAINING (HEPE): STRENGTHENING YOUTH PHILANTHROPY WITH IDEALS OF HEALTH EQUITY**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Youth & student leadership; Mobilizing knowledge for action

Authors (Presenters in bold): *Travis Howlette, Maternal and Child Health Epidemiology/Women's Health and Fertility Branch, Center of Disease Control and Prevention and Health Disparities Student Collaborative, Northeastern University, Atlanta, GA, USA; Kelsey Anlionis, Health Disparities Student Collaborative, Northeastern University, Denver, CO, USA; Jeffrey Wisniowski, Health Disparities Student Collaborative, Northeastern University, Boston, MA, USA; Kerone Anderson, Program Coordinator, Critical MASS c/o CCHERS, Inc., Northeastern University, Boston, MA, USA; Elizabeth Stanley, Health Disparities Student Collaborative, Northeastern University, Boston, MA, USA; Quinton Williams, Community-Based Public Health Caucus Youth Council, Central Michigan University, Mt. Pleasant, MI, USA; Maya Saunders, CHHERS/Critical Mass, Northeastern University, Boston, MA, USA; Renee Bayer, Kellogg Health Scholars Program-Community Track, University of Michigan School of Public Health, Ann Arbor, MI, USA; Irene S. Bayer, Kellogg Health Scholars Program-Community Track, University of Michigan School of Public Health, Ann Arbor, MI, USA*

Many youth leaders are compelled to work with community based and public health agencies service learning and philanthropic components in their development as young professionals, yet often do not comprehend key overarching issues, i.e. health disparities (HD). To address this gap, the Health Disparities Student Collaborative (HDSC), a Boston-based student group under Critical MASS/Center for Community Health Education Research and Service developed a curriculum for students designed to broaden their perspectives and develop their ability to visualize the power of their collective voice. The curriculum, Health Equality Peer Education training, using peer education and webinar software, covers three main topics: HD, SDOH, and Community Activism. HDSC collaborated with national partner the Community Based Public Health Caucus Youth Council to pilot the program. Preliminary findings suggest that the training enhances the potential for social justice work of youth locally and nationally.

Poster Goals:

- Strengthen youth leadership in service learning and philanthropic work through knowledge of overarching concepts, such as health disparities, social determinants of health, and community activism
- Explore innovative use of technology and social media by youth to enhance the potential for social justice work of youth locally and to develop a common language for youth activists nationally
- Understand how partnerships between students, community-based organizations and academic institutions can support and sustain youth-led activism locally and nationally

Poster Learning Objectives:

- Describe a youth-led webinar series to enhance the potential for youth to develop their ability to visualize the power of their collective voice as students and contributors to social justice work
- Identify the role of key partners locally and nationally in supporting and sustaining youth-led activism
- Discuss preliminary findings that suggest the training enhances the knowledge and potential for social justice work of youth and creates a common language for youth activists nationally

HEALTH IN THE HUBS: RULES OF ENGAGEMENT

Intended Skill Level: Beginner, Intermediate

Topic(s): Engaged institutions; Ensuring ethical practice

Authors (Presenters in bold): *Dyanne Semogas, School of Nursing, McMaster University, Hamilton, ON, Canada; David Derbyshire, Wesley Urban Ministries, Hamilton, On, Canada; Ruta Valaitis, Wesley Urban Ministries, Hamilton, On, Canada; Steve Rolfe, Homestead Christian Care, Hamilton, ON, Canada; Amanda*

Boundris, McMaster University, Hamilton, ON, Canada; Marg Harrington, McMaster University, Hamilton, ON, Canada; Olive Wahoush, McMaster University, Hamilton, ON, Canada; Anne Malott, McMaster University, Hamilton, ON, Canada; Nancy Murray, McMaster University, Hamilton, ON, Canada

When university health scholars partner with neighbourhood planning teams setting the tone for that engagement can be critical to building trusting relationships. In particular, academics with health professional backgrounds, charged with generating and translating new knowledge may find themselves in alien territory when community members seek approaches that are co-produced rather than prescribed. The development of a group Charter outlining the rules of engagement is a process that presents itself with the opportunity for community members to educate academics in behaviours consistent with grassroots community building. This presentation will discuss the development of a Charter and the value of reflective practice for academics when engaging in community development. Implications of possibly expanding the spirit of the Charter beyond Health Faculties to other university departments engaging in community activities will be discussed.

Poster Goals:

- Identify the process of developing a Charter that can be used by others
- Explore use of similar Charter's amongst conference participants
- Stimulate conversation and obtain feedback on the Charter

Poster Learning Objectives:

- Discuss the development of a Charter that outlines values of the group in working in partnership with the community
- Identify sources of tension in developing partnerships between academics and community members
- Explore the potential of expanding the Charter to other departments in the University

***HEALTH PROMOTION AMONG LGBT YOUTH OF COLOR AT AN URBAN COMMUNITY CENTER**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Sustaining partnerships and their outcomes; Youth & student leadership

Authors (Presenters in bold): ***Maria T. Santos**, Department of Family and Social Medicine, Albert Einstein College of Medicine, Bronx, NY, USA; **Elizabeth A. Conley**, Department of Family and Social Medicine, Albert Einstein College of Medicine, Bronx, NY, USA; **Mariya I. Masyukova**, Albert Einstein College of Medicine, Bronx, NY, USA*

Student participants in an extra-curricular service-learning initiative at a medical institution partnered with a local community-based organization to identify client health needs and to craft research, education, and preventive health projects to address this need. Over the past year, students have volunteered monthly in an urban community center for members of the lesbian, gay, bisexual, and transgender (LGBT) community. Current projects include: evaluating a sexual health program for young men who have sex with men (YMSM) of color, evaluating a case management program for homeless youth, developing a GED program for LGBT youth, and assessing social media use among YMSM of color to identify opportunities for health education. Presenters will share the project design and outcomes thus far.

Poster Goals:

- Present programming at an LGBT community center as a collaboration between medical students and community center staff
- Convey lessons learned regarding student-community partnerships and program implementation at a community site
- Connect with other conference attendees undertaking similar collaborative partnerships and student-led programming

Poster Learning Objectives:

- Describe the design and implementation of health promotion programming and research at an LGBT community center as a collaboration between medical students and community center staff
- Demonstrate successes, challenges, and lessons learned regarding student-community partnerships and program implementation at a community site
- Provide a template for other students, community members, and institution staff who intend to embark on a similar collaborative partnerships and student-led programming

HEALTH PROMOTION AT URBAN HOMELESS SHELTERS

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Sustaining partnerships and their outcomes; Youth & student leadership

Authors (Presenters in bold): ***Maria T. Santos**, Department of Family and Social Medicine, Albert Einstein College of Medicine, Bronx, NY, USA; **Elizabeth A. Conley**, Department of Family and Social Medicine, Albert Einstein College of Medicine, Bronx, NY, USA; **Mariya I. Masyukova**, Albert Einstein College of Medicine, Bronx, NY, USA; **Hei Wah Wong**, Albert Einstein College of Medicine, Bronx, NY, USA*

Student participants in an extra-curricular service-learning initiative at our medical institution partnered with a local community-based organization to identify client health needs and to craft research, education, and preventive health projects to address this need. Over the past year, students have volunteered monthly in urban homeless shelters for men and women. Current projects include: assessing reproductive health barriers and choices among homeless women and teens, developing an emergency room alert system to engage homeless clients who utilize emergency departments, and assessing barriers to mammogram screening among homeless women. We will present our project design and outcomes thus far.

Poster Goals:

- Present programming at urban homeless shelters as a collaboration between medical students, physicians, and community center staff
- Convey lessons learned regarding student-community partnerships and program implementation at a community site
- Connect with other conference attendees undertaking similar collaborative partnerships and student-led programming

Poster Learning Objectives:

- Describe the design and implementation of health promotion programming and research at urban homeless shelters as a collaboration between medical students, physicians, and community center staff
- Demonstrate successes, challenges, and lessons learned regarding student-community partnerships and program implementation at a community site
- Provide a template for other students, community members, physicians, and institution staff who intend to embark on similar collaborative partnerships and student-led programming

HEALTHY AGING AND INDEPENDENT LIVING: TRANSFORMING A COMMUNITY THROUGH CRITICAL SERVICE-LEARNING

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Sustaining partnerships and their outcomes

Authors (Presenters in bold): ***Rosangela K. Boyd**, Center for Community Involvement & Service-Learning, Texas Christian University, Fort Worth, TX, USA; **Lyn Dart**, Nutritional Sciences, Texas Christian University, Fort Worth, TX, USA; **Sherry Marishak-Simon**, Nutrition Services, Meals on Wheels, Inc. of Tarrant County, Fort Worth, TX, USA*

Critical service-learning embraces a social change orientation, fostering social awareness and social responsibility in addressing key community concerns. To demonstrate best practices for combining critical service-learning and community-based participatory research, a current partnership will be highlighted. Live Well: Healthy Aging and Independent Living. HAIL is a collaboration between the department of Nutritional Sciences and Meals on Wheels, Inc. of Tarrant County. This evidence-based community program engages dietetics students in diabetes and nutritional risk screening and innovative services that help homebound adults learn to live well in the community, thus reducing the risk for hospitalization and institutionalization. The poster invites viewers to consider the implications of adopting a critical service-learning approach, reviewing the role of all stakeholders throughout the various phases of developing and sustaining reciprocal service-learning partnerships.

Poster Goals:

- Provide overview of Critical Service-Learning as a progressive approach for social change and democratization of knowledge
- Examine current obstacles and propose strategies to shift from traditional to critical models of service-learning
- Demonstrate application of critical approach through best practices and facilitate idea exchange among participants

Poster Learning Objectives:

- Compare and contrast traditional and critical service-learning approaches
- Identify barriers and articulate strategies to applying critical service-learning principles in planning, implementing and evaluating campus-community collaborative projects
- Discuss how session contents and examples can be adapted to respective institutions and communities

HEALTHY HOMES FOR CHILDREN AND ADOLESCENTS IN A US-MEXICO BORDER COMMUNITY: DESCRIBING LESSONS LEARNED, EVALUATING PROGRAM ACTIVITIES, AND SETTING PRIORITIES IN COMMUNITY AND ACADEMIC PARTNERSHIPS

Intended Skill Level: Beginner

Topic(s): Engaged institutions; Sharing power & resources

Authors (Presenters in bold): *Jeri J. Sias, UTEP/UT Austin Cooperative Pharmacy Program, College of Health Sciences / University of Texas at El Paso, El Paso, TX, USA; Pema Garcia, Western Rio Grande Region, Center for Housing and Urban Development, College of Architecture at Texas A&M University, College Station, TX, USA; Whit Smith, Boys and Girls Club of El Paso, El Paso, TX, USA; Melissa Aguirre, Centro San Vicente, El Paso, TX, USA*

We will provide information about opportunities, challenges, and lessons learned in forming a community and campus partnership related to creating “Healthy Homes” for children and adolescents living on the US-Mexico border. Content will include a Spanish and English rapid program evaluation tool developed to assess existing programs. Further, the poster will document the process for setting priorities within a partnership using an existing framework and combining with national Healthy People 2020 objectives.

Poster Goals:

- Describe the lessons learned in developing a collaboration to assess and improve services provided to children and adolescents among partnering community agencies on the US-Mexico Border
- Share a process for rapid program evaluation developed by a new partnership
- Discuss how a partnership developed priorities in education, service, and scholarship for “Healthy Homes” using a Centers for Disease Control framework and Healthy People 2020 objectives

Poster Learning Objectives:

- Explain successes, obstacles and lessons learned in developing collaborations for education, service, and research among three diverse community organizations geared toward children and adolescents
- Take home a process for rapid program evaluation developed by community partners with a health science faculty member to assess programming for children and adolescents
- Identify ways to combine existing health frameworks with Healthy People 2020 to develop partnership priorities

***HEALTHY LIFESTYLE: A COMMUNITY BASED APPROACH TO CANCER RISK REDUCTION THROUGH NUTRITION AND PHYSICAL ACTIVITY**

Intended Skill Level: Intermediate

Topic(s): Communities as centers of engagement, learning and action

Authors (Presenters in bold): **Vivian L. Carter**, Tuskegee University, MSM, TU, UAB CCC Cancer Research Partnership, Tuskegee, AL, USA; **Barbara Howard**, Tuskegee University, U54 Cancer Research Partnership MSM, TU, UAB: Tuskegee University Healthy Lifestyle Program, Tuskegee, AL, USA; **Alice Kendrick**, Tuskegee University, U54 Cancer Research Partnership MSM, TU, UAB: Tuskegee University Healthy Lifestyle Program, Union Springs, AL, USA; **Arlethia Gilliam**, Tuskegee University, U54 Cancer Research Partnership MSM, TU, UAB: Tuskegee University Healthy Lifestyle Program, Union Springs, AL, USA

The poster depicts effective strategies implements in the Healthy Lifestyle Program. The poster illustrated the program's progress in reducing cancer risk behavior through a three stage process: Individual, Community, and Change Agent, to bring about behavior change in nutrition and exercise among African Americans residing in rural blackbelt Alabama communities.

Poster Goals:

- Demonstrate the effectiveness of Community Health Advisors in the design and delivery of a Nutrition and Physical Activity program aim at cancer risk reduction among African Americans
- Demonstrate the impact of a Nutrition and Physical Activity Program in helping African Americans in rural communities reduce their cancer risk
- Examine the impact of the Healthy Lifestyle Program at three levels: Individual, Community and Change Agent

Poster Learning Objectives:

- Demonstrate the effectiveness of Community Health Advisors in cancer education and risk reduction in rural communities
- Identify innovative strategies for educating African American about cancer and its relationship to nutrition and physical activity
- Evaluate the effectiveness of the Healthy Lifestyle Program in reducing cancer risk behavior among rural African Americans through a three stage change process: Individual, Community, and Change Agent

IDENTIFYING SELF-INTEREST; ENGAGING UNIVERSITIES AND COMMUNITIES IN PARTICIPATORY RESEARCH

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Changing policies & systems; Mobilizing knowledge for action

Authors (Presenters in bold): **Jennifer Erb-Downward**, Department of Epidemiology and Population Health, Albert Einstein College of Medicine, Bronx, NY, USA; **Abigail Williams**, Department of Epidemiology and Population Health, Albert Einstein College of Medicine, Bronx, NY, USA; Elisa Weiss, Department of

Epidemiology and Population Health, Albert Einstein College of Medicine, Bronx, NY, USA; Pamela Valera, Department of Epidemiology and Population Health, Albert Einstein College of Medicine, Bronx, NY, USA; Emilie Bruzelius, Department of Epidemiology and Population Health, Albert Einstein College of Medicine, Bronx, NY, USA; Nicole Maysonet, Department of Epidemiology and Population Health, Albert Einstein College of Medicine, Bronx, NY, USA

Increasing requirements for community engagement plans within NIH center grants, present a unique opportunity for those interested in promoting community-academic partnerships to leverage university self-interest in grant funding, and to create “Core” resources that support partnership development and CBPR. In this session, we will discuss how the cancer center renewal application for the Einstein-Montefiore Cancer Center led to the creation of the Community Assessment and Capacity Building Core, a developing core focused on supporting CBPR and community-academic partnerships. The poster will outline the structure and staffing of the developing core, the projects that the Core has supported thus far, challenges faced, and ways that this model could be adopted and expanded to other settings.

Poster Goals:

- Demonstrate how a university’s self interest in grant funding can be leveraged to create permanent resources within academic settings that support community-academic partnerships and CBPR
- Show how Einstein’s Community Core has leveraged start-up pilot funding and Core staff time to build relationships and infrastructure for community-academic research partnerships
- Collaboratively explore opportunities that might exist within participants’ institutions/local universities

Poster Learning Objectives:

- Identify potential strategies for leveraging academic funding interests to create permanent infrastructure capable of supporting community-academic partnerships to addressing health disparities
- Understand what a “developing Core” and a “Core” resource are, and how they operate
- Explain the importance of full-time staff dedicated to community engagement in a research setting that continues beyond the term of any one grant

***IMMERSION TRAINING IN COMMUNITY ENGAGEMENT**

Intended Skill Level: Beginner, Intermediate

Topic(s): Engaged institutions; Sharing power & resources

Authors (Presenters in bold): *Linda Zittleman, Department of Family Medicine, University of Colorado School of Medicine, Aurora, CO, USA; Lorenzo Ramirez, Latinos Using Cardiac Health Actions to Reduce Risk (LUCHAR), Denver, CO, USA; Charlene Barrientos Ortiz, University of Colorado Denver, Denver, CO, USA; Reginaldo Garcia, San Luis Valley Rocky Mountain Prevention Research Center, Denver, CO, USA; Candace Fleming, Centers for American Indian & Alaska Native Health, University of Colorado, Denver, CO, USA; Crystal Loudhawk-Hedgepeth, Centers for American Indian & Alaska Native Health, University of Colorado, Denver, CO, USA; Julie Marshall, Rocky Mt. Prevention Research Center, University of Colorado, Denver, CO, USA; Janet Meredith, 2040 Partners for Health, Aurora, CO, USA; Alok Sarwal, Colorado Alliance for Health Equity and Practice, Denver, CO, USA; Christin Sutter, High Plains Research Network, Denver, CO, USA; May Tran, Colorado Alliance for Health Equity and Practice, Denver, CO, USA; Michele Wheeler, 2040 Partners for Health, Aurora, CO, USA; Leslie Wright, Kaiser Permanente Colorado, Denver, CO, USA; Jack Westfall, Director CCTSI Community Engagement Core, University of Colorado, Denver, CO, USA*

This poster will present detailed information on the Immersion in Community Engagement training program, including design, implementation, results, and lessons learned.

Poster Goals:

- Describe the rationale and components of a unique training experience in community engagement that utilizes didactic and intense, hands-on learning tools

- Demonstrate the benefit of immersion training, including participants' understanding of community-engaged research, new resources, and partnership grant activity
- Encourage discussion about the value of community engagement training and ways to incorporate the program in other settings

Poster Learning Objectives:

- Understand the need for training in community engagement for junior researchers as a tool for reducing health disparities
- Explain the roles of a diverse staff in community engagement training and the benefits of utilizing staff from academic institutions and community in this style of training
- Describe multiple ways of approaching research using community-based participatory research methods

LISTENING TO THE HEART: WHAT DO FAMILIES OF CHILDREN WITH AUTISM DESIRE IN A RESIDENTIAL FACILITY?

Intended Skill Level: Intermediate

Topic(s): Communities as centers of engagement, learning and action, Sustaining ourselves & each other

Authors (Presenters in bold): *Marcos Fernandez, Texas Woman's University, Houston, TX, USA; Anne Selcer, Health Care Administration, Texas Woman's University, Houston, TX, USA; Megan Karlsen, A Little Something Different, Houston, TX, USA*

Research concerning the developmentally disabled (DD)/ autistic children and their families is conventionally done without input from those populations. Additionally, residence facility standards are usually generically developed by state agencies, with the special needs of the DD/autistic not considered. This CBPR was developed in order to gather input from the DD/autistic (when possible) and their families, which meant that non-conventional ways of gathering the data were employed. The outcome of the work is a) data collected that reflects the 'voice' of the families of the developmentally disabled/ autistic and b) a rubric/ form that can be used by the families to evaluate the standards of excellence that residential facilities use and whether or not they fit the special needs of the DD/ autistic individual. The use of a meaningful rubric will empower the community and promote self-determination.

Poster Goals:

- Educate what define excellence for residence facilities for the developmentally disabled (DD)/ autistic according to the community and their families
- Provide a practical tool (rubric) that is the outcome of what the DD/ autistic and their families desire for facility excellence
- Provide outlet for voices of family members to express their needs and desires

Poster Learning Objectives:

- Gain general knowledge of the desires of children with developmental disabilities (DD)/ autism, and their families as they relate to residential facilities
- Learn methods of gathering CBPR input from the DD/ autistic population and their families
- A rubric/ form for the developmentally disabled/ autistic children and their families to use in evaluating the standards of excellence of residential facilities in meeting their special needs

LOCAL COMMUNITY RESEARCH CAPACITY BUILDING TO COMBAT POOR AIR QUALITY AND REDUCE BARRIERS TOWARDS RESEARCH PARTNERSHIPS

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Mobilizing knowledge for action

Authors (Presenters in bold): **Jazmin I. Zane**, *UCLA Center for Health Policy Research, Health DATA Program, Los Angeles, CA, USA*; **Ying-Ying Meng**, *UCLA Center for Health Policy Research, Los Angeles, CA, USA*; **Isela Gracian**, *East LA Community Corporation, Los Angeles, CA, USA*; **Jennifer Ponce**, *The Children's Clinic, Los Angeles, CA, USA*; **Elina Nasser**, *UCLA Center for Occupational and Environmental Health, Los Angeles, CA, USA*; **Peggy Toy**, *UCLA Center for Health Policy Research, Los Angeles, CA, USA*; **Steven Wallace**, *UCLA Center for Health Policy Research, Los Angeles, CA, USA*

Assessment of Local Environmental Risk Training to Reduce Health Disparities (ALERT), is a training and education project designed to foster community-academic partnerships in addressing the air-quality issues identified by communities in Los Angeles that are disproportionately impacted by poor air quality. ALERT conducted a 4-day train-the-trainer (TTT) course, in which community participants were provided with environmental health and CBPR knowledge and tools. Researchers were invited to participate in the TTT in order to identify, and begin to remove, barriers to partnerships. Fifty-four community participants completed the TTT course, and 13 researchers attended. Evaluation results identified CBPR barriers, and suggest that the TTT is effective in increasing community participants' knowledge of CBPR and trusts towards researchers. In addition, increasing data capacity of community leaders from underserved areas may complement actions to combat poor air quality.

Poster Goals:

- Mobilize and inspire partnerships between community representatives and researchers
- Demonstrate community engagement as a means for combating poor air quality and environmental injustice
- Provide data and share information on CBPR barriers from community representatives and researchers

Poster Learning Objectives:

- Identify and compare common and unique barriers for community representatives and researchers with respect to forming partnerships
- Evaluate changes in trust, and community-based participatory research knowledge, among community representatives after contact with researchers and involvement in the train-the-trainer course
- Identify ways to assess community-participant knowledge and data capacity on environmental health

LOST IN TRANSLATION THROUGH AN EPI-AID INVESTIGATION ON DOMESTIC VIOLENCE: LINKING COMMUNITY, ACADEMIA AND GOVERNMENT.

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action, Engaged institutions

Authors (Presenters in bold): **Carrie Lawrence**, *Department of Applied Health Science, School of Health, Physical Education, and Recreation, Indiana University-Bloomington, Bloomington, IN, USA*; **Sally Pelto-Wheeler**, *School of Health, Physical Education, and Recreation, Indiana University-Bloomington, Bloomington, IN, USA*; **Linda Henderson**, *School of Health, Physical Education, and Recreation, Indiana University-Bloomington, Bloomington, IN, USA*

In May 2010, local officials in a rural Indiana county notified state health officials and Indiana University that their community had experienced an apparent increase in domestic violence (DV) and DV-related homicides. The Office of Community Health Engagement, along with the CDC, facilitated and conducted stakeholder interviews and abstracted records at the Prosecutor's Office, law enforcement agencies, and social service groups. Stakeholders reported these contributing factors: economic downturn; intergenerational transmission of violence; community norm of "keeping everything in the family"; substance abuse; and others. CDC provided these recommendations: implement a coordinated community response; strengthen primary prevention efforts, particularly in schools; expand batterers' and victims' services; and others. To date, no state resources have been allocated to implement recommendations, which is where the affiliates of our office are providing community outreach.

Poster Goals:

- Provide information on how to identify a community liaison to facilitate and buffer community/researcher communication
- Discuss strengths and challenges in working with rural communities facing social and economic crisis
- Understand how essential preparation of community members is before research begins

Poster Learning Objectives:

- Identify the steps involved in community engagement and the development of trust, essential to the partnerships in research
- Identify common challenges faced by community/researcher partnerships in a rural setting and suggest strategies and resources for overcoming them
- Identify three strategies for academia to effectively liaise between the community and government officials

MADISON DENTAL INITIATIVE: PROVIDING FREE DENTAL CARE IN HOMELESS SHELTERS

Intended Skill Level: Intermediate

Topic(s): Sharing power & resources; Mobilizing knowledge for action

Authors (Presenters in bold): ***Sharon Younkin**, Medicine and Public Health, University of Wisconsin Madison, Madison, WI, USA; **Lisa Bell**, Madison Dental Initiative, Madison, WI, USA*

This public service and outreach scholarship initiative is designed to meet a significant, urgent community need while strengthening existing partnerships, addressing the serious health equity issue of access to dental care, and providing educational experiences to health professions students. A pilot project supported by the Department of Health Services indicated that providing free, shelter based dental care is effective in addressing the significant gaps in oral health care experienced by the homeless. This partnership between the homeless coalition, a local shelter, a community organization, volunteer dentists and an academic health center has successfully received funding and provided free dental care to hundreds of patients over the past three years. This initiative has also provided over 600 service learning hours for health professions students. Most importantly, this partnership has had a significant impact on the oral health of area shelter residents.

Poster Goals:

- Share information about the development of a successful sustained partnership between an academic health center, community organization, homeless shelter, homelessness consortium, and volunteer dentists
- Share information about developing creative funding sources and successfully finding grant funding in spite of challenging economic times
- Share creative strategies for the development of a multifaceted partnership designed to meet a pressing health equity issue. Oral health affects physical health, self-esteem, and employment issues

Poster Learning Objectives:

- Learn about the importance of physical location and accessibility in providing oral health care to homeless populations
- Learn about the far-reaching impact of untreated dental issues--physical health, employment, nutrition, speech, and family functioning
- Learn how to leverage service recipient stories to successfully find sustainable funding

MAKING THE CASE FOR AN INTERPROFESSIONAL COMMUNITY SERVICE LEARNING MODEL AT A HEALTH SCIENCE INSTITUTION

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Engaged institutions

Authors (Presenters in bold): *Melanie Stone, Center for Medical Humanities & Ethics, University of Texas Health Science Center San Antonio, San Antonio, TX, USA; Veronica Young, College of Pharmacy, University of Texas at Austin, Austin, TX, USA*

This poster will make the case for community service learning at an institution of higher education that trains future health care providers. We will also describe our model for implementing interprofessional CSL at an academic health science center over a 3-year span, describing the institutional challenges and barriers faced as well as our accomplishments.

Poster Goals:

- Demonstrate how to address a community's health inequities through community service learning
- Introduce interprofessional education pedagogy and state its significance in health professional education
- Implement and sustain improvement in community health through engaging a health science institution in interprofessional community service learning

Poster Learning Objectives:

- Describe the impact of community service learning in addressing health inequities in a community
- Define the interprofessional education model of health professional education
- Identify strategies for implementing interprofessional community service learning at a health science institution

***MEASUREMENT OF COALITION FUNCTIONING OF YOUTH COALITIONS WITH A SMOKE FREE PASO DEL NORTE**

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action; Youth & student leadership

Authors (Presenters in bold): *Penny Downs, Children in Need of Services (CHINS), Alomogordo, NM, USA; Katherine Arneson, Students Helping Others Understand Tobacco (SHOUT), Las Cruces, NM, USA; Pema B. Garcia, Texas A&M Center for Housing and Urban Development- Colonias Smoke Free Project, El Paso, TX, USA; Alisha Hayden, School of Public Health, University of Texas Health Science Center at Houston, El Paso, TX, USA; Louis D. Brown, School of Public Health, University of Texas Health Science Center at Houston, El Paso, TX, USA*

Nation-wide, tobacco use leads to health disparities in cancer deaths among Hispanics. Tobacco companies disproportionately promote smoking to adolescents and Hispanics. The objective of this research was to provide support to the youth coalitions of A Smoke Free Paso Del Norte through an academic/community partnership in order to improve coalition functioning, thus improving sponsored programs and initiatives and ultimately reducing disparities and improving health in this region.

Specific Aims addressed: (1) Assessment of the strengths and weaknesses of coalition functioning; (2) Document coalition activities designed to reduce tobacco use. The comprehensive list of current youth coalition activities, strengths, and weaknesses has been and will be useful in obtaining future funding, in strategic planning in conjunction with partners, and in disseminating ideas and strategies that have been successful in reducing tobacco use in the border region.

Poster Goals:

- Describe the great work the youth coalitions are doing to prevent tobacco use in their communities
- Present various ways in which the youth coalitions are used as tools for social action and empowerment of youth
- Engender discussion with attendees about effective methods for working with community partners who are youth

Poster Learning Objectives:

- Describe the collaborative process between the academic and community partners to develop the instrument to be used in the evaluation
- Discuss two strengths and weaknesses of the youth coalitions in comparison to adult coalitions
- List possible ways in which the academic-community partners could create a working relationship to work toward achieving strategic goals

MEASURING COMMUNITY SERVICE STUDENT LEARNING: A PROFESSIONAL PROGRAM'S FINDINGS

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action

Authors (Presenters in bold): **Nancy M. Waite**, *School of Pharmacy, University of Waterloo, Kitchener, ON, Canada*

The challenge of creating meaningful programming that provides opportunities for pharmacy students to understand social determinants of health and measuring the success of such programming is discussed. A community service-learning (CSL) initiative was introduced to first year students at the University of Waterloo School of Pharmacy (SOP). Students completed two reflection papers about their experiences at the SOP and wrote a professional mission statement. Student reflections and mission statements offer a unique perspective on what students gained from CSL. Their learning centered on a few themes: skill development, understanding the community, and professional development. Students discussed the skills they developed and how their understanding of the community changed. Students began to move from an internal focus to a community partnerships focus for their current educational experiences and their future professional practice.

Poster Goals:

- Provide evidence that highlight students learning from a unique example of a professional School of Pharmacy engaging with the local community
- Discuss learning outcomes and how they can develop beyond a personal, individual level, creating more community-minded and community-engaged professionals

Poster Learning Objective:

- Gain insight into the impact that community service-learning can have on students and their development as professionals

***MOBILIZING COMMUNITY HEALTH CENTERS AND LOCAL EDUCATIONAL INSTITUTIONS FOR DELIVERING AND SUSTAINING ASTHMA MANAGEMENT PROGRAMS**

Intended Skill Level: Intermediate, Advanced

Topic(s): Engaged institutions; Sustaining partnerships and their outcomes

Authors (Presenters in bold): **Francesca Lopez**, *Institute of Public Health/Accountable Communities Healthy Together-Asthma Program, Georgia State University, Atlanta, GA, USA*; **Arlyn N. Sanchez**, *Institute of Public Health/Accountable Communities Healthy Together-Asthma Program, Georgia State University, Atlanta, GA, USA*; **Catherine Prather Williams**, *Institute of Public Health/Accountable Communities Healthy Together-Asthma Program, Georgia State University, Atlanta, GA, USA*

Health education and environmental interventions in poor communities are constantly challenged by racial disparities and environmental injustice. Our research aims to reduce the severity of asthma outcomes through the delivery of comprehensive interventions provided in cooperation with different community partners: education (provided by members from universities and community leaders, free medical care (provided by local community health centers), in-home environmental assessment and legal support related to environmental injustices (delivered by a multidisciplinary team of professionals and students from local universities). Therefore, we will discuss: (1) The effectiveness of community partnering as a key component to achieve

sustainability, (2) How the empowerment of lay community members can be used to deliver environmental education and interventions, (3) How community members and local institutions working together can assess and improve environmental issues that are unique to their communities.

Poster Goals:

- Highlight how the establishment of community-partnerships is a key strategy for delivering asthma health education, through the utilization of lay community members as community health workers
- Describe how partnerships between Institutions and Community Health Care Centers are a powerful tool for the delivery of culturally-adjusted education and evidence based care for children with asthma
- Demonstrate how different environmental injustices found at low-income houses and neighborhoods are proportionately associated to the risk and severity of respiratory outcomes in children

Poster Learning Objectives:

- Identify three strategies for institutions to effectively partner with Community Health Centers to promote health equity
- Formulate strategies for the recruitment and training of Community Health workers to disseminate health promotion and education related to asthma management
- Identify three environmental justice issues associated with the worsening of asthma outcomes in low-income communities

NUESTRO FUTURO SALUDABLE: FORMING THE JP PARTNERSHIP FOR HEALTHY CARIBBEAN LATINO YOUTH

Intended Skill Level: Intermediate

Topic(s): Communities as centers of engagement, learning and action; Sharing power & resources

Authors (Presenters in bold): ***Uchenna J. Ndulue**, Community Health Program, Tufts University, Medford, MA, USA; **Linda .S Sprague Martinez**, Community Health Program, Tufts University, Medford, MA, USA; **Bashier Kayou**, Nuestro Futuro Saludable, Boston, MA, USA*

We will present an integrated research-and-action model developed to engage community stakeholders and researchers to create a healthier environment for Caribbean Latino youth in the Jamaica Plain neighborhood of Boston. The Nuestro Futuro Saludable project is a partnership between an interdisciplinary group of researchers and community residents, leaders, health providers, and policy makers. With funding from the National Centers on Minority Health and Health Disparities we convened a community advisory board to guide the development, implementation, evaluation and dissemination of an asset-based, pilot intervention to mitigate the negative effects of the social and structural factors that shape and are created by the built environment. This intervention took the shape of an after-school initiative to address the social determinants of health that influence youth in Jamaica Plain.

Poster Goals:

- Describe the social determinants of health surrounding Caribbean Latino youth in the Jamaica Plain community of Boston, MA
- Describe the process of forming the Nuestro Futuro Saludable partnership
- Describe the intervention developed by the Nuestro Futuro Saludable partnership

Poster Learning Objectives:

- Identify factors that contribute to adverse health outcomes of Caribbean Latino youth in Boston
- Describe the challenges inherent to developing social justice interventions in school environments
- Discuss strategies for maintaining investment in long-term partnerships

NURSING IN THE COMMUNITY BY ACCESSING COMMUNITY WISDOM: A CONCEPTUAL MODEL FOR TODAY'S ENVIRONMENT

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action; Ensuring ethical practice

Authors (Presenters in bold): ***Bonnie Pope**, School of Nursing / Brooks College of Health, University of North Florida, Jacksonville, FL, USA; **Debra Poczatek**, Helping Hands Neighborhood Networks Center at Eureka Gardens, Jacksonville, FL, USA; **Joshlyn Davenport**, School of Nursing, University of North Florida, Jacksonville, FL, USA; **Shenelle Davis**, School of Nursing, University of North Florida, Jacksonville, FL, USA; **Jenaly Licea**, School of Nursing, University of North Florida, Jacksonville, FL, USA*

The poster will be designed to provide an overview of the Accessing Community Wisdom Conceptual Model, definitions of the model's components and a graphic representation of the model. It will also describe the history of model usage [pilot study, community engagement, and nursing students using the model in the community, the community partner's perception of the model, and the community partner's observations on strengths and opportunities for improvement.

Poster Goals:

- Articulate the components and attributes of the Accessing Community Wisdom Conceptual Model that would inspire an effective community-campus partnership
- Identify the role of the community partner in the application of the Accessing Community Wisdom Conceptual Model to address inequality in health outcomes for under served population groups
- Use this model to explore opportunities for community-campus partnerships that would improve collaborative community activities to promote social justice

Poster Learning Objectives:

- Formulate three concepts, components or attributes of the Accessing Community Wisdom Conceptual Model that would inspire an effective community-campus partnership
- Briefly explain the role of the community partner in the application of the Accessing Community Wisdom Conceptual Model to address inequality in health outcomes for under served population groups
- Identify one aspect of community partnership described in this model application that would improve collaborative community activities to promote social justice

***ONLINE TRAINING RESOURCES TO ENHANCE COMMUNITY ENGAGED RESEARCH**

Intended Skill Level: Beginner, Intermediate

Topic(s): Engaged institutions; Sustaining partnerships and their outcomes

Authors (Presenters in bold): *Michelle Proser, National Association of Community Health Centers, Washington, DC, USA; Perry Payne, George Washington University, Washington, D.C, USA; Peter Shin, Director of Geiger Gibson Program in Community Health Policy, George Washington University, Washington, D.C, USA; **Michelle Jester**, National Association of Community Health Centers, Washington, DC, USA; Chaya Merrill, Child Health Data Lab, Children's National Medical Center, Washington, D.C, USA; Jonathan Tobin, Clinical Directors Network, New York, NY, USA; **Rosy Chang Weir**, Association of Asian Pacific Community Health Organizations, Oakland, CA, USA*

The Clinical and Translational Science Institute at Children's National Medical Center, in partnership with The George Washington University, has partnered with the National Association of Community Health Centers, the Association of Asian Pacific Community Health Organizations (AAPCHO), and the Clinical Directors Network to develop and enhance online training resources that facilitate and support Community Health Centers engaging in research. In addition to updating AAPCHO's Community-Based Participatory Research Toolkit (<http://cbprtoolkit.aapcho.org>), this collaborative has also created a new website

(www.CDNetwork.org/NACHC) that provides free training resources that are designed to enhance skills in all steps of the research process, from designing and implementing studies to analyzing and disseminating results. The poster walks through each of these websites, describing the resources provided and how they are organized, with visual images that capture the layout of the websites.

Poster Goals:

- Demonstrate two new websites that provide online training resources designed to enhance communities' capacity to engage in research
- "Walk through" the layout of the two websites through visual images so participants can understand the organization and navigability of the website
- Solicit feedback on the effectiveness and appropriateness of the training resources in building community research capacity and the navigability of the two training resource websites

Poster Learning Objectives:

- Navigate through the two online training resource websites to intuitively access their resources on community engaged research
- Recognize key areas of need to build Community Health Centers and other Community Based Organizations' capacity to engage in research
- Understand the relationship of these online training resources to a national survey on Community Health Centers' research participation and needs—a survey conducted by the same collaboration

***POR NUESTROS OJOS: UNDERSTANDING SOCIAL DETERMINANTS OF HEALTH THROUGH THE EYES OF YOUTH**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Youth & student leadership

Authors (Presenters in bold): ***Brisa Urquieta de Hernandez**, Department of Family Medicine, Carolinas Healthcare System, Charlotte, NC, USA; Janni Sorenson, University of North Carolina at Charlotte, Charlotte, NC, USA; Patricia Sanchez, Carolinas Healthcare System, Charlotte, NC, USA; **Lacey Williams**, Latin American Coalition, Charlotte, NC, USA; **Claire Schuch**, Department of Geography and Earth Sciences, University of North Carolina at Charlotte, Charlotte, NC, USA; **James C. White**, Department of Family Medicine, Carolinas Healthcare System/Latin American Coalition, Charlotte, NC, USA; Michael Dulin, Department of Family Medicine, Carolinas Healthcare System, Charlotte, NC, USA; **Owen Furuseth**, University of North Carolina, Metropolitan Studies, Charlotte, NC, USA*

We will describe the development of a partnership between a community-based youth advocacy group and undergraduate students from a state supported university to enhance capacity in research methods and implement a community-based participatory research (CBPR) endeavor. The partners were trained in qualitative methodology and the use of photo voice with the goal of better understanding two high-risk neighborhoods as the foundation for developing a community based health intervention. We will present the qualitative research findings including the pictures that were acquired during this process. Finally, we will discuss the challenges and success of developing a partnership between people with different backgrounds and experiences. The participants will learn how to replicate this novel process in their projects.

Poster Goals:

- Present the collaboration between academic, community and research partners
- Discuss the results of the photo voice process and its role in development of intervention
- Present the skills gained by youth

Poster Learning Objectives:

- Describe the process of partnering with academic and community partners
- Discuss the importance of community engagement prior to development of an intervention
- Identify the challenges and successes of working with young people for health care advocacy

PREVALENCE OF CHRONIC DISEASES AND PHYSICAL ACTIVITY IN A CULTURALLY AND LINGUISTICALLY DIVERSE POPULATION OF SOUTH ASIAN WOMEN

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Mobilizing knowledge for action

Authors (Presenters in bold): **Aisha J. Siddiqui**, *School of Public Health, University of Texas, Pearland, TX, USA*

Data from South Asia and from immigrant areas with high concentrations of South Asians suggests that the diagnosis of type2 diabetes and cardiovascular diseases is increasing rapidly among this ethnic minority. It is also established from literature review that South Asians tend to be less physically active. Psychosocial, environmental, and cultural barriers as well as alternative health seeking behaviors adversely affect physical activity and other health seeking behaviors of this population. The questions posed by the research studies are (1) What are the levels and types of physical activity in South Asian women in Houston, TX? (2) How do the levels and types of physical activity relate to the acculturation of South Asian women? (3) How do levels and types of physical activity relate to chronic diseases among South Asian women?

Poster Goals:

- Develop an evidence based understanding of the health risks associated with lack of physical activity among South Asian women
- Develop an understanding of the distinctive ethnic factors associated with physical activity trends among South Asian population
- Demonstrate the need for more research in developing culturally and linguistically appropriate physical activity interventions

Poster Learning Objectives:

- Analyze the factors that explain how and why South Asian women make physical activity choices
- Identify how levels and types of physical activity among South Asian women relate to their acculturation
- Discuss lifestyle changes to increase physical activity among South Asian women

RESEARCH APPRENTICESHIP OUTCOMES: COMMUNITY AND ACADEMIA PERSPECTIVES

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action

Authors (Presenters in bold): **Leevones Dubose**, *Bay Area Women Coalition, Inc., Mobile, AL, USA;* **Martha I. Arrieta**, *Center for Healthy Communities, University of South Alabama, Mobile, AL, USA;* **Andrea Hudson**, *Bay Area Women Coalition, Inc., Mobile, AL, USA;* **Kenneth Hudson**, *Sociology, Anthropology, and Social Work, University of South Alabama, Mobile, AL, USA;* **Valerie L. Bryan**, *Sociology, Anthropology and Social Work, University of South Alabama, Mobile, AL, USA;* **Linda Roussel**, *University of South Alabama College of Nursing, Mobile, AL, USA;* *Willette S. Brye, USA Center for Healthy Communities, University of South Alabama, Mobile, AL, USA;* *Shantisha T. Hansberry, USA Center for Healthy Communities, University of South Alabama, Mobile, AL, USA;* *Errol D. Crook, USA Center for Healthy Communities, University of South Alabama, Mobile, AL, USA*

We will detail, from the communities' and academia's perspectives, the expectations and outcomes of a project wherein community volunteers were trained, monitored and supported by a multidisciplinary group of faculty, staff and students for the purpose of designing, fielding, and analyzing a health status and access to care survey of neighborhood residents. We will portray how, from initially low expectations, the Bay Area Women Coalition, Inc. grew to trust and rely on the Health Disparities Research Group members as facilitators of their quest for data to underscore the need for a clinic located in their neighborhood; and how academia's expectations of the feasibility of transferring research knowledge and skills to community members in an

apprentice framework was realized, with further confirmation that apprentices can use such newly acquired assets to address health problems in their community. Multiple outcomes of the collaboration, both positive and negative, will be discussed.

Poster Goals:

- Portray the communities' and academia's expectations of a project based in the concept of Research Apprenticeship
- Match partners expectations to outcomes of the project
- Foster discussion on the feasibility and effectiveness of the Research Apprenticeship paradigm

Poster Learning Objectives:

- Identify the communities' and academia's expectations of a participatory research project based on the Research Apprenticeship paradigm
- Evaluate the extent to which the project fulfilled expectations
- Identify unanticipated outcomes of the project

***RESEARCH APPRENTICESHIP: FROM CONCEPT TO PRACTICE**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action

Authors (Presenters in bold): ***Martha I. Arrieta**, USA Center for Healthy Communities, University of South Alabama, Mobile, AL, USA; **Leevones Dubose**, Bay Area Women Coalition, Inc., Mobile, AL, USA; **Kenneth Hudson**, Department of Sociology, Anthropology and Social Work, University of South Alabama, Mobile, AL, USA; Valerie L. Bryan, Department of Sociology, Anthropology and Social Work, University of South Alabama, Mobile, AL, USA; Andrea Hudson, Bay Area Women Coalition, Inc., Mobile, AL, USA; Thomas C. Shaw, Department of Political Science and Criminal Justice, University of South Alabama, Mobile, AL, USA; Shantisha T. Hansberry, USA Center for Healthy Communities, Mobile, AL, USA; Willette S. Brye, USA Center for Healthy Communities, Mobile, AL, USA; Rachel D. Foreman, USA Center for Healthy Communities, Mobile, AL, USA; Sasha L. Eastburn, USA Center for Healthy Communities, Mobile, AL, USA; Errol D. Crook, USA Center for Healthy Communities, Mobile, AL, USA*

Drawing on the experience of formulating and implementing the Bay Area Women Coalition (BAWC) – University of South Alabama Health Disparities Research Group (HDRG) collaboration project wherein community volunteers were trained by HDRG members in basic research methodology, as well as monitored and supported through the process of designing, implementing and analyzing a health status and access to care survey of their neighbors, presenters will: a) posit the 'Research Apprenticeship' concept and practice as a means to foster the 'democratization of knowledge' inherent to participatory research, b) illustrate the process used to train, monitor and support community research apprentices, c) highlight key process facilitators, d) discuss process pitfalls, e) discuss observed outcomes. Based on the information presented, the feasibility and effectiveness of the Research Apprenticeship model will be assessed.

Poster Goals:

- Discuss the basis for the concept of "Research Apprenticeship"
- Portray the process through which Research Apprentices were trained, monitored and supported
- Foster discussion on the feasibility and effectiveness of the Research Apprenticeship paradigm

Poster Learning Objectives:

- Assess the potential of the "Research Apprenticeship" paradigm
- Assess the steps taken to train, monitor and support Research Apprentices
- Assess the feasibility and effectiveness of the proposed model

***RESEARCH ETHICS REVIEW FOR HIV COMMUNITY RESEARCH**

Intended Skill Level: Beginner

Topic(s): Engaged institutions; Ensuring ethical practice

Authors (Presenters in bold): **Dario Kuzmanovic**, *University of Toronto - Joint Centre for Bioethics & Office of Research Ethics, Universities Without Walls Fellow in HIV Research, Toronto, ON, Canada*

This poster describes a partnership between the Ontario HIV Treatment Network (OHTN) and the Office of Research Ethics (ORE) at the University of Toronto. In Ontario, Community-Based Researchers who are not affiliated with an academic institution have few options for ethics review of their research. The OHTN sought to address this and other barriers to the review of Community-Based HIV/AIDS Research in Ontario by establishing a joint Research Ethics Board (REB/IRB) with the ORE. In doing so, the partnership seeks to address barriers to research ethics review of CBR. The partnership was initiated in 2008 and the HIV REB began meeting in April 2009. Since then, over 100 research studies have been reviewed through the ethics review process. This partnership builds on assets of the two collaborations and aims to improve the health of people living with HIV/AIDS by engaging them as equal partners in the research process, which has traditionally treated them as research subjects.

Poster Goals:

- Introduce participants to a collaborative REB/IRB with expertise from both academic and community members
- Outline a strategy on how to encourage and promote CBR/CBPR in HIV in the largest province in Canada
- Show how an REB/IRB can remove barriers and provide meaningful ethics review for time-sensitive and relevant research projects

Poster Learning Objectives:

- Explain how a community-based REB/IRB can enhance community research
- Identify some barriers to community-based research across
- Outline some benefits, as well as some challenges, to having a community based REB/IRB for HIV research

"RISE TO THE CHALLENGE" - SERVICE LEARNING AND CIVIC ENGAGEMENT FOR PRE-LICENSURE NURSING STUDENTS - COMMUNITY AND EDUCATIONAL OUTCOMES

Intended Skill Level: Intermediate

Topic(s): Communities as centers of engagement, learning and action; Sustaining partnerships and their outcomes

Authors (Presenters in bold): **Anne E. Belcher**, *Nursing - Department of Environments for Health, Indiana University School of Nursing, Indianapolis, IN, USA*

The poster session will describe learning outcomes and service learning activities for three service learning courses in the undergraduate nursing program. These service learning courses will be showcased within the university's "RISE to the Challenge Initiative" and examine student, faculty and community relationships using the SOFAR model developed by Bringle, Clayton, Price (2009). Strategies that support best practices in civic engagement will be presented along with service learning course outcomes in underserved communities. Results from survey data measuring pre-licensure nursing students' level of community engagement near the end of their degree program will be presented.

Poster Goals:

- Describe civic engagement outcomes from the service learning courses offered in the baccalaureate nursing program at a Midwestern urban research university
- Present results of survey data measuring pre-licensure nursing students' level of civic engagement following the completion of service learning courses in the baccalaureate curriculum
- Showcase partnerships in service learning and civic engagement through health related outcomes in underserved communities

Poster Learning Objectives:

- Describe the level of civic engagement of undergraduate nursing students who have participated in service learning courses
- Differentiate student, faculty, and community relationships in selected service learning courses offered in underserved communities using the SOFAR model
- Explain the "Rise to the Challenge" initiative and its impact on pre-licensure nursing students at a Midwestern urban university

SASKATOON POVERTY REDUCTION PARTNERSHIP (SPRP): FROM POVERTY TO POSSIBILITY... AND PROSPERITY

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Changing policies & systems

Authors (Presenters in bold): **Amanda Clarke**, *Canadian Public Health Service, Public Health Agency of Canada Placement Site: Public Health Observatory, Saskatoon Health Region, Saskatoon, SK, Canada*

The Saskatoon Poverty Reduction Partnership, Saskatoon, Saskatchewan, developed over the years through a number of poverty reduction initiatives. This poster will describe its unique development process, present status and next steps.

Poster Goals:

- Depict the vision of the SPRP in a visual framework (house model)
- Describe the interface between SPRP's intersectoral health disparity work with community, academia and government and the integration of evidence based policies in priority setting for an Action Plan
- Engage conference attendees in dialogue about poverty reduction intersectoral models, and processes

Poster Learning Objectives:

- Compare community poverty reduction models and engagement strategies
- Analyze the steps towards the development of a unique 'Community Action Plan' to reduce poverty in Saskatoon
- Describe the proposed monitoring and evaluation framework moving forward to assess progress in priority areas; including housing, education, income, and social determinants

***SHARING STRENGTH: BUILDING A NETWORK OF COMMUNITY PARTNERS BUILDING ORGANIZATIONAL CBPR CAPACITY**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Sustaining partnerships and their outcomes

Authors (Presenters in bold): **Mike Dobias**, *Healthcare Consortium of IL, Dolton, IL, USA*; **Roxane Medina**, *Youth Empowering Strategies, Chicago, IL, USA*; **Ben Rucker**, *Chinese Mutual Aid Association, Chicago, IL, USA*; **Mona El-Shamaa**, *Asian Health Coalition, Chicago, IL, USA*; **Gina Curry**, *Alliance for Research in Chicagoland Communities, Chicago, IL, USA*; **Josefina Serrato**, *Alliance for Research in Chicagoland*

Communities, Chicago, IL, USA; Jen Kauper-Brown, Alliance for Research in Chicagoland Communities Chicago, IL, USA; Karriem Watson, Apostolic Faith Church, Chicago, IL, USA

CBPR partnerships seek to develop equitable relationships that balance power and include participation of partners in every phase of research. ARCC's mission is to grow equitable and collaborative partnerships between Chicago-area communities and Northwestern University for research that leads to measurable improvement in community health. Eleven community-based organizations serving on the ARCC Steering Committee are leading PERCH (Partnership for Empowering Research by Chicago Communities about Health), a project funded by local foundation grants that aims to build and institutionalize CBO capacity as equal partners in research. In Phase 1, the ARCC CBOs focused on building their own organizational and individual capacity. In Phase 2, they are synthesizing lessons learned and tools produced to mentor a new cohort of 6 CBOs. In both phases, each CBO assessed its research skills, priorities, and readiness to engage in research. CBOs from the 1st & 2nd cohorts will share key findings.

Poster Goals:

- Share lessons learned from first and second phases of a project to build organizational CBPR capacity for community partners
- Gain feedback and suggestions from participants
- Consider next steps for this project

Poster Learning Objectives:

- Discuss methods and lessons on integrating CBPR and practice into organizations
- Describe components of organizational CBPR capacity
- Explain the peer-to-peer training/mentoring process for the second phase of the project

STORIES ON THE STEPS: FROM SELF-IMAGE TO SELF-PURPOSE - IDENTIFYING COMMUNITY LEADERS THROUGH THE USE OF DIGITAL STORIES, ORAL HISTORIES, AND WORD CLOUDS

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action

Authors (Presenters in bold): *Mary A. Beard, Nutrition and Food Systems, The University of Southern Mississippi, Hattiesburg, MS, USA; Connie M. Knight, The University of Southern Mississippi, Hattiesburg, MS, USA; Vickie Blakely Reed, The University of Southern Mississippi, Hattiesburg, MS, USA; Charkarra Anderson-Lewis, The University of Southern Mississippi, Hattiesburg, MS, USA; Latessa Minor, The University of Southern Mississippi, Hattiesburg, MS, USA; Kathy Yadrick, The University of Southern Mississippi, Hattiesburg, MS, USA*

H.U.B. City Steps was a city-wide, community-based participatory research (CBPR) walking intervention funded by NIMHD in which several community members emerged as leaders. To promote sustainability and encourage health advocacy, an artistic component was utilized to help participants make the connection between self-image and self-purpose in their communities. Participants were asked to tell about their health-related journeys through oral histories and/or digital stories. As a result, digital storytelling participants acquired health-related platforms and are looking forward to seeking further outlets for presenting in their communities. Oral history participants will showcase their pieces in art gallery format. Their oral history, computer-generated word clouds (visualized word groupings) will be highlighted at community venues to spark community interest. This poster will share examples and discuss ways to get started with oral histories, digital stories, and word clouds.

Poster Goals:

- Creatively explore the connection between self-identity and self-purpose as it relates to building community-led initiatives
- Provide ways to implement digital storytelling and word cloud techniques in various community settings
- Discuss issues associated with utilizing creative techniques in various community settings

Poster Learning Objectives:

- Explain how personal stories and health journeys can be creatively used to inspire community connectivity
- Identify computer programs and skill sets to implement digital arts techniques as part of community presentations
- Demonstrate examples of how creative arts can be utilized in various community settings

STRETCHING BOUNDARIES THROUGH PARTNERSHIPS: THE CAMPUS-COMMUNITY COALITION FOR HEALTH EDUCATION, ENGAGEMENT, AND RESEARCH

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Sharing power & resources

Authors (Presenters in bold): *Stanton Miller, Center for Public Health Research, Lankenau Institute for Medical Research, Wynnewood, PA, USA; Kaye Edwards, Center for Peace and Global Citizenship, Haverford College, Haverford, PA, USA; Ruth McDermott-Levy, College of Nursing, Villanova University, Villanova, PA, USA; Nell Anderson, Civic Engagement Office, Bryn Mawr College, Bryn Mawr, PA, USA; Melissa Pashigian, Anthropology Department, Bryn Mawr College, Bryn Mawr, PA, USA; Ellen Magenheim, Economics Department, Swarthmore College, Swarthmore, PA, USA, **Peter D. Block**, Center for Public Health Research, Lankenau Institute for Medical Research, Main Line Health, Wynnewood, PA, USA; **Samuel Chukwueze**, Center for Public Health Research, Lankenau Institute for Medical Research, Wynnewood, PA, USA*

The Campus-Community Coalition for Health Education, Engagement and Research grew out of a shared vision to provide opportunities to train the future leaders of public health and assist local health equity campaigns. The coalition has facilitated course and faculty exchange and recently launched a public health summer internship program. The coalition is designing a seminar course in public health, which will utilize resources from all five institutions. Another project is a multi-layered mentoring program that will bring undergraduate, graduate, and medical resident students together to help address local public health and health equity issues.

The poster will emphasize the role that resource-sharing has played in the coalition's formation. It will also highlight the 'growing pains' faced in managing multi-institutional partnerships: coordinating inter-collegiate exchanges, meeting different administrative demands, and developing outcome measures are some of the salient challenges.

Poster Goals:

- Present the progress made thus far in developing a multi-institutional coalition dedicated to educating and engaging students in public health issues in the community
- Highlight salient challenges the coalition has faced and review its approaches in addressing these challenges to benefit other conference participants' similar efforts
- Gain constructive feedback from other conference participants to develop and advance the Campus-Community Coalition for Health Education, Engagement and Research's efforts

Poster Learning Objectives:

- Discuss and evaluate multiple, low-cost strategies to develop educational and community outreach programs through college and community hospital partnerships
- Identify salient challenges that emerge from multi-institutional partnerships

***SUSTAINING A SUCCESSFUL FOUR COUNTY PARTNERSHIP DURING HARD ECONOMIC TIMES**

Intended Skill Level: Beginner, Intermediate

Topic(s): Sustaining partnerships and their outcomes; Mobilizing knowledge for action

Authors (Presenters in bold): *Belinda M. Reininger*, Behavioral Science and Health Promotion, University of Texas School of Public Health, Brownsville, TX, USA; *Phylis Peters*, Proyecto Juan Diego, Brownsville, TX, USA; **Martha Martinez**, Mercy Ministries of Laredo, Laredo, TX, USA; **Christine Arcari**, Department of Preventive Medicine and Community Health, UTMB, Galveston, TX, USA; **Jacquelyn Siller**, Catholic Charities of Corpus Christi, Corpus Christi, TX, USA; **Kirk L. Smith**, Department of Internal Medicine, UTMB, Galveston, TX, USA; **Sr. Rosemary Welsh**, Mercy Ministries of Laredo, Laredo, TX, USA

University of Texas Community Outreach (UTCO) is a four county community-based diabetes prevention and control program that relies on community health workers (CHWs) to facilitate healthy lifestyles in communities. UTCO is based on long-term partnerships between two universities and four non-profits and has operated the last two years through state funding. Due to recent budget cuts unique strategies have been employed to continue activities. CHWs deliver nutrition and physical activity classes for community members and disease self-management classes for diabetics. Policy and environmental changes are central to the program. Evaluation results indicate positive impacts on physical activity, food choices, and control of diabetes. Lessons learned from developing and sustaining the partnership, implementing proven effective intervention strategies, health impact results from the randomized intervention trial and cohort studies, and economic impact of the program will be discussed.

Poster Goals:

- Encourage participants to implement successful physical activity and healthful food choice interventions in their communities
- Provide insight into policy and environmental changes that support behavior change among low income Mexican American and African American populations
- Promote careful evaluation of community transformation efforts as it provides needed evidence for enhancing sustainability

Poster Learning Objectives:

- Identify and evaluate resources for proven effective interventions for physical activity and healthful food choice based on resources such as The Guide to Community Preventive Services
- Describe intervention strategies implemented in four counties in Texas that have promoted physical activity and healthful food choice
- Discuss evaluation findings of a four county intervention project and describe what evaluation measures would be appropriate for their community

SUSTAINING AND EVALUATING A REGIONAL PARTNERSHIP: BRAZOS VALLEY HEALTH PARTNERSHIP

Intended Skill Level: Beginner

Topic(s): Communities as centers of engagement, learning and action; Sustaining partnerships and their outcomes

Authors (Presenters in bold): *Britt Allen*, Brazos Valley Health Partnership, Bryan, TX, USA; **Heather R. Clark**, Center for Community Health Development, Texas A&M Health Science Center School of Rural Public Health, College Station, TX, USA; **Angie Alaniz**, Center for Community Health Development, Texas A&M Health Science Center School of Rural Public Health, College Station, TX, USA; **Camilla Viator**, Madison County Health Resource Commission, Madison County, Madisonville, TX, USA; **Whitney R. Garney**, Center for Community Health Development, Texas A&M Health Science Center School of Rural Public Health, College Station, TX, USA; *Monica Wendel*, Texas A&M Center for Community Health Development, College Station, TX, USA

The poster will focus on: 1.) organizing a community health partnership around identified community priorities using a community health development strategy; 2.) describing evaluation measures that indicate community value of the partnership, local leader opinions regarding priorities, and illustrate organizational relationships;

and 3.) lessons learned from the 8 year collaboration between the Center for Community Health Development and the Brazos Valley Health Partnership.

Poster Goals:

- Demonstrate how building community capacity contributes to sustainable regional health partnerships as strategies for increasing access to care
- Define appropriate measures for evaluating a regional community-campus health partnership
- Provide an opportunity to share information on the lessons learned in building community support in a rural community that ensures long-term impact on the health status of the community

Poster Learning Objectives:

- Be able to describe elements of community capacity building
- Identify 3 useful evaluation tools that yield results useful to communities
- Identify strategies for building community consensus and policy change for establishing rural, regional partnerships

SUSTAINING ONE'S MISSION IN A FAMILY DRIVEN PROGRAM: EXPERIENCES FROM FACULTY, PROGRAM DIRECTOR, AND STUDENT ASSISTANT

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Ensuring ethical practice, Changing policies & systems

Authors (Presenters in bold): ***Katie Stanton-Nichols**, Kinesiology, Indiana University Purdue University Indianapolis, Indianapolis, IN, USA; **Allison Plopper**, Kinesiology, Indiana University Purdue University Indianapolis, Indianapolis, IN, USA; **Alyssa Guitierrez**, Kinesiology, Indiana University Purdue University Indianapolis, Indianapolis, IN, USA*

For the past 16 years, children, adults and families have participated in two community-based non-profit physical activity programs for people with disabilities. Approximately 80-100 University students participate or volunteer in these programs helping sustain the program's mission and viability. The purpose of this poster session is to describe how this generation of students has helped shaped our program mission and carried forth these goals both within the existing program and development of new programs. The faculty member who began the program and two current students will describe how we share our mission and values to create generation of engaged students. Presenters will also share how our values translate to student and volunteer preparation. Audience members will learn that mission translated into preparation facilitates the engaged student and future professional.

Poster Goals:

- Describe how faculty, program director, and former students prepare current students to engage in community-based physical activity for children and families with disabilities
- Discuss how faculty, staff, and families (constituents) work to sustain the mission two non-profit programs focused on disability and physical activity
- Demonstrate and share resources that are used to assess student learning and engagement (e.g., course portfolio) and how families play a role in student assessment and program evaluation

Poster Learning Objectives:

- Explain how a community-based program brings their mission to life through student preparation and engagement
- Discuss how generations of former students act to sustain the mission of the two non-profit community-based programs
- Assist audience members in developing their mission-based priorities for student engagement and assessment

THE CHALLENGES OF CULTURALLY RESPONSIVE PARTNERSHIPS: MEETING THE NEEDS OF CHANGING COMMUNITY DEMOGRAPHICS WITH LIMITED RESOURCES

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Engaged institutions, Sharing power & resources

Authors (Presenters in bold): **Mario Garcia Sierra**, *Centro Hispano of Dane County, Madison, WI, USA*; **Patricia H. Brooks**, *Education Outreach and Partnerships, School of Education, University of Wisconsin Madison, Madison, WI, USA*

The Latino Youth Summit: On My Way to College (LYS) is a new initiative of UW-Madison Education Outreach and Partnerships (EOP) and Centro Hispano of Dane County (CHDC). LYS provides an innovative model for delivery of services to underrepresented youth including: a culturally responsive curriculum planned and implemented by culturally competent instructors; shared power and resources between the community and campus; collaborative planning and decision-making; campus and community based workshops for students and families; and access to college planning information. Emphasis on cultural development is a crucial factor in engaging Latino (youth) to think about higher education. We expect that within five to seven years, this cohort of students will be the next generation of Latinos to be accepted at the top universities of this country. A key component of the success of LYS is to trust and honor the participation of our partners for the benefit of our youth.

Poster Goals:

- Provide a description of the development, planning, challenges, motivations, capacity, resources, methodology, and sustainability of the Latino Youth Summit: On My Way to College
- Demonstrate the need for a culturally responsive solution to the changing demographics in the Latino community and public education system in Madison, WI with limited resources
- Describe the elements and structure of the collaborative relationship developed to address a growing community concern and need through mutual governance and trust

Poster Learning Objectives:

- Explain the process of developing a collaborative partnership for mutual benefit in response to a growing community need
- Describe the need for community based, culturally responsive instructors, activities, resources, and family engagement in developing sustainable partnerships with limited resources
- Identify the challenges inherent in shared decision making while maintain levels of desired independence, cultural compatibility, and trust

***THE DEVELOPMENT OF A COMMUNITY INSTITUTIONAL REVIEW BOARD (IRB): THE ROLE OF COMMUNITY AS CHANGE AGENTS AND PROTECTION OF AT-RISK TARGETED PARTICIPANTS**

Intended Skill Level: Intermediate

Topic(s): Communities as centers of engagement, learning and action; Ensuring ethical practice

Authors (Presenters in bold): **Jeffrey J. Guidry**, *College of Education and Human Development, Department of Health and Kinesiology, Texas A&M University, Humble, TX, USA*; **Helen Stagg**, *Change Happens, Inc., Houston, TX, USA*; **Marla B. Hall**, *College of Education and Human Development, Department of Health and Kinesiology, Texas A&M University, College Station, TX, USA*

The poster will document the role of developing a Community Institutional Review Board. It will include the planning, implementation and evaluation of the process. The role of recruiting lay community members and organization of the committee as required by federal human subjects agency will be addressed. In addition, the differences between an Academic and community IRB will be addressed especially with regards to protection of the target community. The role of the Community IRB in going beyond the bureaucratic process

of IRB to the culture of providing detail input into the recruitment and retention of the target community. In addition, the process of the community IRB in providing input in the design of the studies reviewed will be discussed.

Poster Goals:

- The development of a Community Institutional Review Board engaging lay community members
- The process of organizing and training IRB members on Protection of Human Subjects
- Discussion of the role of Community Members in providing information and input in study design pertaining to recruitment and retention

Poster Learning Objectives:

- Differentiate between Academic and Community IRBs in protection of human subjects
- Explain the role of the community IRB in providing input in recruitment and retention of target population
- Explain the process of training and development of community members on the protection of human subjects

THE EMPOWER PROGRAM: A COMMUNITY-CAMPUS PARTNERSHIP ENGAGING VICTIMS OF DOMESTIC VIOLENCE

Intended Skill Level: Beginner

Topic(s): Sustaining partnerships and their outcomes

Authors (Presenters in bold): ***Melissa S. Baughman**, College of Public Health, University of Nebraska Medical Center, Omaha, NE, USA; **Ruth Margalit**, College of Public Health, University of Nebraska Medical Center, Omaha, NE, USA; **Raees Shaikh**, College of Public Health, University of Nebraska Medical Center, Omaha, NE, USA*

This poster session will first describe the EMPOWER program. EMPOWER is a three year long partnership between the WCA and UNMC designed to offer education workshops and health screenings to women who have been victimized by domestic violence. We will discuss challenges that we face, which include: developing trust and engaging with women who are victims of domestic violence; developing a program that will provide services and be aligned with the women's schedule; challenges with transportation, child care access, and meal plans at the shelters; and developing an ethical, competent clinical practice without exposing the women to external risks (like with charting and billing issues in a traditional EHR system).

Poster Goals:

- Tell the story of the partnership between the Women's Center for Advancement (WCA) and EMPOWER. This partnership demonstrates an effective strategy for addressing domestic violence
- Describe the challenges we face and how we address these challenges
- Generate discussion about similar partnerships, encouraging networking and information sharing between participants

Poster Learning Objectives:

- Identify strategies essential to working in the domestic violence population
- Describe barriers to successful engagement with organizations working with people affected by domestic violence
- Discuss opportunities in sustaining a community-campus partnership through student leadership

***THE LOWER PRICE HILL DIABETES INITIATIVE: SUCCESSES & LESSONS LEARNED IN PARTNERSHIP**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action

Authors (Presenters in bold): *Jessica M. Valenzuela, Center for Psychological Studies, Nova Southeastern University, Davie, FL, USA; Phyllis Shelton, Urban Appalachian Council, Cincinnati, OH, USA; Shawna McCowan, Urban Appalachian Council, Cincinnati, OH, USA; Demaree K. Bruck, Cincinnati Center for Clinical & Translational Science & Training, Cincinnati, OH, USA; Robert L. Ludke, Department of Family & Community Medicine, University of Cincinnati, and The LPH Diabetes Initiative Steering Committee, Cincinnati, OH, USA*

The Lower Price Hill Diabetes Initiative (LPHDI) is a community-led initiative forged in partnership with the Cincinnati Center for Translational Science & Training (CCTST) and a number of growing academic & community partners. The first phase of LPHDI was an NIH-funded community needs assessment and development of a community health advocacy (CHA) program in LPH, an inner city community of under 1000 low-income residents of primarily Appalachian descent. Presenters will describe the process of tailoring the needs assessment to the existing values, strengths and resources of the community. In addition, we will focus on the ways in which partnership development was critical to the CHA program's success. Finally, we will present the challenges experienced by partners in the project. These include examples of difficult decisions made during board development, in designing training opportunities for residents, and in continuous efforts to sustain this work despite limited resources.

Poster Goals:

- Describe a community-tailored needs assessment method including both traditional methods and an integrated town hall meeting approach
- Highlight the ways in which strengthened and new partnerships were valuable to the development of a community-led health advocate program
- Present challenges and opportunities for improvement that were identified throughout the process

Poster Learning Objectives:

- Consider the potential benefits of adapting needs assessment strategies to the community's values and existing resources in order to address health disparities
- Identify at least 3 ways in which developing new and strengthening existing partnerships can increase the impact of your work in the community
- Recognize challenges that may arise in conducting CBPR to address health disparities and apply this knowledge in order to be responsive to difficulties they will encounter in their own partnerships

THE MEN'S HEALTH FORUM: A COMMUNITY-DRIVEN INITIATIVE TO ADDRESS HEALTH DISPARITIES

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action, Mobilizing knowledge for action

Authors (Presenters in bold): *Jenna L. Davis, Department of Health Outcomes and Behavior, H. Lee Moffitt Cancer Center and Research Institute, Tampa, FL, USA; Cathy Grant, Moffitt Diversity, H. Lee Moffitt Cancer Center and Research Institute, Tampa, FL, USA; Brian Rivers, Department of Health Outcomes and Behavior, H. Lee Moffitt Cancer Center and Research Institute, Tampa, FL, USA; Venessa Rivera-Colon, H. Lee Moffitt Cancer Center and Research Institute, Tampa, FL, USA; Roberto Ramos, Moffitt Diversity, H. Lee Moffitt Cancer Center and Research Institute, Tampa, FL, USA; Prado Antolino, H. Lee Moffitt Cancer Center and Research Institute, Tampa, FL, USA; Erika Harris, Moffitt Diversity, H. Lee Moffitt Cancer Center and Research Institute, Tampa, FL, USA; B. Lee Green, Moffitt Diversity, H. Lee Moffitt Cancer Center and Research Institute, Tampa, FL, USA*

The African American Men's Health Forum, currently the Men's Health Forum, is a community-driven initiative to reduce health disparities among medically underserved men in the Tampa Bay, Florida area. An explanation of how the community was a driving force in the creation of the Forum and how vital community partnerships are in continuing the event will be given. The Forum was founded by a local African American community member and prostate cancer survivor, who was motivated because African American males suffer

disproportionately from most diseases. Many key components (Community input, Community collaboration, Promotional/outreach efforts, Health Screenings, Health Education, Exhibitors, Language Services, and Evaluation) have contributed to its success over the years and will be described. Challenges and lessons learned will also be described. This information is a useful teaching tool for other organizations endeavoring to implement a similar event in their community.

Poster Goals:

- Demonstrate how the community can generate action to address health disparities
- Educate the audience about key components for planning and executing the Men's Health Forum
- Explain the challenges of implementing the Men's Health Forum

Poster Learning Objectives:

- Discuss the need for community partnerships for executing events in the community
- Identify important components of a successful, health-promotion event in the community
- Describe challenges of a community health-promotion event

THE MENTAL HEALTH AND CANCER CONNECTION PROJECT: HOW TO TRANSLATE THE FINDINGS OF A CBPR STUDY INTO ACTION

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Changing policies & systems, Mobilizing knowledge for action

Authors (Presenters in bold): **Abigail A. Williams**, *Department of Epidemiology and Population Health, Albert Einstein College of Medicine, Bronx, NY, USA;* **Jennifer Erb-Downward**, *Department of Epidemiology and Population Health, Albert Einstein College of Medicine, Bronx, NY, USA;* *Elisa Weiss, Albert Einstein College of Medicine, Bronx, NY, USA;* *Pamela Valera, Albert Einstein College of Medicine, Bronx, NY, USA;* *Emilie Bruzelius, Albert Einstein College of Medicine, Bronx, NY, USA;* *Nicole Maysonet, Albert Einstein College of Medicine, Bronx, NY, USA*

The poster will present the findings from Mental Health and Cancer (MHC) Connection, a community-academic partnership project focused on increasing cancer screening rates by addressing unmet mental health needs in the Bronx, NY. Specific issues to be explored include: defining mental health in an urban, resource-poor environment; positive and negative community-level factors and their role in shaping individual mental health and participation in preventive care; the relationship between mental health and preventive care; identifying intervention strategies capable of impacting both community mental health and other health behavior outcomes; developing community-academic partnerships to address these issues; and identifying approaches for measuring intervention success.

Poster Goals:

- Present the Mental Health and Cancer Connection Study and how it originated from community concerns in the Bronx over two seemingly unrelated health topics
- Share the results of the Mental Health and Cancer Connection Study as an example of community-based participatory research satisfying the interests of both the community and university
- Strategize about how to translate the qualitative findings of this study into meaningful policy and action to enhance both access to mental health care and improve other health disparities

Poster Learning Objectives:

- Understand the barriers and facilitators to accessing mental health services encountered by individuals in a resource-poor, urban setting
- Identify strategies for translating findings from the CBPR-driven Mental Health and Cancer Connection Study into system-level change
- Demonstrate how community-based participatory research can be used to address both community and university interests, and build mutual capacity

***THE ROLE OF CONFLICT, DISAGREEMENT AND NEGOTIATION IN COMMUNITY-BASED PARTICIPATORY RESEARCH: IMPLICATIONS FOR PARTNERSHIP SYNERGY**

Intended Skill Level: Beginner

Topic(s): Changing policies & systems; Sustaining partnerships and their outcomes

Authors (Presenters in bold): *Justin Jagosh, McGill University, Vancouver, BC, Canada; Ann C. Macaulay, McGill University, Montreal, QC, Canada; Pierre Pluye, McGill University, Montreal, QC, Canada; Jon Salsberg, McGill (PRAM), McGill University, Montreal, QC, Canada; Paula L. Bush, McGill University, Montreal, QC, Canada; Jim Henderson, McGill University, Montreal, QC, Canada; Erin Sirett, McGill University, Montreal, QC, Canada; Geoff Wong, Centre for Primary Care and Public Health, Bart, and The London School of Medicine and Dentistry, London, England, United Kingdom; Trish Greenhalgh, Centre for Primary Care and Public Health, Bart, and The London School of Medicine and Dentistry, London, England, United Kingdom; Margaret Cargo, School of Public Health, University of South Australia, Adelaide, Australia; Carol P. Herbert, Schulich School of Medicine & Dentistry, University of Western Ontario, London, ON, Canada; Sarena D. Seifer, Community-Campus Partnerships for Health, Seattle, WA, USA; Lawrence W. Green, Department of Epidemiology and Biostatistics, University of California at San Francisco, San Francisco, CA, USA*

This poster presents findings from an ongoing systematic realist review assessing the outcomes of CBPR. Synthesis of data revealed the centrality of conflict, disagreement, and negotiation between co-governing stakeholders at various stages of research. Systematic identification, selection, and appraisal of the CBPR literature was conducted. 23 CBPR health interventions comprising 276 publications were retained. Analysis of conflict, disagreement, and negotiation showed different areas of dispute between researchers and community members. Commonly, issues concerned intervention and control group randomization. Resolving such conflict typically resulted in educating community stakeholders about the benefit of randomization for research and researchers modifying study designs to meet community concerns. The consensus-based resolution of such disputes typically increased trust among stakeholders, which became contextual factors in subsequent planning and implementation.

Poster Goals:

- Disseminate results of a realist review of CBPR, with specific focus on the role of conflict, disagreement, and negotiation on CBPR outcomes
- Discuss these findings in relation to partnership synergy theory
- Provide recommendations for future research on conflict, disagreement and negotiation in CBPR assessment

Poster Learning Objectives:

- Differentiate between successful and unsuccessful outcomes of conflict between stakeholders in CBPR partnerships
- Explain how conflict and negotiation in planning and implementing CBPR interventions can enhance research outcomes and foster trust among co-governing stakeholders in CBPR projects
- Elicudate the most common occurrence of dispute, that of community intervention trials with randomization and control group designs, and how these were resolved in our retained dataset

***THE TWO-WAY STREET: LEARNING ACTIVITIES FOR COMMUNITY RESEARCH ADVISORY GROUPS AND RESEARCHERS**

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Mobilizing knowledge for action

Authors (Presenters in bold): *Betty Kaiser, Project WINNERS, University of Wisconsin-Madison School of Nursing, Madison, WI, USA; Gibril JarJue, Community Research Advisory Group, Goodman Community Center, Madison, WI, USA; Gay Thomas, Manager—Project WINNERS, University of Wisconsin-Madison*

School of Nursing, Madison, WI, USA; Barbara Bowers, Director—Project WINNERS, University of Wisconsin-Madison School of Nursing, Madison, WI, USA; Amy Bennett, Youth and Family Advocate, Goodman Community Center, Madison, WI, USA; Janet House, Community Organizer, Lussier Community Education Center, Madison, WI, USA; Becky Steinhoff, Director, Goodman Community Center, Madison, WI, USA; Paul Terranova, Executive Director, Lussier Community Education Center, Madison, WI, USA

We will describe WINNERS, a campus-community partnership to improve the quality of health research in Wisconsin communities. We will focus on the development of learning activities that enhance communication between researchers and Community Research Advisory Groups (CRAGs), who help to assure that research in the community will be relevant and culturally appropriate. The presenters will describe and demonstrate learning activities for CRAG members and researchers in three areas: giving and receiving feedback, research ethics, and lessons about language. The presenters will describe their experiences participating in these learning activities; highlight which activities have worked well and which have worked in unexpected ways; and engage the audience in discussion questions and role-plays. We will also invite audience members to share their experiences with developing learning activities for research advisory groups and researchers.

Poster Goals:

- Describe WINNERS, a project that links community members and researchers to improve the quality of health research
- Share stories about learning activities with community members and researchers in WINNERS
- Discuss ideas for learning activities that promote effective communication between community research advisory groups and researchers

Poster Learning Objectives:

- Evaluate WINNERS learning activities for research advisory groups and researchers
- List three communication tips for researchers working with community research advisory groups
- Identify interactive strategies for teaching low-literacy learners on research advisory groups about research ethics

THE USE OF PHOTOVOICE IN ADDRESSING OBESITY IN THE MINORITY POPULATION IN OMAHA, NEBRASKA

Intended Skill Level: Beginner, Intermediate, Advanced

Topic(s): Communities as centers of engagement, learning and action; Youth & student leadership

Authors (Presenters in bold): **Arthur L. Stallworth**, *Health Sciences Multicultural and Community Affairs Center for Promoting Health and Health Equality, Creighton University, Omaha, NE, USA*; **Sade Kosoko-Lasaki**, *Health Sciences Multicultural and Community Affairs Center for Promoting Health and Health Equality, Creighton University, Omaha, NE, USA*

Health Sciences Multicultural and Community Affairs students were challenged to explore obesity in the minority population in Omaha by documenting through photovoice, their observed access to food and exercise in their given neighborhoods. The students were provided disposable cameras documented their areas by writing a paragraph about the photos taken. The students' photos showcase that Omaha has a large number of fast food restaurants, especially in the North and South Omaha areas where African-American and Hispanic populations reside, respectfully. The photographs also documented a paucity of exercise options with underutilization of the few that are available. With the use of photovoice we have shown a correlation between the ease of access to fast food, difficulty in access to healthier food options, and limited and under-utilized resources for exercise in the North and South Omaha areas and the higher rates of obesity observed in those parts of the city.

Poster Goals:

- Showcase how Photo voice can establish community perspectives about health disparities and deliver messages without intentional bias

- Engage policymakers on community health issues while promoting healthy habits and motivating change as an intervention strategy
- Establish that the Photovoice method can be utilized to engage the community and inform community members of environmental causes of health disparities

Poster Learning Objectives:

- Explain and demonstrate the value of community engagement when addressing health disparities
- Discuss how the environment plays a role in the development of various health disparities
- Identify ways to address environmental issues of health disparities and keeping the community engaged in future change

***URBAN HEALTH PROJECT: WHERE WE’VE BEEN AND WHERE WE NEED TO GO!**

Intended Skill Level: Beginner, Intermediate

Topic(s): Communities as centers of engagement, learning and action; Sustaining partnerships and their outcomes

Authors (Presenters in bold): **Aubrey R. Brink**, *College of Medicine, University of Cincinnati, Cincinnati, OH, USA*; **Neha Jeirath**, *College of Medicine, University of Cincinnati, Cincinnati, OH, USA*

Urban Health Project's poster will highlight the organization's twenty-five year history, community sites, participants, and future goals. The goals of UHP are to provide needed services to local non-profit organizations while exposing second year medical students to the unique needs of the impoverished community. A testimonial from the founding class of UHP will be included in the poster to highlight its original mission and influence on a physician who participate in the program. The poster will also incorporate reflections from previous UHP co-directors to showcase the strengths, areas of improvement, and changes to UHP over the years. Finally, the poster will focus on future goals of Urban Health Project, including increased exposure throughout the Cincinnati community, greater alumni participation and data collection regarding career paths, expansion from a summer program to a year-round program, and increased collaboration with Xavier University’s Health Administration program.

Poster Goals:

- Describe the 25 year history of Urban Health Project, its growth and impact on the Greater Cincinnati community, the College of Medicine and the medical students involved
- Discuss future goals for Urban Health Project, highlighting areas for continuous improvement
- Showcase the advocacy role that UHP students have taken to address health issues for the underserved

Poster Learning Objectives:

- Identify how to start, implement and sustain a similar service learning program in the community at your institution
- Analyze how working with underserved populations in medical school can impact student career paths
- Share a testimonial from the first class of UHP students, particularly in becoming socially responsible physicians

USING LOGIC MODELS TO DEVELOP A ROAD MAP FOR A COMMUNITY/ACADEMIC PARTNERSHIP RESEARCH PROGRAM

Intended Skill Level: Beginner

Topic(s): Communities as centers of engagement, learning and action; Mobilizing knowledge for action

Authors (Presenters in bold): **Eugenia C. Gonzalez**, *College of Health Sciences, Occupational Therapy Program, The University of Texas at El Paso, El Paso, TX, USA*; **Anne Hernandez**, *Early Child Intervention,*

*Education Service Center – Region 19, El Paso, TX, USA; **Gilda Lopez**, Paso del Norte Children's Development Center, El Paso, TX, USA; **Laura Mena**, Department of Special Education, Ysleta Independent School District, El Paso, TX, USA; **Connie L. Summers**, College of Health Sciences, Speech-Language Pathology Program, The University of Texas at El Paso, El Paso, TX, USA*

This poster was designed to provide an overview of how to develop a logic model as a first step in implementing collaborative research. The journey of the Children with Disabilities subgroup of the Community Academic Partnership for Health Sciences Research (CAPHSR) will be used to illustrate the process of developing a road map for a sustainable community/academic partnership in research. Participants will be asked to work in small groups formed around their interest in a Healthy People 2020 objective to develop an initial logic model.

Poster Goals:

- Introduce participants to the process of developing a logic model
- Assist participants in identifying key components for a logic model based on their research or program interests
- Describe how a logic model has guided the collaborative work of the Children with Disabilities subgroup of the Community Academic Partnership for Health Sciences Research (CAPHSR)

Poster Learning Objectives:

- Explain how a logic model demonstrates the relationship between investments, activities and results of a program or a process
- Describe the benefits of using logic models in implementing a research program or collaborative process
- Design a simple logic model using the three primary elements of a logic model

***WOMEN'S HEALTH SANTIAGO: A STUDENT-LED, MULTIFACETED WOMEN'S HEALTH ASSESSMENT IN SANTIAGO ATITLAN, GUATEMALA**

Intended Skill Level: Beginner

Topic(s): Communities as centers of engagement, learning and action; Sustaining partnerships and their outcomes

Authors (Presenters in bold): **Sareena Brown**, School of Medicine, University of Virginia, Charlottesville, VA, USA; **Steffi Castillo**, College of Arts and Sciences, University of Virginia, Charlottesville, VA, USA; **Shreya Kanth**, College of Arts and Sciences, University of Virginia, Charlottesville, VA, USA; **Ariel Majidi**, College of Arts and Sciences, University of Virginia, Charlottesville, VA, USA; **O. Darlene Nnanyelugoh**, College of Arts and Sciences, University of Virginia, Charlottesville, VA, USA; **Vatsal Patel**, College of Arts and Sciences, University of Virginia, Charlottesville, VA, USA

The Women's Health Santiago initiative, operating within the University of Virginia-Guatemala Initiative, provides a case study in community involvement in service-learning projects. Collaborating with community partner Hospitalito Atitlán (HA), Women's Health Santiago addresses the gap between women's health resources and needs in Santiago Atitlán, a Mayan township in the Lake Atitlán region of Guatemala. A team of UVA medical and undergraduate students administered a community health assessment of Santiago Atitlán in the summer of 2011, focusing on 1) health care accessibility, 2) maternal health, 3) domestic violence, and 4) education. At current, UVA students are carrying out all analysis work of completed surveys, while in-country contacts are continuing survey efforts. The presenters aim to 1) discuss the design of community health assessments, 2) identify steps in solidifying community partnerships, and 3) evaluate the sustainability of service-learning projects.

Poster Goals:

- Provide a case study in maintaining community engagement through student-led research based in service-learning

- Identify a model time-line for students interested in administering community-based research projects
- Incite dialogue in the importance and challenges of service-learning projects in the curriculum of higher education institutions

Poster Learning Objectives:

- Identify qualities of effective and sustainable service-learning projects that employ community partnerships
- Design a community-specific model for surveying health needs and resources
- Discuss the social implications of service-learning projects and identify their effects on both ends of student-led research