



**Creating the Future We Want to Be:  
Transformation through Partnerships**  
11<sup>th</sup> Conference • May 12-15, 2010 • Portland, Oregon USA

**CONCURRENT SESSIONS**  
*As of January 20, 2010*

**This document contains a listing of concurrent 90-minute sessions for these four session types:**

- **Skill-building workshops** are instructional sessions in which presenters teach and discuss particular skills and techniques. Workshops accomplish specific learning objectives designed to provide participants with increased competence in an area of importance to the conference theme and goals. They include time to explore how the covered skills and techniques can be applied in the participants' settings.
- **Story sessions** reflect the genuine and authentic experiences of the presenters. They emphasize the telling of stories that have valuable lessons to share, including "what didn't work and why," lessons learned from mistakes and strategies for addressing the challenges discussed.
- **Challenges consultation sessions** provide an opportunity for presenters to share challenges they are facing and strategies they have used to address them, and engage participants as consultants in devising a broader range of possible solutions.
- **Creative arts-based discussion sessions** feature one or more arts-based presentations (e.g., photo voice exhibit, theatre, and video) on topics related to the conference theme, followed by opportunities for questions, answers and group discussion.

**Each session addresses one or more conference sub-themes, listed below with an abbreviation in bold:**

- **Journeys:** Journeys of transformation through partnerships
- **Sustaining:** Sustaining partnerships and the outcomes they achieve
- **Capacity:** Building capacity among all partners
- **Innovative:** Innovative and promising partnership practices
- **CBPR:** Community-based participatory research (CBPR) as a tool for social justice
- **Interdisciplinary:** Interprofessional, interdisciplinary and/or intersectoral collaborations
- **Health equity:** Advancing health equity through partnerships

Future versions of this document will include the date and time of each session. Please send any corrections to [ccphuw@u.washington.edu](mailto:ccphuw@u.washington.edu). For information about other components of the conference program, visit <http://depts.washington.edu/ccph/conf10-program.html>

**BUILDING AND SUSTAINING RELATIONSHIPS WITH SOUTH DAKOTA AMERICAN INDIAN COMMUNITY PARTNERS**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Innovative, Interdisciplinary

**Authors (Presenters in bold):** ***DenYelle Baete Kenyon**, Health Disparities Research Center, Sanford Research, University of South Dakota, Sioux Falls, SD, USA; **Kathy Prasek**, Health Disparities Research Center, Sanford Research, University of South Dakota, Sioux Falls, SD, USA; **Jessica Hanson**, Health Disparities Research Center, Sanford Research, University of South Dakota, Sioux Falls, SD, USA; **Shannon White**, Woodrow W. Keeble Health Care Center, Indian Health Service, Sisseton, SD, USA; **Cheryl Medea**, School of Education, Sinte Gleska University, Mission, SD, USA; **Nancy Fargo**, School of Education, Sinte Gleske University, Mission, SD, USA*

Presenters from Sanford Research/USD Health Disparities Research Center, Sisseton-Wapeton Oyate Indian Health Service, and Sinte Gleska University will share their experiences working together on several research and service-oriented projects with American Indian communities. They will provide real-world examples of their experiences and will reflect on successes and learning opportunities. Collaborating closely with tribal communities using community based participatory research (CBPR) methods, they will emphasize that building shared trust, developing excellent working relationships, and establishing good communication between tribes, universities, and local health care facilities are essential for the success of any health-focused research and service collaboration.

Based on the information shared from presenters and Q & A, participants will break into groups (approx. 5 participants per group), with each group discussing potential areas of collaborative relationships. Relationship roles include community partners, healthcare professionals, academic professionals, and health professions students. The key topic areas for discussion are: interdisciplinary teams, special needs of rural areas, improved access, expanded services, recruitment and retention, sustainability and growth, and wopila (thanks, giving back). Groups will focus on one of these issues, discussing challenges and methods to overcoming barriers. Groups will next come together to share what they discussed. Presenters will synthesize common themes and lessons that can be applied to future work.

#### **Session Goals:**

- To describe how (a) tribal community partnerships enable positive collaborations by creating trust, new ideas, and support; and (b) a lack of partnership leads to negative outcomes
- To discuss strategies to address social, geographic, and economic issues experienced by tribal communities, while also addressing individual and immediate health concerns
- To facilitate application of session information ideas collectively and cooperatively through medicine wheel activity, and develop ideas/goals for application to participants' own programs

#### **Session Learning Objectives:**

- To identify and reflect on key issues for the communities, health systems, and universities involved in research partnerships (e.g., sustainability)
- To recognize the opportunity and benefits of working with community based partners to create successful projects and partnerships
- To apply the lessons learned from our experiences to their own: what worked, what didn't, why, and outline the strategies used to overcome challenges

#### **Session Agenda:**

- Welcome/Introductions
- Dialogue: Each panel member representing three organizations (research center in medical setting, IHS health care, and tribal college), will reflect on successes and learning opportunities gained from using CBPR in developing relationships
- Q&A/Open Discussion
- Breakout session using Medicine Wheel activity
- Report and synthesis
- Wrap up

## **THE DISTRIBUTION OF ROOT DETERMINANTS OF COMMUNITY HEALTH: ONE COMMUNITY'S STORY**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** CBPR

**Authors (Presenters in bold):** ***Ellen Barnidge**, School of Public Health, Saint Louis University, St. Louis, MO, USA; **Teresa Fitzgerald**, School of Public Health, Saint Louis University, St. Louis, MO, USA; **Frank Rose III**, School of Public Health, Saint Louis University, St. Louis, MO, USA; **Freda Motton**, Pemiscot County Community*

*Coalition, Saint Louis University, St. Louis, MO, USA; **Elizabeth Baker**, School of Public Health, Saint Louis University, St. Louis, MO, USA*

Findings from photo elicitation interviews that examined the root determinants of community health will be discussed. These interviews were guided by the Sustainable Livelihoods framework that suggests that assets, institutional policies and practices, and opportunities to make a living are key determinants of community health. The findings suggest that improper implementation of policies and practices limits access to assets (e.g., education, social networks) and opportunities to make a living, which contributes to community health problems. Building on the findings, we are working to increase African American leadership, broaden our partnership, develop social capital, engage others in conversations about the root causes of community health and develop appropriate solutions.

Participants will engage in a photo elicitation dialogue with presenters to examine how the unequal distribution of root determinants (e.g., education, employment) affects community health. The presenters will show a brief automated presentation illustrating how they used photographs to elicit dialogue around root determinants of community health and the findings from their project. The presenters will then invite participants to brainstorm strategies to address root determinants at a local level. Finally, there will be a discussion on how communities or partnerships can use this participatory process as a tool to engage other partners in a conversation of the root determinants of community health.

#### **Session Goals:**

- Engage the audience in a photo elicitation process to discuss how distribution of root determinants (e.g., education) affects community health
- Present the findings of photo elicitation interviews conducted to understand the root determinants of community health in a rural African American community in Missouri
- Engage the audience in a dialogue about how we used this process to progress in our work and how other partnerships can use this process as a tool to discuss the root determinants of community health

#### **Session Learning Objectives:**

- List two root determinants of community health
- Identify the benefits of using photo elicitation as a tool to examine how root determinants and their distribution affect community health at a local level
- Identify one strategy to address root determinants of community health at the local level

#### **Session Agenda:**

- Introduction of our partnership
- Demonstration of the photo elicitation process
- Animated presentation of our findings
- Strategy session with audience to help their partnerships identify local strategies to address root determinants of community health

### **WORKING WITH YOUR NATIONAL INSTITUTES OF HEALTH CLINICAL AND TRANSLATIONAL SCIENCE AWARD (CTSA)**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Journeys, Capacity

**Authors (Presenters in bold):** ***Daniel Blumenthal**, Department of Community Health and Preventive Medicine, Morehouse School of Medicine, Atlanta, GA, USA; **Linda Felix**, Steering Board, Atlanta Clinical and Translational Science Institute, Atlanta, GA, USA; **Michelle Lyn**, Duke Center for Community Research, Duke University Medical Center, Durham, NC, USA; **Donna Jo McCloskey**, National Center for Research Resources, National Institutes of Health, Bethesda, MD, USA*

During the last 3 years, the National Institutes of Health (NIH) has implemented the Clinical and Translational Science Award (CTSA) program, a program of very large grants to academic health centers to speed the “translation” of research and research findings from the bench to the bedside and the community. Each CTSA has a Community Engagement component. These vary from one CTSA to another but each offers opportunities for community groups to participate in this initiative and to take advantage of new partnership opportunities and new resources. Presenters will describe the program, discuss known strategies for partnering with CTSA, and offer the audience an opportunity to generate new ones.

Following a description of the program and a review of some of the ways in which CTSA have engaged communities, presenters will invite audience members who are already working with a CTSA to share their experiences and their suggestions for those who wish to take advantage of this opportunity. Presenters will then ask audience members who are not currently working with CTSA to brainstorm about how they might form such a partnership. Presenters will reflect among themselves and the experienced audience members about the feasibility of these ideas and ways in which they might be improved.

#### **Session Goals:**

- Increase awareness among community organizations, community clinics, and consumers of the NIH Clinical and Translational Science Award program
- Increase sophistication among participants regarding the Community Engagement components of CTSA and their role in translational research
- Generate strategies for participating in CTSA programs and taking advantage of the resources available

#### **Session Learning Objectives:**

- Describe the general structure and purposes of CTSA
- Discuss the Community Engagement programs that are a part of all CTSA
- Discuss at least two strategies for developing a partnership with a CTSA through its Community Engagement program.

#### **Session Agenda:**

- 10 min: Introductions. Audience members indicate what they hope to gain from the session
- 15 min: Description of national CTSA program by NIH representative
- 15 min: Description of two or three CTSA Community Engagement Programs and how they work with communities
- 10 min: Experiences of audience members currently working with CTSA
- 30 min: Brainstorming ideas for partnering with CTSA. If large audience, do in small groups
- 10 min: Wrap-up; if small groups, report out

### **COMMUNITY-BASED PARTICIPATORY RESEARCH IN ACTION: DISCOVERING SOLUTIONS TO A DIABETES EPIDEMIC**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Sustaining, Innovative

**Authors (Presenters in bold):** **Barbara Brenner**, *Community and Preventive Medicine, Mount Sinai School of Medicine, New York, NY, USA*; **Deborah Quinones**, *Community Planning Board #11-East Harlem, New York, NY, USA*

Presenters will provide an overview of the formation of the East Harlem Partnership for Diabetes Prevention and the actions that this Partnership has taken to prevent diabetes among East Harlem community residents. Conditions predicting the success or failure of this and other community/academic research partnerships will be highlighted. Presenters will then describe how Community Based Participatory Research principles were used in

the creation and governance of a Community Action Board, the assessment of the community's health, the selection of a critical health problem deserving study, study design and methodology, design and implementation of recruitment and enrollment strategies and the translation of results to community and academic audiences.

The session will include a power point presentation that lays out and describes the Partnership's formation and actions. Question and Answers will follow. A group discussion format will be used. Attendees will be divided among small groups and each group will be charged with identifying how CBPR principles and the East Harlem Partnership for Diabetes Prevention model will be asked to identify how CBPR principles and the East Harlem Partnership for Diabetes Prevention model could be applied to currently alive and future research initiatives. Each group will select a member to report back to the larger group with a summary of lessons learned. The presenters will end the session with a summary of critical issues, principles and results.

**Session Goals:**

- To describe the formation of a successful community/academic partnership and its results
- To present a model of Community Based Participatory Research, using the East Harlem Partnership for Diabetes Prevention and its diabetes prevention intervention study as the example
- To identify and discuss the community and institutional principles and environmental conditions that led to the success of the Partnership and can be applied to other initiatives

**Session Learning Objectives:**

- Identify historical, political, social, cultural and economic conditions important in the formation of the East Harlem Partnership for Diabetes Prevention, a community/academic research partnership
- Understand how Community Based Participatory Research principles were used in forming the East Harlem Partnership for Diabetes Prevention and the creation and governance of a Community Advisory Board
- Apply CBPR principles and the model to current and future research in attendees' institutions and communities

**Session Agenda:**

- Introduction and Power Point Presentation - 20 minutes (Principles and a Model of Community Based Participatory Research - the East Harlem Partnership for Diabetes Prevention)
- Small Group Discussion Groups - 45 minutes (Application of the model to research)
- Group Report Back - 15 minutes (Lessons Learned)
- Summary - 10 minutes

**LESSONS LEARNED FROM A HEALTH PROMOTING PARTNERSHIP**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Sustaining; Capacity

**Authors (Presenters in bold):** **Suzanne Cashman**, *Department of Family Medicine and Community Health, University of Massachusetts Medical School, Worcester, MA, USA*; **Patty Flanagan**, *YWCA of Central Massachusetts, Worcester, MA, USA*

Presenters will lessons learned from a 5 year partnership between a community health center and a local YWCA. Results include: while the partnering organizations had similar missions and wove the principles of partnership into their relationship, problems emerged in the process of bringing together different cultures and expectations; challenges developed from offering open access while simultaneously ensuring that low-income, deconditioned patients understood how best to become active, responsible users of a community-based facility; committed leadership was key, especially to address the need for cultural humility; communication and feedback need to be frequent; no matter how much planning had been done, it was not enough; unexpected challenges of success

almost damaged the partnership. Adding an academic partner at two years into the partnership offered another voice and new energy to help sustain the partnership.

Presenters will give a brief summary of the history and aims/goals of the partnership and the methods they used to gather data about it. Presenters will review CCPH's Principles of Partnership and then engage participants in relating lessons they have learned from this five-year partnership to the Principles.

#### **Session Goals:**

- Identify experiences and lessons learned from a five-year partnership
- Explore how agency participants met the unique challenges of developing an enduring partnership between two community-based agencies
- Examine the trials and successes of developing a sustainable partnership within the context of the CCPH Principles of Partnership

#### **Session Learning Objectives:**

- Apply the CCPH Principles of Partnership to examining a community-based agency partnership
- Identify lessons learned from a unique partnership between a community health center and a local YWCA
- Discuss the role and importance of leadership and an academic partner in developing and sustaining a community-based partnership

#### **Session Agenda:**

- Present background/history of the partnership and data gathering methods
- Review CCPH Principles of Partnership
- Present our lessons learned
- Engage participants in discussion of where they see each lesson matching (or not) with the Principles
- Summarize lessons learned for developing and sustaining this partnership as a model for other organizations

### **COMMUNITY-BASED PARTICIPATORY RESEARCH AND YOUTH ORGANIZING FOR EDUCATIONAL REFORM: A UNIVERSITY AND COMMUNITY PARTNERSHIP TO REDUCE RACIAL CONFLICT IN INNER-CITY HIGH SCHOOLS IN SAN BERNARDINO, CALIFORNIA**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Innovative; CBPR

**Authors (Presenters in bold):** ***Thomas Dolan**, Pitzer College – Pitzer in Ontario Program, Inland Congregations United for Change, Claremont, CA, USA; **Tessa Hicks**, Pitzer College, Center for California Cultural and Social Issues, Claremont, CA, USA; **Sam Hamft**, Pomona College, Claremont, CA, USA; **Rocio Ruiz**, San Geronio High School, San Bernardino, CA, USA*

This session will describe the partnership between Pitzer College and Inland Congregations United for Change (a faith-based community organizing agency) in an extensive community-campus partnership, based in community-based, participatory research and community organizing. This collaboration has affected not only the pedagogical and epistemological foundations of the academic curriculum at Pitzer College but has also affected change in the local community of San Bernardino. In addition to discussing the learning outcomes of both the college and high school students involved, this session will also tell the story of the community impacts and social change outcomes, as well as particular successes and challenges that resulted from this collaboration.

Mirroring the methodology of the narrative inquiry and participatory action research of the Pitzer-ICUC case study, this session uses a narrative approach in facilitating an interactive discussion with participants. By providing a space for people to share their stories in detailed personal accounts, bridges of understanding are built, relationships nurtured, heretofore silenced or marginal voices empowered and social phenomena illuminated. The

presenters will stress the importance of creating an equal, fluid and two-way exchange (i.e., sitting in a circle, using “I” statements, creating space for all to be heard) in the story telling and question and answer discussion, thus negating the subject-object duality often found in both traditional research and traditional conference panels.

#### **Session Goals:**

- To share stories of university students and professors working as researchers in partnership with high school students working as organizers in a campaign to address racial violence among students
- To share high school students’ stories of transformation as students become researchers and as they teach researchers to become organizers
- To share stories of how the development of a university-community partnership works to effect change in the culture and policies of the university

#### **Session Learning Objectives:**

- Participants will better understand how their partnerships address issues of complementarity and power in their interactions, both as institutions and as individuals
- The stories of personal transformation will teach participants how partners construct their own stories of transformation and how they co-construct a narrative of personal and social transformation
- Session participants will learn how we have worked with the university to engage individual professors and university institutions in discussion about strategic partnerships

#### **Session Agenda:**

- Introductions
- Presentation – Participatory research and community organizing: Lessons learned in an action research partnership – Stories from three perspectives and the construction of a collective story of institutional and cultural change
- Discussion
- Presentation - Stories of personal transformation and institutional change: Moving beyond the culture of service learning
- Discussion

### **NEW ROUTES TO COMMUNITY HEALTH: WHAT HAPPENS WHEN MEDIA, ACADEMIA, AND PHILANTHROPY UNITE TO ADDRESS HEALTH ISSUES AFFECTING NEW AMERICANS**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Capacity; Innovative

**Authors (Presenters in bold):** **Sam Marie Engle**, Office of Univesity-Community Partnerships, Emory University, Atlanta, GA, USA; **Hussien Mohamed**, Office of Univesity-Community Partnerships, Emory University, Atlanta, GA, USA; **Ericka Tucker**, Office of Univesity-Community Partnerships, Emory University, Atlanta, GA, USA; **Beth Mastin**, New Routes to Community Health National Program Office, Madison, WI, USA; **Brenda Gonzalez**, New Routes to Community Health National Program Office, Madison, WI, USA

New Routes to Community Health National Program officers will explain the grantmaking program; how the Benton and Robert Wood Johnson Foundations are collaborating to fund and manage the program; and how this new kind of grantmaking benefits community-campus partnerships. They will show how to use the newroutes.org website for news and new media, as well as to dialogue and connect with others working on issues affecting New Americans. Then we’ll describe HEARMe and how Emory University, Sagal Radio (local nonprofit producing radio programs in 3 African languages) and community radio station WFRG together are creating radio programs addressing health issues affecting East Africans as well as bringing together these “new” African Americans and Atlanta’s longtime African American community.

Presenters will begin by asking participants to think about the role that radio plays in their lives and make a list of suggestions offered by audience as a way to connect why our project uses radio and how radio is a powerful vehicle for sharing information about health issues. Later, generate a list of who New Americans are as a way to discuss why we use this term to describe refugees. We will stop frequently to ask for questions. We also will ask a lot of “raise your hand if…” questions to connect the audience into our topics and to help them see how they can do what we are doing. To help get to the learning goal of helping people think about unlikely partnerships they could form, we will ask everyone to write down 3-5 potential unlikely partners then ask for examples and provide feedback on those.

#### **Session Goals:**

- Showcase how innovative collaboration – between foundations, among local partners, and among grantees - is producing new and powerful tools for addressing health issues of New Americans
- Identify the key characteristics of successful partnerships among unlikely partners: a large university, a community radio station, an ethnic media/advocacy nonprofit, and two large foundations
- Showcase the media products and the positive community changes resulting from HEARMe – Health Education via Airwaves by/for Refugees, a New Routes to Community Health grantee in Atlanta, GA

#### **Session Learning Objectives:**

- Learn from our success and apply some of the strategies we employed to create and maintain unlikely partnerships addressing health issues of New Americans
- Identify ways universities can build the capacity of community-serving organizations while also meeting their goals for engaging more faculty and students in multidisciplinary service learning
- Leverage the New Routes to Community Health national network as a resource for culturally appropriate media, information, and connection to others concerned about the well-being of New Americans

#### **Session Agenda:**

- Introductions
- Roles of radio in people’s lives.
- Overview of New Routes program with goals, components, etc.
- Demonstrate the newroutes.org website.
- Who are New Americans?
- Overview of HEARMe (purpose, components, goals, partners, roles, etc.)
- Identify characteristics of good partnership.
- Sample media.
- Service learning components of HEARMe.
- Who could be your unlikely partners?
- How can you leverage new media?
- Q&A

### **FORGING POWER-BALANCED PARTNERSHIPS WITH COMMUNITY AND ACADEMIC EXPERTS: A FIVE-YEAR EXPERIENCE OF COMMUNITY ENGAGEMENT OF A MID-WESTERN URBAN ACADEMIC CENTER**

**Session Format:** Challenges consultation session

**Intended Skill Level:** Intermediate, Advanced

**Sub-Theme(s):** Interdisciplinary

**Authors (Presenters in bold):** ***David Frazer**, University of Wisconsin School of Medicine and Public Health, Center for Urban Population Health, Milwaukee, WI, USA; **Loren Galvão**, University of Wisconsin-Milwaukee, College of Nursing, Center for Urban Population Health, Milwaukee, WI, USA; **Virginia Zerpa-Uriona**, University of Wisconsin-Milwaukee, College of Health Sciences, Center for Urban Population Health, Milwaukee, WI, USA; **Ella Dunbar**, Social Development Commission, Milwaukee, WI, USA; **Ana Paula Soares Lynch**, CORE/El Centro – Walker’s Point Community Clinic, Milwaukee, WI, USA*

The Center for Urban Population Health (CUPH), an academic center established in 2001 as a partnership between two universities and one managed care organization, has developed and established community-campus partnerships with a wide variety of institutions, including community-based organizations and governmental agencies in Milwaukee and Wisconsin. Over the past five years, CUPH has rapidly expanded its internal infrastructure in order to better engage and respond to community research and educational needs. This challenge session will discuss lessons learned from the point of view of researchers and select community partners about this expansion and include how CUPH has leveraged its institutional partnerships in order to grow its presence and engagement in the community and advancing population health research.

This session will draw on CUPH staff's experiences and provide an opportunity for select members of the community who are in partnerships with the Center to share their perspectives and lessons learned. The session will use an interactive approach and will be divided into short presentations by CUPH staff and community partners, time for discussion and experience sharing by the audience. The major interactive discussions we hope to stimulate among session participants include these topics: How are power-balanced community-campus partnerships formed, implemented and sustained? How do community-campus partnerships in population health lead to concrete changes to reduce health disparities? How do community-campus partnerships lead to positive policy changes to address health disparities?

#### **Session Goals:**

- Provide an overview of an interdisciplinary and interprofessional academic center's efforts to address racial and ethnic health disparities: Center for Urban Population Health
- Share lessons learned in planning, developing and sustaining power-balanced community-campus partnerships in an urban setting
- Discuss the challenges and political issues in implementing projects in interprofessional, interdisciplinary and intersectoral collaborations

#### **Session Learning Objectives:**

- Describe the process of developing community-campus partnerships with a variety of community partners in urban settings; describe stages of community engagement from preliminary to full partnerships
- Identify at least three major barriers and challenges in developing and sustaining community-campus partnerships
- Recognize at least three potential solutions to address challenges in developing and sustaining community-campus partnerships

#### **Session Agenda:**

- Brief introduction of presenters and the session-10 minutes
- Overview of the Center for Urban Population Health-10 minutes
- Sharing lessons learned in the development implementation and expansion of community-campus partnerships-30 minutes
- Challenges and barriers in implementation and translation of research findings into policies / programs-20 minutes
- Facilitating discussion and consultations from all the participants about turning research findings into concrete actions-20 minutes

### **COMMUNITY GENETICS FORUM: A MODEL ENGAGEMENT PROGRAM**

**Session Format:** Challenges consultation session

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Sustaining; Innovative

**Authors (Presenters in bold):** **Sarah Harding**, Education and Community Involvement Branch, National Human Genome Research Institute, National Institutes of Health, Bethesda, MD, USA; **O. Fahina Tavake-Pasi**, National

*Tongan American Society, Salt Lake City, UT, USA; **Louise A. Stark**, Genetic Science Learning Center, University of Utah, Salt Lake City, UT, USA*

This session will present an overview of the Community Genetics Forums which are funded by the National Human Genome Research Institute at the National Institutes of Health. The overall goal of the Forums is to develop or enhance models of community engagement and public participation around topics related to genetics, health, and society. This session will present the relevance and importance of genetics to public health, especially as genetics integrates further into routine medicine. This session will describe four Forums, each held in a different region of the country, and will report on the many lessons learned. Finally, the session will provide an opportunity to discuss both the challenges and benefits of these Forums and how the models can be improved.

The Community Genetics Forum is a living program. That is, it changes based on feedback from previous Forums as well as the input of the different communities involved. This session will present the overall aspects and challenges of the Forum, posing questions as to how best to confront those challenges. For example, how can relationships created during the Forum planning best be sustained beyond the Forum itself? How can the models established be adapted by others wishing to hold a similar Forum in their own community? This session will encourage interactive discussion by exploring these questions that have been asked throughout past Forum programs, and have helped to shape the overall program.

#### **Session Goals:**

- To describe the Community Genetics Forum, a program that seeks to develop models of public engagement around genetics, health, and society
- To explore new ideas and methods to create and improve sustainable relationships between funding agencies and community organizations
- To explore and discuss challenges related to the development of community partnerships with funding agencies, specifically related to genetics and health

#### **Session Learning Objectives:**

- To increase knowledge and understanding of existing models of engagement with communities around topics of genomics and health
- To identify the importance of community engagement in improving the public's health through genomics
- To identify challenges and to explore potential solutions for developing sustainable relationships between funding agencies and community based organizations

#### **Session Agenda:**

- Overview of the Community Genetics Forums (5)
- The importance of genetics in public health (5)
- The importance and relevance of community engagement to genetics (5)
- Description of the Community Genetics Forums, with a focus on the 2010 Forum (30)
- Challenges met by the Forums (15)
- Discussion (30)

## **USING FOTONOVELAS TO INCREASE HEALTH LITERACY AMONG LATINOS**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Innovative, CBPR

**Authors (Presenters in bold):** ***Melanie Hinojosa**, Department of Family and Community Medicine, Medical College of Wisconsin, Milwaukee, WI, USA; **Bernadette Witzack**, Department of Family and Community Medicine, Medical College of Wisconsin, Milwaukee, WI, USA; **Angelica Delgado**, Centro de la Comunidad Unida/United Community Center, Milwaukee, WI, USA; **Magdalisse Gonzalez**, Centro de la Comunidad*

*Unida/United Community Center, Milwaukee, WI, USA; **Ramon Hinojosa**, Department of Social and Cultural Sciences, Marquette University, Milwaukee, WI, USA*

There is an identified need for health literacy strategies to be culturally sensitive and linguistically appropriate. Fotonovelas, a common and popular style of graphic novel among Latinos, has been found to be an effective way to increase health literacy. Our community academic partnership engages members of the Latino community to capture personal photographs and contribute to the development of fotonovelas. Inherent in the process of participatory materials development is group discussion and problem solving, because community members must share ideas, discuss life conditions, and community health concerns as they work cooperatively to create the fotonovelas storyline. Our presentation describes our unique partnership and innovative health literacy intervention.

We will give a multi-media interactive presentation on partnership that will engage our audience. Next we will engage participants in an activity that allows them to experience the participatory materials development process used with our community members. Finally we will (depending on group size) facilitate one large group or several small group discussion sessions about the fotonovela activity with a focus on the importance of actively involving community members in the creation of health materials that are relevant to culture, ethnicity, gender, social class, and language.

#### **Session Goals:**

- To describe the dynamic, transformative community-academic partnership between the Medical College of Wisconsin and the United Community Center
- To demonstrate and celebrate the power of active community involvement in the creation of health materials that are relevant to culture, ethnicity, gender, social class, and language of participants
- To provide an inclusive and dynamic forum to network, share information and build skills that address the causes of inequality and advance social justice

#### **Session Learning Objectives:**

- Participants will describe our authentic community-academic partnership including our balance of power and resources
- Participants will participate in a mini fotonovela session that will deepen their understanding of how the participatory process can create meaning for community
- Participants will reflect on the participatory process and discuss how this model of community learning can shape their commitment to social justice

#### **Session Agenda:**

- Power point presentation about partnership, fotonovelas, participatory materials development process (15 minutes)
- Mini fotonovela session (30-45 minutes)
- Personal reflection and group discussion on session activity (30 minutes)

### **FAMILIES OF CHILDREN WITH DISABILITIES AS LEADERS IN COMMUNITY-BASED RESEARCH AND POLICY MAKING**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner

**Sub-Theme(s):** Capacity, Innovative

**Authors (Presenters in bold):** ***Diane Behl**, Utah State University, Logan, UT, USA; **Gina Pola-Money**, Utah Family Voices, Salt Lake City, UT, USA; **Richard Roberts**, Early Intervention Research Institute, Logan, UT, USA*

A university-based researcher and a family advocacy leader will share experiences in working together on community-based research and health –related policy making efforts. The history of the role families have played

in driving community-based services for children with disabilities will set the stage. Presenters will share how their ability to work together has grown over time, learning from earlier mistakes. PAR strategies to ensure families are active partners will be presented, emphasizing recruitment, identifying shared goals, providing clear rules for interaction and dealing with conflict. Examples of partnerships in the design, implementation, and interpretation of qualitative and quantitative methods will be shared. Dialogue with session participants will be emphasized.

In this session we will:

- Query participants to identify their reasons for attending the session and raise specific questions they hope will be answered. Presenters will work to ensure that these questions are addressed during the session
- Administer a “quiz” to participants, with content pertaining to the roles families of children with disabilities have played in legislation and policy making as a way of demonstrating inherent family leadership on which to build campus-community partnerships
- Dedicate at least one-third of the session time to engaging the participants in dialogue, i.e., obtaining examples of strategies used by audience members, asking for additional questions or differing experiences

#### **Session Goals:**

- Present historical the perspective on the influence that families of children with disabilities have in driving research and policies for community-based services
- Provide examples of how university research is strengthened by partnerships with culturally-diverse families from the community
- Share strategies to ensure families are active partners in community-level research and policy making

#### **Session Learning Objectives:**

- Understand why family partnership as a method of constituent involvement is essential in conducting campus-community research pertaining to disability-related issues
- Identify applications of Participatory Action Research (PAR) to ensure families are active partners in campus-community research, especially families from diverse cultures
- Apply a community-based self assessment to evaluate their own campus-community research partnerships with families

#### **Session Agenda:**

- Introduce presenters and survey session participants: Purpose of skill building session and interests of participants
- Quiz on the history of families as key partners in influencing policies, legislation, and research pertaining to disabilities
- PAR strategies to ensure families are active partners in health-focused community-based research
- Role of families in applying qualitative and quantitative methods
- Questions, comments, expansion from the session participants

### **A STORY OF COLLABORATION AND RELATIONSHIP BUILDING BETWEEN A NATIVE AMERICAN COMMUNITY AND A RESEARCH UNIVERSITY: MULTIPLE PERSPECTIVES ON GETTING TO CONCEPT AND TENSIONS ALONG THE WAY**

**Session Format:** Story session

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Capacity, Interdisciplinary

**Authors (Presenters in bold):** **Joy Pendley**, *Center for Applied Social Research, University of Oklahoma, Norma, OK, USA*; **Brent Sykes**, *Department of Education, University of Oklahoma, Norman, OK, USA*; **Zermarie Deacon**, *Department of Human Relations, Chicksaw Nation/University of Oklahoma, Norma, OK, USA*; **Waymon Hinson**, *Division of Youth and Family Services, Chicksaw Nation, Ada, OK, USA*; **David Moxley**, *Oklahoma Health Care Authority, Norman, OK USA*; *Diverse members of the Chickshaw Nation, OK, USA*

Faculty at a large research university as well as members of a Native American community will narrate their experiences during the initial phases in the development of a collaborative community based participatory action research project (CBPAR). This project is the development of a Family Resource Center (FRC) intended both to strengthen local Native American families in the face of adversity and to assist the community in healing from the significant social and psychological impacts of their experiences of historical trauma, marginalization, and disenfranchisement. These initial phases were marked by numerous tensions, including the tensions inherent in the development of shared, culturally appropriate vision for the FRC and the related development and testing of a shared framing concept

First, a faculty member from a large research university as well as a member of a Native American community will narrate their experiences during and perspectives on the collaborative process and the tensions inherent in this process, locating their stories within the institutional context from which they come. Finally, both presenters will share lessons learned during this process. Following the two presentations, audience members will be invited to ask questions and to share comments. The presenters will engage in a dialogue with the audience and will jointly facilitate the conversation. Audience members will be invited to share their experiences with CBPAR, lessons they have learned through the process, and their perspectives on the challenges and tensions encountered by the presenters.

#### **Session Goals:**

- To share multiple stakeholders' perspectives on the development of a collaborative process within a campus-community partnership
- To elaborate on the multiple tensions and considerations inherent in the development of a partnership between a research university and a historically disenfranchised community
- To obtain audience input and perspectives on the challenges and the tensions inherent in the collaborative process necessary for the development of campus-community partnerships

#### **Session Learning Objectives:**

- To develop a better understanding of the ways in which campus-community partnerships can be utilized as a tool for fostering social justice
- To develop a better understanding of the ways in which the challenges and tensions inherent in the development of campus-community partnerships can be anticipated and more effectively resolved
- To develop a better understanding of the relative roles and responsibilities of university and community members in the development of an effective campus-community partnership

#### **Session Agenda:**

- A member of the targeted Native American community will narrate their experiences with the initial phases of the development of the FRC and the related CBPAR process. 30 mins
- A faculty member at the targeted research university will then present their perspectives and experiences. 30 mins
- Both presenters will facilitate a dialogue with the audience, inviting questions, comments, shared experiences, ideas, and suggestions. 30 mins

### **COMMUNITY EMPOWERMENT THROUGH RESEARCH AND THE “COMMUNITY-FIRST” COMMUNICATION OF RESULTS: THE STORY OF “THE LITTLE HOCKING THAT COULD,” THE PARTNERSHIP THAT WON THE 2008 CCPH AWARD**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner

**Sub-Theme(s):** Health equity, Innovative

**Authors (Presenters in bold):** **Edward A. Emmett**, *Center of Excellence in Environmental Toxicology, University of Pennsylvania, Philadelphia, PA, USA*; **Julia Brody**, *Silent Spring Institute, Newton, MA, USA*

The session will start with a presentation on the case study “The Little Hocking that Could.” We will describe the development of the Environmental Justice Partnership around the issue of potential contamination of air, water, and land by PFOA (perfluorooctanoate). We will describe the research performed, the results, how the results were communicated using a novel “Community-First” communication strategy, and the role of the community in developing the principles to govern the communication of results. We will discuss how our dissemination of the results lead to an unanticipated degree of success in resolving the problem. We will discuss ethical issues that are important in the communication of biomonitoring results to study participants, and will conclude with an open discussion.

The presentations are expected to encourage lively and sharing of views. The two speakers will entertain questions and will have members of the audience describe their experiences. We will discuss various challenges faced in the communicating of results from Community-Based Participatory Research.

**Session Goals:**

- To describe the successful community-based research performed by a community-campus partnership to address a long-standing community pollution issue
- To describe the development and implementation of a “Community-First” Communication strategy and the communication methods used by the partnership to disseminate research results
- To describe and discuss important ethical considerations in providing a community with individual and group health data generated through Community-Based Participatory Research

**Session Learning Objectives:**

- Describe how a successful community-campus partnership could empower a community and get results in reducing environmental pollution threats
- Understand the principles of community-first communication of results
- Understand important ethical considerations in communicating research results to a community

**Session Agenda:**

- Case Presentation “The Little Hocking that Could,” development and use of a “Community-First” Communication Model
- Ethics of Reporting Research Results to Individuals and Communities, including Personal Exposure Results
- Discussion, Questions to the Panel, and Sharing of Audience Experiences

**RECOGNIZING AND REWARDING COMMUNITY-ENGAGED SCHOLARSHIP: TEN YEARS OF EXPERIENCE AT ONCE INSTITUTION**

**Session Format:** Story session

**Intended Skill Level:** Intermediate, Advanced

**Sub-Theme(s):** Journeys, Capacity

**Authors (Presenters in bold):** ***Sherril Gelmon**, Mark O. Hatfield School of Government, Portland State University, Portland, OR, USA; **Roy Koch**, Office of Academic Affairs, Portland State University, Portland, OR, USA; **Juliette Stoering**, Office of Institutional Research and Planning, Portland State University, Portland, OR, USA; **Katrina Norvell**, Mark O. Hatfield School of Government, Portland State University, Portland, OR, USA*

We undertook a survey of academic staff at Portland State University to build knowledge about current practice with regard to community engagement, with specific emphasis on the reward and recognition process of tenure and promotion review, after 10 years of application of these guidelines. We will present and discuss the results of the survey, which documents the experiences of academic staff with the tenure and/or promotion process, and articulates their experiences as community-engaged scholars. This session provides findings that are unusual in that few other institutions have as long a history of promoting and recognizing community engagement through

tenure/promotion policies as Portland State. We will discuss implications for faculty development programs and strategies.

After initial presentation of the context, process and findings, presenters will pose some specific challenges to the audience and seek audience response to these challenges. Depending on the response and the size of the audience, we will then break into small groups for focused "buzz-sessions" on the challenges of greatest interest to the group, and then reconvene for brief report-back from the groups to share knowledge. Presenters will then integrate these responses, and offer suggestions of resources for future work. Participants will be asked to define one action item they will take back to their organization to enable them to act upon the ideas they have learned at this session.

**Session Goals:**

- To describe the process of developing promotion and tenure criteria that recognize and value community-engaged scholarship, and document ten years of experience with the use of these criteria
- To illustrate the process of institutional transformation to integrate community-engaged scholarship into faculty development, and create organizational culture change to value CES
- To share lessons learned across departments and disciplines and engage audience participants in an exchange of experiences to better understand the receptivity of various disciplines towards CES

**Session Learning Objectives:**

- Describe institutional barriers and facilitators to develop and implement promotion and tenure review criteria that recognize and value community-engaged scholarship
- Articulate major steps in institutional transformation and culture change, and creation of faculty development strategies that support these changes
- Identify relevant lessons for departments, disciplines and interdisciplinary groups at one's home institution in order to apply these and develop locally applicable actions

**Session Agenda:**

- 10 mins - introductions, audience members indicate one learning goal
- 15 mins- presentation of context, survey, findings
- 10 mins- presentation of challenges, audience expression of interest
- 20 mins- buzzgroups to discuss challenges
- 15 mins- small groups report back
- 15 mins- presenters integrate content and suggest resources
- 5 mins- participants define action item to implement at home organization

**THE SOUTH EAST COASTAL COMMUNITIES PROGRAMME: TACKLING DISADVANTAGE AND PROMOTING SUSTAINABLE DEVELOPMENT THROUGH COMMUNITY-UNIVERSITY PARTNERSHIP WORKING THROUGH A COLLABORATION OF UK UNIVERSITIES**

**Session Format:** Challenges consultation session

**Intended Skill Level:** Intermediate; Advanced

**Sub-Theme(s):** Sustaining

**Authors (Presenters in bold):** **Angie Hart**, *Community-University Partnership Programme, University of Brighton, Brighton, Sussex, UK*; **Elizabeth Hault**, *Pro-Vice Chancellor's Office, Canterbury Christ Church University, Canterbury, Kent, UK*; **Paul Bramwell**, *The Working Together Project, Brighton, Sussex, UK*

The South East Coastal Communities Programme (SECC) is an innovative attempt to develop community-based knowledge exchange in the UK. Funded by the Higher Education Funding Council, it brings together nine institutions. SECC works across an area whose coastal resorts and ports are characterised by economic decline and social disadvantage. The programme develops strategic partnerships between universities and their local communities and is a demonstrator model of university-community partnership building. This session will outline

the Communities of Practice approach to improving health and well-being adopted by the Universities of Brighton, Sussex and Canterbury Christ Church University, including an evaluation model which captures outcomes for both university and community partners

The session will pose a number of key challenges: How do we develop and maintain unity in different universities and community contexts across a regional programme; how do we create a viable and sustainable joint funding model; and how do we provide evidence for the value added to the university and the value added to the communities involved in the partnership? Participants will be invited to share their experiences of tackling these challenges through small group discussion and to develop innovative strategies to address them

**Session Goals:**

- To explore ways in which community university partnerships can be sustained within the wider context of higher education, including university consortia working together to address common interests
- To better understand the essential inputs, outputs and outcomes for both University and Community partners and ways of measuring these
- To enable participants to begin to develop new strategies to apply within their own institutions

**Session Learning Objectives:**

- Apply their knowledge of a UK example of collaborative university-community partnership working to their own practice
- Develop links with members of the UK team and deepen their understanding of university-community work in an international context through discussion with them
- Reflect on the complexities involved in collaboration between universities and communities and between university partners, including specific policy contexts and geographical/historical dimensions

**Session Agenda:**

- Introductions
- Mini-presentation: the South East Coastal Communities Programme. Questions and discussion
- Group discussions on the key challenges and feedback from discussion groups
- Group work: devising and presenting new strategies
- Feedback and plenary discussion
- Conclusion

**DEVELOPING PEER RELATIONSHIPS BETWEEN INDIVIDUALS WITH COGNITIVE DISABILITIES AND COLLEGE STUDENTS: A NEW VISION OF ACCEPTANCE AND UNDERSTANDING THROUGH RESIDENTIAL AND ACADEMIC PROGRAMMING**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Journeys, Innovative

**Authors (Presenters in bold):** *Emily Janke*, Office of Leadership and Service-Learning, University of North Carolina, Greensboro, NC, USA; *Stephanie Kurttz*, Specialized Education Services, University of North Carolina, Greensboro, NC, USA; *Matthew McPherson*, Education, University of North Carolina, Greensboro, NC, USA; *Ryan Rotundo*, Education, University of North Carolina, Greensboro, NC, USA

During this session, students from a university program that is working in partnership with a program for independent living for adults with cognitive disabilities will share their experiences in (1) taking part in a community connections course on agency resources for individuals with cognitive disabilities and (2) their own development in understanding and accepting individual differences, including addressing bias and preconceived ideas about individuals with disabilities. The unique aspects of the program serving individuals with cognitive disabilities will be described. Faculty will describe how the partnership was built between the agency and departments and programs and how this partnership has led to opportunities for service for university students and faculty.

This session will provide three perspectives. First, two UNCG students who currently live with students enrolled in Beyond Academics will provide an overview of the program and describe their experiences. Next, Dr. Kurtts will explain why and how UNCG partners with Beyond Academics and the learning objectives of the program for both sets of students (UNCG and BA). Dr. Janke will discuss models of living-learning communities and existing research on student outcomes. The presenters will allot 45 of the 90 minutes to facilitating the learning objectives (stated above). Participants will be divided into 3-4 small groups, provided worksheets, and collaborate with fellow participants in developing strategies and action plans for their own institutions. Presenters will facilitate the groups.

#### **Session Goals:**

- To provide two students' perspectives about Beyond Academics, a residential program wherein UNCG student live and learn with adults with cognitive and physical disabilities
- To increase awareness of innovative independent living programs for adults with cognitive disabilities
- To describe the implementation plan developed for a partnership between a community agency serving individuals with cognitive disabilities and university programs

#### **Session Learning Objectives:**

- Identify key learning outcomes (for both BA and UNCG students) that result from a nontraditional living and learning experience
- Identify opportunities and strategies within one's institution to collaborate with academic departments and community/government agencies. Identify barriers, opportunities, resources, and allies
- Identify key relationship building activities and initiatives between campus and community agencies to ensure the program is mutually effective and beneficial for all students and programs

#### **Session Agenda:**

- Introduction of Session Presenters
- Overview of the Beyond Academics and UNCG Partnership
- Student Voices-Personal and Professional Experiences from the Partnership
- Steps to Developing the Partnership - Facilitating Factors and Barriers
- Models and Research on Living-Learning Communities
- Small Group Workshops to Develop Strategies and Action Plans

### **CES4HEALTH.INFO: AN ONLINE TOOL FOR THE PEER REVIEW AND DISSEMINATION OF NONTRADITIONAL PRODUCTS OF COMMUNITY-ENGAGED SCHOLARSHIP**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Sustaining, Capacity

**Authors (Presenters in bold):** ***Catherine Jordan**, Children, Youth and Family Consortium, University of Minnesota, Minneapolis, MN, US; Alex Allen, Community Planning & Research, Isles, Inc., Trenton, NJ, USA; Eric Bass, Progress in Community Health Partnerships, Baltimore, MD, USA; Robert Hackett, The Corella & Bertran F. Bonner Foundation, Princeton, NJ, USA; Randy Jackson, Canadian Aboriginal AIDS Network, Vancouver, B.C., Canada; Robby Reynolds, Director, MedEdPortal, Association of American Medical Colleges, Washington, D.C., USA; Lorilee Sandman, Department of Lifelong Education, Administration, and Policy, University of Georgia, Athens, GA, USA; **Piper McGinley**, Faculty for the Engaged Campus, Community-Campus Partnerships for Health, San Francisco, CA, USA; **Sarena Seifer** Community-Campus Partnerships for Health, Toronto, ON, Canada*

We will define CES, particularly the "scholarship" part, focusing on components of impact, dissemination and peer review. Non-traditional products are important vehicles for disseminating information to stakeholder communities and enhancing impact of the work. However, they may not meet criteria for scholarship, and hence may not be counted in P and T unless they are peer reviewed and broadly disseminated. We will present strategies for

enhancing the “scholarly-ness” of such products, increasing their impact through broad and sustained dissemination, and submitting them to peer review. We will introduce CES4Health, an online tool for the peer review and dissemination of non-traditional products of CES being developed through CCPH’s Faculty for the Engaged Campus grant.

The session will include presentation, group brainstorming, small group discussion and hands-on exploration of the online tool. Participants will be asked to generate examples of scholarly and non-scholarly approaches to, and products resulting from, community engagement. Small groups will brainstorm effective non-traditional products and strategies they might use to submit such products for peer review and achieve broad and sustained dissemination to target audiences. Participants will have the opportunity to observe the CES4Health tool and then, dependent on the availability of WiFi, experiment with navigating it, accessing peer reviewed resources, learning about submission requirements, etc.

**Session Goals:**

- Examine the role of nontraditional products (not peer-reviewed manuscripts) in enhancing impact of community-engaged scholarship (CES) on stakeholder communities
- Examine the status of non-traditional products of CES in the promotion and tenure process
- Present a new forum for the peer review and online dissemination of non-traditional products of CES

**Session Learning Objectives:**

- Participants will understand the importance of non-traditional products in communicating and applying information resulting from CES to stakeholder communities
- Participants will understand how non-traditional products of CES can “count” in the promotion and tenure (P and T) process
- Participants will learn how they can obtain rigorous peer review of their non-traditional products, widely disseminate them, and sustain their impact through a new online tool, CES4Health.info

**Session Agenda:**

- Introductions of presenters and audience, if size allows (15 min)
- Review of definitions of CES and scholarship (10 min)
- Generation of ideas for effective non-traditional products of CES (10 min)
- Discussion of the status of such products in P and T (5 min)
- Small groups generate ideas for enhancing scholarly-ness, submitting to peer review, and broad dissemination (20 min)
- Presentation of CES4Health.info (15 min)
- Time to experiment with CES4Health.info (15 min)

**WEAVING THE IVY: HOW CAN ACADEMIC INSTITUTIONS IN A CITY OR REGION COLLABORATE VERSUS COMPETE IN PARTNERSHIP EFFORTS TO ADDRESS COMMUNITY HEALTH?**

**Session Format:** Challenges consultation session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Innovative, Interdisciplinary

**Authors (Presenters in bold):** ***Cynthia Barnes-Boyd**, University of Illinois-Chicago Neighborhoods Initiative, Chicago, IL, USA; **Jen Kauper-Brown**, Alliance for Research in Chicagoland Communities, Northwestern University, Chicago, IL, USA*

As interest in community-based research grows and full community involvement in research becomes a funding priority, an increasing number of academic institutions and community partners are engaging in community research partnerships focused on addressing local health issues. In metropolitan or regional areas with multiple universities and colleges, these academic institutions may find that they are working with the same communities and struggling with the same partnership issues. In response, community partners may be frustrated by the covert

competition, inconsistent approach to common issues, and fragmented efforts to develop & sustain relationships. This phenomena presents an opportunity for academic institutions to explore possibilities for synergy, collaboration, and mutual support.

The session facilitators will create an informal comfortable atmosphere that invites questions, participation, and discussion. Time will be allotted at the beginning of the session for all participants to introduce themselves and share why this topic is of interest. After sharing Chicago's experience, session presenters will facilitate a large group discussion and brainstorming session on the potential benefits and mechanisms for this type of collaboration as well as strategies for addressing potential challenges and pitfalls. If necessary, participants will split into smaller groups for this discussion. Time will be designated at the end of the session for attendees to network and plan for continued exchange on this topic.

**Session Goals:**

- Share the story of initial efforts to explore/encourage collaboration among community-engaged academic institutions in Chicago
- Learn about strategies for leveraging resources through multi-institutional collaboration (e.g. networking/mentoring, co-sponsored education/training, information-sharing, address shared barriers)
- Learn about tactics to address the challenges of collaboration (e.g. competitive funding environment, time and resource constraints)

**Session Learning Objectives:**

- Understand the story of initial efforts to explore/encourage collaboration among community-engaged academic institutions in Chicago
- Learn about strategies for leveraging resources through multi-institutional collaboration (e.g. networking/mentoring, co-sponsored education/training, information-sharing, address shared barriers)
- Learn about tactics to address the challenges of collaboration (e.g. competitive funding environment, time and resource constraints)

**Session Agenda:**

- |                                   |         |
|-----------------------------------|---------|
| ▪ Introductions                   | 20 mins |
| ▪ Sharing Chicago's Initial Steps | 30 mins |
| ▪ Group Discussion/Brainstorming  | 30 mins |
| ▪ Wrap-Up/Making Connections      | 10 mins |

**YOU BET I TOLD: LESSONS LEARNED IN THE COMMUNITY-CAPACITY BUILDING PARTNERSHIP TO STOP VIOLENCE AGAINST YOUTH.**

**Session Format:** Story session

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Sustaining, Capacity

**Authors (Presenters in bold):** ***Jed Metzger**, Department of Social Work, Nazareth College, Rochester, NY, USA; **Velma Campbell**, RiseUPRochester/You Bet I Told, Rochester, NY, USA; Reverend Marlow V. Washington, Baber A.M.E. Church and You Bet I Told, Rochester, NY, USA*

This session will tell the story of a grassroots effort to build community capacity to address the challenge of violence against youth. The brutal murder of a youth became the catalyst for a collaborative partnership aimed at reducing the violence directed against youth. This story session will teach how to build a collaboration to address community needs related to safety. Additionally we will teach how to build partnerships that can across the divide of differences, how to survive and thrive when confronted by challenges of differences in ideological principles and how to gain entrance into power structures in the community, while maintaining visibility and momentum. The story session will close with how to chose partners and develop both short and long term intervention strategies.

This story session is designed to facilitate a substantive interactive discussion by eliciting participant feedback related to each of the following aspects of the “You Bet I Told” story: a) Community challenge- what is a relevant community capacity challenge in each member’s local? b) Small group work to explore underutilized/nontraditional community partners. c) Development of strategies to use service-learning in sustaining grassroots community initiatives. d) Identification of five key power informants in the participant community and gain access to the individual power source. e) Visibility planning to help participants develop a creative approach to maintaining a “seat at the community table.” f) Collective brainstorming on maintaining partnerships in the face of difference.

#### **Session Goals:**

- Teach, via telling the story of how a predominately White, liberal college and predominately Black Conservative minded church collaborated to work towards addressing ending violence against youth.
- Teach, via telling the story of how to strategically build and support community capacity, by building ties between law enforcement and disenfranchised sections of the community to address violence.
- Teach, via telling the story through service-learning of how to run and sustain community capacity development grassroots interventions so that both student and community needs are met.

#### **Session Learning Objectives:**

- How to set up and maintain a partnership between religious organizations and college departments to achieve community objectives
- How to build partnerships between sources of community power and disenfranchised community groups
- How to set up service learning so that grassroots community organizations can be sustained while delivering high quality learning opportunities for graduate students

#### **Session Agenda:**

- The Telling of the You Bet I Told Story
- Lessons Learned and How to Use Those Lessons
- Participant Discussion of Community Challenges
- Interactive Development of Potential Partnerships
- Strategies for Use of Service-Learning Approaches to Grassroots Community Capacity Development
- Power and Asset Building
- Visibility
- Maintaining Partnerships Around Thorny Issues

### **MAKING A NAME IN THE COMMUNITY THAT IS MEMORABLE: HOW CAN A TRADITIONAL INSTITUTION STEP OUT OF THE BOX AND MOVE IN TO THE COMMUNITY CIRCLE?**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Journeys

**Authors (Presenters in bold):** ***Lily Mar**, University of Arizona, Cancer Prevention and Integrative Medicine Office, Latinos Saludables, Phoenix, AZ, USA; **Berta Carbajal**, University of Arizona, Cancer Prevention and Integrative Medicine Office, Latinos Saludables, Phoenix, AZ, USA; Linda Larkey, University of Arizona, Phoenix, AZ, USA; Julie Gonzalez, University of Arizona, Phoenix, AZ, USA*

This session will discuss two research projects. Both projects had significant challenges in making their names memorable in the community. Juntos en la Salud (n= 1035) was a five year grant project funded by the American Cancer Society and ended in 2006. The challenges of Juntos en la Salud helped with the development of Latinos Saludables a project funded by the National Cancer Institutes. With both projects the lessons learned were to incorporate unique community identifiers, to be flexible and educated on sensitive issues of the community. However, there are many more ways to make a name that is memorable in the community. The intention of this session is to brainstorm ideas on how traditional institutions can become more than just friends to the community but family.

Upon entering the session participants will write on a piece of paper a challenge that they be having in making their name memorable in their community. Later in the session 5 challenges will be selected by a drawing and groups will brainstorm ideas to overcome those challenges. Participants will be separated into groups of strangers, friends and family and define the terms; then list places that fall into those categories and why? What can be done to transform these places as part of the community? Why is being sensitive to the community needs part of making a name memorable. Finally participants will hear and educational story and will discuss how it made them feel. Various items will be placed in a circle to engage participants in a storytelling circle opportunity.

#### **Session Goals:**

- Expose unique ways of capturing the community's attention. How about composing a song or developing a Qigong DVD with someone from the community?
- Determine methods of being flexible to community needs. How do you recruit men in a time of economic crisis and the last thing on their mind is participating in a research project?
- Define what it means to be sensitive to community concerns. Maria who is in undocumented doesn't want to participate, because she is distrustful? What can a program do in order to gain her trust?

#### **Session Learning Objectives:**

- Participants will explore transforming traditional institutions to community partners by recognizing community identifiers
- Participants will judge different scenarios on how to become flexible to the community by ranking our perceptions of what it means to transform into a community partner
- Participants will apply the definition of being sensitive to their own community

#### **Session Agenda:**

- Introduction
- Ice-Breaker
- Write Challenges
- Defining a Community
- Challenges with Juntos en la Salud
- Current challenges with Latinos Saludables
- Solutions to both of the research projects
- Address community flexibility and sensitivity
- Small group discussion and solutions to participants community challenges
- Address Community Identifiers via a storytelling circle
- Getting real...participants share personal stories

### **SUSTAINING UNIVERSITY-COMMUNITY PARTNERSHIPS: A THREE YEAR JOURNEY—SO FAR**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Sustaining, Innovative

**Authors (Presenters in bold):** ***Trula Nicholas**, Human Services and Rehabilitation, Western Washington University, Bellingham, WA, USA; **Geof Morgan**, Whatcom Family and Community Network, Bellingham, WA, USA*

This session will engage participants in a four-year journey of a partnership between a small community organizing agency, local neighborhood associations, and faculty and students from two different departments at the local university. A variety of partners in this endeavor will share stories of this partnership from their unique perspective. The session will include live and video taped interviews/story telling and a variety of hands-on activity for participants.

Participants will engage in dialogue with a variety individuals who have been a part of this partnership over the past three years. Participants will also work with each other to brainstorm ways they can develop or enhance sustained partnerships in their hometowns.

#### **Session Goals:**

- Present stories from a variety of perspective of a long-term collaborative effort between a university, local neighborhood associations, and a community development organization
- Examine what it means to engage in community-driven partnerships
- Engage participants in developing and strengthening sustained college/university/community partnerships

#### **Session Learning Objectives:**

- Recognize the strengths and challenges in a community-driven partnership between an institution of higher education and local community partners
- Identify and describe what it takes to sustain an authentic community/university partnership
- Create sustainable community-driven partnerships in their hometowns

#### **Session Agenda:**

- Introductions (both live and video taped)
- Short overview of our collaborative history
- Sharing our stories (both live and video taped)
- Successes we have experienced
- Challenges we have faced
- Why this partnership is meaningful to me
- Connect with partners (4 or 5) via phone or videoconferencing (depending on technology available) for Q&A
- Participants gather in small group – brainstorm how this can be replicated in my community
- Closing (both live and video taped)

### **LEGACY: A FAITH-BASED, CAMPUS-COMMUNITY PARTNERSHIP TO PROMOTE HEALTHLY AFRICAN-AMERICAN PREGNANCY**

**Session Format:** Story session

**Intended Skill Level:** Beginning, Intermediate, Advanced

**Sub-Theme(s):** CBPR, Interdisciplinary

**Authors (Presenters in bold):** ***Tyan Parker Dominguez**, School of Social Work, University of Southern California, Los Angeles, CA, USA; **Glovioell Rowland**, Health Ministries, Pasadena Church of God, Pasadena, CA, USA; Geraldine Perry-Williams, Maternal and Child Health, Pasadena Health Department, Pasadena, CA, USA; Christine Dunkel Schetter, Department of Psychology, University of California, Los Angeles, CA, USA; Shirley Wright, Legacy Project, Pasadena Church of God, Pasadena, CA, USA; Jack Turman, Center for Premature Infant Health and Development, Keck School of Medicine, University of Southern California, Los Angeles, CA, USA; Jaymie Lorthridge, Legacy Project, School of Social Work, University of Southern California, Los Angeles, CA, USA; Jennifer Jackson, Legacy Project, Public Health Program, Department of Preventive Medicine, University of Southern California, Los Angeles, CA, USA*

Infant mortality is a critical index of social well-being. African Americans have the highest rates of infant mortality, and its most common precursors, preterm delivery and low birthweight in the country, a century-old public health concern unexplained by traditional risk factors. With funding from the March of Dimes, USC Center for Premature Infant Health and Development has partnered with Pasadena Church of God to pilot a two-tiered, faith-based support and education intervention to increase the personal and organizational capital within the church, the traditional center of the African American community, for promoting healthy pregnancy. We will describe the

process of developing our partnership, pilot program and evaluation, as well as the challenges and rewards of our work.

Didactic power point presentation to describe the health issue with which we are concerned; sharing experiences of our process of development and collaboration with powerpoint slides, pictures, samples of project materials (eg, evaluation instrument, curriculum, etc); enumerating challenges and rewards to elicit discussion and generate ideas.

**Session Goals:**

- Share the story of how our unique collaborative partnership developed
- Present our faith-based pilot intervention program and evaluation plan
- Engage participants in a discussion regarding the rewards and challenges of working collaboratively across disciplines and institutions (ie, academic, faith, and funding)

**Session Learning Objectives:**

- Identify ways they can engage in partnership with academic or community/faith-based institutions
- Describe an evidence-based, theoretically driven, faith-based pilot intervention for promoting healthy African American pregnancy
- List challenges and benefits inherent to interdisciplinary and cross-institutional collaborative partnerships

**Session Agenda:**

- Welcome and Introductions
- The Problem of Birth Outcome Disparities
- Bridging the Divide: USC Center for Premature Infant Health & Development
- LEGACY: A faith-based, campus-community partnership
- Open Dialogue: The Rewards and Challenges of Collaborative Partnerships for Health

**SHAKEN NOT STIRRED: PROMOTING COMMUNITY RESPONSIBILITY FOR ALCOHOL RELATED BEHAVIORS THROUGH ALLIANCES AND EMPOWERMENT**

**Session Format:** Challenges consultation session

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Journeys, Interdisciplinary

**Authors (Presenters in bold):** ***Janice Putnam**, Nursing Department, University of Central Missouri, Warrensburg, MO, USA; **Victoria Steel**, Sponsored Program, University of Central Missouri, Warrensburg, MO, USA; **Amy Kiger**, Office of Violence and Substance Abuse, University of Central Missouri and Warrensburg Partners in Prevention, Warrensburg, MO, USA; **Jeff Hancock**, City of Warrensburg, Warrensburg, MO, USA*

The Warrensburg Area Partners in Prevention Coalition (WAPIP) is a local unit of a statewide membership coalition working to address alcohol related issues that have impacted the community. It envisions a healthy and safe environment for individuals, business and the community at large. WAPIP members are grouped into six subcommittees designed to address the seven goals of this organization. Individual and organizational members provide alcohol related resources, training and expertise to improve public policy and response to alcohol related issues. This session describes exemplars of the developmental strategies, activities, outcomes and lessons learned through this coalition.

Conference attendees will participate in a roundtable discussion. They will be assigned a stakeholder role and attend either the Responsible Hospitality Council, the Law Enforcement Subcommittee, the Policies and Ordinances Subcommittee, the Communications Subcommittee, the Coalition Assessment Committee and the Safe Neighborhoods Subcommittee roundtable. They will be asked to express their views and positions for an assigned task within their role. Presenters will facilitate conversations. Attendees will then have an opportunity to compare their individual roundtable discussion with the whole group in a reflection activity.

**Session Goals:**

- To discuss how a local unit of a statewide program was founded in response to a key community event: the opportunities and challenges that the coalition needed to meet
- To relate the skills used to complete a needs assessment and the ensuing development of the coalition's organizational structure leading to the development of a strategic planning
- To examine exemplars and challenges of transformational empowerment gained through this experience

**Session Learning Objectives:**

- The learner will leave the session being able to identify specific actions that they can take in developing a community partnership
- The learner will leave the session being able to cite examples of systematic methods used to define and address social issues such as alcohol related behaviors
- The learner will leave the session having a deeper understanding of transformational empowerment gained by challenging and changing assumptions about social issues such as alcohol related behaviors

**Session Agenda:**

- 30 minutes presentation
- 25 minutes roundtable discussion groups
- 25 minutes reflection activity
- 10 minute question-and-answer session

**COMMUNITY AND UNIVERSITY PARTNERSHIPS TO PREVENT STREET VIOLENCE AND PROMOTE RESILIENCY: HOW UCSF AND SAN FRANCISCO COMMUNITIES ARE WORKING TOGETHER TO ADDRESS A GROWING URBAN PROBLEM**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Capacity, Innovative

**Authors (Presenters in bold):** **Roberto Vargas**, *Department of Community and Family Medicine, Community Partnership Resource Center, University of California, San Francisco, CA, USA*; **Naomi Wortis**, *Department of Community and Family Medicine, Community Partnership Resource Center, University of California, San Francisco, CA, USA*; **Ricard Garcia-Acosta**, *San Francisco Community Response Network, San Francisco, CA, USA*

The Community Partnership Resource Center (CPRC) promotes health by facilitating partnerships between UCSF and local communities, particularly where significant health disparities exist. In 2004, the CPRC facilitated a community dialogue to identify priority health issues in these communities, and violence emerged as the most urgent. The CPRC developed partnerships to address violence: 1) evaluation of a community-based violence intervention model; 2) professional development training for front-line providers who serve community residents impacted by violence; and 3) development of a resource guide for survivors of violence. Finally, we have placed UCSF service-learners in these projects and others to build capacity to address violence.

Participants will be broken into small groups, including a mix of community and university representatives in each. Small groups will be encouraged to identify what interventions exist in their communities and/or universities that are either already working to address violence, or could potentially be a resource, reflecting on the presentation by CPRC. Small groups will try to match resources in their communities and universities in order to build capacity for either or both, using at least one of three methods covered in the workshop: service-learning, evaluation, and/or cross-training. Small groups report back in a large group. Facilitators will provide feedback, helping participants further develop ideas for potential partnerships for addressing community-level violence.

### Session Goals:

- Increase awareness of the challenges and opportunities in the process of developing partnerships for evaluating community violence prevention and intervention programs
- Teach strategies for building community and university capacity for understanding and mitigating the impacts of street violence
- Illustrate how service-learning can enrich student learning and build community-based organization (CBO) capacity while addressing the impacts of community violence

### Session Learning Objectives:

- Describe 3 challenges to building CBO capacity to evaluate program impacts, and describe 3 strategies to overcome those challenges
- Describe 3 challenges to building university capacity to engage with communities to address community violence, and describe 3 strategies to overcome those challenges
- Describe one new strategy for building capacity in their own community and/or university to address community violence

### Session Agenda:

- Introductions
- Briefly review the history of the Community Partnership Resource Center in San Francisco
- Review CPRC's development of partnership interventions for preventing and mitigating the impacts of violence
  - Evaluation
  - Capacity-building
  - Resources Guides
  - Service Learning
- Q & A
- Small group exercise
- Conclusion

## SUSTAINING SERVICE-LEARNING AND MAXIMIZING ITS BENEFITS: FINDINGS FROM A TEN-YEAR FOLLOW-UP STUDY OF THE HEALTH PROFESSIONS SCHOOLS TO THE NATION (HPSISN) PROGRAM

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate, Advanced

**Sub-Theme(s):** Sustaining, Capacity, Interdisciplinary

**Authors (Presenters in bold):** **Amanda Vogel**, Behavioral Research Program/Division of Cancer Control and Population Sciences, Bethesda, MD, USA; **Emily Morrison**, ISCOPEs, School of Medicine and Health Sciences, George Washington University, Washington, DC, USA

Implemented from 1995 to 1998, with support from the federal Corporation for National and Community Service and The Pew Charitable Trusts, the Health Professions Schools in Service to the Nation (HPSISN) program provided support to integrate SL into the curriculum at 17 health professions schools. We will share methods and findings from a follow-up study of the ten-year sustainability and impact of SL in the HPSISN schools. Based on the experiences of HPSISN schools that have successfully sustained SL, we will share strategies to sustain SL, implement principles for high-quality SL, respond to common challenges, and maximize the benefits of SL for faculty members, students, and community agencies.

The session will begin with a facilitated discussion among the audience members addressing two topics: 1) the challenges to sustainability that they have encountered, and how they have responded; and 2) the challenges to implementing high quality SL that they have encountered, and how they have responded. The session will then continue with two presentations – one by the HPSISN evaluator and one by the SL director from one of the HPSISN schools. After each presentation, we will make time for questions and answers and group discussion.

### Session Goals:

- Present methods and findings from the HPSISN ten-year follow-up study used to explore a) strategies to sustain service-learning (SL) and b) methods for implementing principles for high quality SL
- From this research, share strategies for success, challenges, and responses to challenges related to sustaining SL and implementing principles for high quality SL
- Highlight the experiences of one HPSISN-funded school that has successfully sustained SL and has lessons to share about how to implement high-quality SL partnerships and maximize the benefits of SL for faculty members, students, and community partners

### Session Learning Objectives:

- Understand qualitative case study methods you can use to assess the sustainability of SL, strengths, and areas for improvement.
- Take home practical strategies for how to: sustain SL in different institutional settings, implement principles for high-quality SL, address common challenges, and maximize the benefits of SL for both academic and community partners.

### Session Agenda:

- Welcome and facilitated discussion
- Presentation of findings from 10 year follow-up study of HPSISN
- Q&A and group discussion
- SL director from one HPSISN school shares strategies for success
- Q&A and group discussion

## CHALLENGES OF TRANSLATING RESEARCH FINDINGS TO SOCIAL ACTION IN COMMUNITY-BASED PARTICIPATORY RESEARCH STUDIES

**Session Format:** Challenges consultation session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** CBPR

**Authors (Presenters in bold):** *Patricia E. Stevens, College of Nursing, University of Wisconsin, Milwaukee, WI, USA; Virginia Zerpa-Urionia, Center for Urban Population Health, Milwaukee, WI, USA; Maria Toscano, Department of HIV/AIDS, Sixteenth Street Community Health Center, Milwaukee, WI, USA; Maria Barker, Education Department, Planned Parenthood of Wisconsin, Milwaukee, WI, USA; Jennifer Ward, The Healing Center, Milwaukee, WI, USA; Angela Brautigam, United Migrant Opportunity Services, Milwaukee, WI, USA; David Fazer, Center for Urban Population Health, Milwaukee, WI, USA; Loren Galvao, Center for Urban Population Health, Milwaukee, WI, USA*

Our session will open with discussion of the CBPR we have been engaged in for 18 months. Aims in the project were to: a) explore the impact of HIV in the lives of Latinas through qualitative interviews conducted in Spanish, and b) integrate the dynamic involvement of a Community Advisory Board through all stages of the research. We will share stories that Latinas living with HIV told us about the challenges they face in: accessing health care, housing, jobs, and social services without documentation; gender roles and relationships; balancing secrecy and disclosure in families and communities; and staying strong in the face of HIV. Our central task will be to engage the audience as consultants in devising ways to move from research findings to real social change in studies like ours.

Multiple community and campus partners in our CBPR will discuss the project from their unique perspectives, talking about the obstacles encountered and insights gained from the collaboration. To include the voices of Latinas living with HIV we will share from our data their verbatim stories about struggles and triumphs. Throughout the session we will invite comments, questions, and suggestions from the audience. The major interactive discussion we hope to engage among session participants includes these topics: How do community-campus

partnerships garner the support and resources necessary to effectively use research findings to enact social justice? How do community-campus partnerships generate positive program and policy changes to reduce health disparities?

**Session Goals:**

- Discuss our CBPR about the health issues and resource needs of Latinas living with HIV, providing perspectives from community and campus partners
- Share the stories from Latinas living with HIV that are part of our data to demonstrate the challenges they face and the social justice issues at hand
- Engage the audience in analyzing how a community-campus coalition like ours can move from study findings to social action, inviting discussion of strategies and solutions others have used

**Session Learning Objectives:**

- Deepen their understanding of CBPR
- Reflect on how community-campus coalitions can translate knowledge gained from research into actions to empower communities, make resources available, and change oppressive policies
- Be inspired to plan, design and implement community-driven social justice strategies

**Session Agenda:**

- Briefly introduce presenters and their roles in the CBPR. 5 minutes
- Discussing the CBPR study from the various community and campus perspectives. 25 minutes
- Sharing the stories of HIV-infected Latinas in our study to stimulate discussion with the audience about the social justice issues at stake. 30 minutes
- Facilitating consultation from all participants in the session about turning research findings into viable strategies for improving the health and well-being of communities. 30 minutes

**PROSPERITY ACTION TEAMS: USING COMMUNITY-BASED PARTICIPATORY RESEARCH IN OVERCOMING POVERTY**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Journeys, CBPR

**Authors (Presenters in bold):** **John Korsmo**, *Woodring College of Education, Human Services and Rehabilitation Program, Western Washington University, Bellingham, WA, USA;* **Jason Dallmann**, *Lummi Nation Tribal Court, Bellingham, WA, USA*

The session will share the challenges and successes of action research addressing poverty in Bellingham, WA. The research members represent a variety of personal experiences and interests relating to poverty. Homelessness, single parenting, substance abuse, incarceration, untreated medical needs, and domestic violence are but a few of the obstacles faced by members. However, we do not dwell on deficits and challenges, but rather on strengths and supports. Through an ongoing cycle of communication, action, and reflection we have gained numerous positive outcomes, including: A contract from the State to support others in poverty; Securing scholarships for professional development; Heightened awareness of contemporary poverty; Inform local candidates for Congress and Senate of local needs.

Participants will engage in dialogue, listen to stories from the field, view video interviews and materials from research team, and consider their own plans, challenges, and successes of community based research. To include Principal Investigator's successes and challenges associated with community based research including obtaining university and community support, establishing and maintaining personal relationships with co-researchers, and balancing personal interests with natural direction of the team. Stories from the research team will be shared, as will 'artifacts' of results the group has experienced. Case studies will be considered in small

group discussions, as will a process of mapping concepts for similar action-based research projects participants may be contemplating.

#### **Session Goals:**

- Engage participants in conversation relating to use of community based participatory research as an effective tool for addressing poverty and barriers to prosperity as obstacles to social justice
- To facilitate interaction among participants to identify methods of engaging members of under-represented populations as co-researchers in efforts leading to social justice
- To share successes and challenges with using community based participatory research, including providing equality for research members; people in poverty, service providers and university faculty

#### **Session Learning Objectives:**

- Participants will be able to design participatory research that deals with complex social justice issues, such as disparities of wealth, access to prosperity, and responsible use of privilege
- Participants will be able to respectfully and responsibly engage community members who are experiencing poverty and other threats to social justice as co-researchers
- Participants will be able to identify potential pitfalls and difficulty relating to engaging people experiencing poverty as co-researchers in order to plan for and address barriers and challenges

#### **Session Agenda:**

- Introduction by Principal Investigator
- Personal story from research team member currently experiencing poverty
- Overview of the “Prosperity Action Team” concept and process
- Discussion of successes
- Discussion of Challenges
- Small group case study examination
- Whole-group review
- Video messages relating to overcoming challenges
- Small group mapping of ideas for action research toward social justice
- Video messages relating to successes
- Closing

### **PROMISES AND PITFALLS IN A COMMUNITY-CAMPUS PARTNERSHIP: BUILDING ON SUCCESSES**

**Session Format:** Story session

**Intended Skill Level:** Intermediate, Advanced

**Sub-Theme(s):** Innovative, Interdisciplinary

**Authors (Presenters in bold):** *Sahra Ahmed, Adult Literacy-Rochester Public Schools, Hawthorne Education Center, Rochester, MN, USA; Cynthia Briggs, Winona State University, Rochester, MN, USA; Mary Pat Jewison, Olmsted Public Health, Rochester, MN, USA; Marilyn Olney, Hawthorne Education Center, Rochester, MN, USA; Lisa Schnepfer, Nursing, Winona State University, Rochester, MN, USA; Kathy Orth, Nursing, Winona State University, Rochester, MN, USA; Jennifer Rho, Hawthorne Education Center, Rochester, MN, USA; Gayle Olsen, Nursing, Winona State University, Rochester, MN, USA; Irene Sia, Mayo Clinic; Susan Sullivan, Nursing, Winona State University, Rochester, MN, USA; Julie Nigon, Adult Literacy-Rochester Public Schools, Hawthorne Education Center, Rochester, MN, USA; Kimberly Fanning, Adult Literacy-Rochester Public Schools, Hawthorne Education Center, Rochester, MN, USA*

A panel of members from Winona State University-Rochester and the Hawthorn Education Center, an adult literacy program with a diverse and underserved population from > 60 countries, will trace the evolution of a successful and ongoing partnership. The discussion will include the early days when the partnership was in peril to the negotiations that ensured the needs of each partner were met and challenges were resolved. The partnership has evolved from a few graduate students providing health education, to students from undergraduate,

master's and doctoral programs from multiple disciplines, providing an array of health-related services. Based on the success of the original partnership, other community partners have been added and community-based participatory research has been integrated.

Presenting members from Winona State University-Rochester, department of Nursing, and the Hawthorne Education Center will hold a panel discussion on the evolution of the partnership, with one member acting as moderator. Various perspectives of the partnership will be shared. Then panel members will each work with small groups of attendees to facilitate discussion on strategies to implement qualities of a successful partnership into their own settings. Time will then be provided for groups to share outcomes of the small group activity. The panel will then reconvene for an additional question and answer session.

**Session Goals:**

- Demonstrate how a community-based partner and an academic institution combine knowledge, wisdom and experience to solve the challenges facing an underserved and diverse population.
- Demonstrate how a community-based partner and an academic institution support each other's mission and purpose.
- Identify how a community-based partner and an academic institution develop an authentic partnership that builds capacity, balances power, and shares resources.

**Session Learning Objectives:**

- Describe the evolution of a successful community -campus partnership that has promoted expansion to include multiple disciplines and community partners.
- Identify the process used to overcome challenges and generate solutions to create and sustain an authentic community-campus partnership.
- Reflect on strategies that allow a community-campus partnership to flourish and grow where others have failed.

**Session Agenda:**

- 30 minutes for panel discussion with a moderator presenting the evolution of the partnership
- 30 small group activity facilitated by panel members to assist participants to strategizes on ways to implement/promote successful partnerships in their own settings
- 15 minutes to share outcomes of small group sessions
- 15 minutes for question and answer

**DEVELOPMENT AND EARLY EXPERIENCE WITH A MASTERS LEVEL PUBLIC HEALTH SERVICE LEARNING COURSE ON RACIAL AND ETHNIC HEALTH DISPARITIES**

**Session Format:** Story session

**Intended Skill Level:** Beginner

**Sub-Theme(s):** Journeys, Capacity

**Authors (Presenters in bold):** ***Kate Stewart**, Office of Community-Based Public Health, Department of Health Policy and Management, Fay W. Boozman College of Public Health, University of Arkansas for Medical Sciences, Little Rock, AR, USA; **Creshelle Nash**, Arkansas Minority Health Commission, Little Rock, AR, USA; **Randy Lee**, Center for Local Public Health, Arkansas Department of Health, Little Rock, AR, USA; **Debra Bell**, Black Community Developers, Little Rock, Arkansas, USA*

This session, presented by two faculty members, a community partner, and a student, will cover their early experience with a Masters level public health service learning course on racial and ethnic health disparities implemented at the College of Public Health in Arkansas as a part of the Health Disparities Service Learning Collaborative. This interdisciplinary, team-taught course examines causes of, and strategies for addressing, disparities. Faculty will discuss course content, the background leading to course development, and challenges and lessons learned through implementation. The student and community partner will share their perspectives on

the course and their service learning experiences. Session participants will have an opportunity to carry out an illustrative group reflection process.

Methods used to facilitate interactive discussion during this session will include an icebreaker exercise carried out by participants in pairs; a panel presentation with Q and A; and a small group discussion of assigned reflection questions followed by full group discussion.

#### **Session Goals:**

- Describe the historical context within which this racial and ethnic health disparities course was developed, summarize course content, and share challenges and lessons learned during implementation.
- Describe the service learning partnerships and activities and have a community partner and a student discuss their perspectives on the course.
- Give participants an opportunity to carry out an illustrative group reflection process.

#### **Session Learning Objectives:**

- List key concepts and issues covered by this disparities course and describe methods used.
- Describe at least three community-based service learning activities public health students engaged in during this course.
- Describe reflection exercises used and discuss issues confronted in assessing performance on reflection.

#### **Session Agenda:**

- Introductions (10 minutes)
- Icebreaker exercise (10 minutes)
- Discussion of icebreaker (10 minutes)
- Panel presentation with Q & A (40 minutes)
- Small group exercise (10 minutes)
- Discussion with full group (10 minutes)

### **COMMUNITY-UNIVERSITY PARTNERSHIPS BOOK PROJECT—INTERGRATING UNDERSTANDING FROM THE FIELD**

**Session Format:** Creative arts-based discussion session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Sustaining, Innovative

**Authors (Presenters in bold):** **Kevin Kecskes**, *Center for Academic Excellence, Portland State University, Portland, OR, USA*; **Chris Carey**, *Portland State University, Portland, OR, USA*; **Anya Hankin**, *Center for Academic Excellence, Portland State University, Portland, OR, USA*; **Joshua Todd**, *Commission on Children, Families and Community, Portland, OR, USA*

Portland State University has established a multi-tiered, institution-wide effort to support faculty, staff, students, and community partners to build and maintain sustainable community-university partnerships. Our session will explore key components of this Partnership Initiative, providing participants with tangible tools to apply to their own partnerships. Included in the Partnership Initiative is a forthcoming book on community-university partnerships. In summary fashion, editors will report on visions and strategies addressed in the publication while engaging participants in questions about the emerging data, opening up the publication to voices that are not often included in such texts—the diverse voices of our participants. This innovative and interactive approach to exploring the topic introduces documented approaches for achieving potentials of partnership work, highlighting reciprocity, trust, collaboration and collective empowerment.

Using experiential exercises based on a grounded theory approach, participants are invited to delve deeply into the topic of community-university partnerships, co-creating an understanding of promising-practices and collectively determining next steps. After sharing key insights from the forthcoming book and describing PSU's

Partnership Initiative, presenters will facilitate creative-brainstorming exercises designed to stimulate small- and large-group dialogue and generate excitement about the field. This session is rich in creativity, employing interactive theatre, visual art, and dynamic story-sharing.

#### **Session Goals:**

- Present participants with dynamic models to build sustainable partnerships, discussing Portland State University's institutional effort to support faculty, staff and students to build partnerships
- Report initial insights from the book's fourteen contributors—including prominent scholars in the field—thus highlighting exemplary and unique models of community-university partnerships
- Creatively engage participants in conversation about the data and models recognizing their wisdom and empowering diverse voices to shape the final publication through their insights and feedback

#### **Session Learning Objectives:**

- Critically examine PSU's overall partnership model and dialogue with participants about how to apply relevant structures to their own partnerships
- Add participants' voices to the conversation, contributing to a forthcoming volume about promising practices in the field, ensuring that concerns, questions and successes are explored in the text
- Deepen participants' understanding of how partnerships transform institutions and community, reflect on their own experiences within a context of Portland State University's Partnership Initiative

#### **Session Agenda:**

- Introduce: Presenters & Participants
- Engage: "Speed Interview" activity in which participants share short stories about their partnership experiences & get to know one another
- Create: Multi-media presentation on PSU book project highlighting voices of contributors
- Envision: Creative brainstorming using theater and writing activities
- Contribute: Adding our voices to the conversation—large and small group dialogue
- Apply: Next steps--Gathering tangible tools for partnership practice

### **PROJECT ARTEMIS: GIRL-LED PARTICIPATORY ACTION RESEARCH FOR EDUCATIONAL AND SOCIAL JUSTICE**

**Session Format:** Creative arts-based discussion session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** CBPR

**Authors (Presenters in bold):** ***Elicia Loiselle**, School of Child and Youth Care, University of Victoria, Victoria, BC, Canada*

Project Artemis is a girl-led PAR project that engaged as co-researchers 8 girls attending Artemis Place, an alternative education program in Victoria, BC. The research team evaluated the Artemis Place program and undertook critical exploration and analysis of the girls' schooling experiences, through which key themes emerged: stereotypes of 'drop outs' and girls who go to alternative schools; experiences of dis/respect and alienation in the mainstream school system; the importance of the integrated program at Artemis; and community, belonging, and sisterhood. Throughout the project, we used arts-based methods like Photovoice, collage, and Participatory Video. During this session we will screen our 25-minute documentary (available for preview at <http://artemisplace.blip.tv>). Our interactive session will explore the process, content, and social justice tools of this girl-led PAR project and envision the possibilities for change made available by participatory research.

We will use some of the same tools we used in our Project Artemis research sessions. We hope to arrange participants in a circle, we plan to do an ice breaker and introductions, we will show our video documentary as a spring board for discussion, we will use a flip chart to capture and reflect on the experiences of participants, we will use a graffiti wall where participants will use markers on a large sheet to explore the challenges and possibilities

for girl (or youth)-engaged, participatory, community-based forms of research, and we will do a check-out to reflect on the learning we did together in the session.

### **Session Goals:**

- Promote girl-led, feminist, Participatory Action Research (PAR), and arts-based research methods, such as Participatory Video as tools for advocacy and social justice(will show our video documentary)
- Demonstrate ways marginalized girls can be engaged as co-researchers in community-based PAR, exploring how gender and intersecting structural inequalities inform the content and process of PAR
- Explore specific use of girl-led PAR to address the structural inequalities in education and the underrepresentation of girls' own perspectives in research informing educational policy and practice

### **Session Learning Objectives:**

- Understand how critical, feminist praxis, Participatory Action Research and arts-based methods can be used together in a rich process that allows girls to speak back to the oppression they experience.
- Understand structural inequalities that marginalized girls negotiate (e.g. sexism/sexualization, poverty, racism) and how PAR can and must unpack and be responsive to these complex realities.
- Envision the possibilities for using arts-based action tools to disseminate marginalized knowledge and inform policy, practice, and social change

### **Session Agenda**

- Ice breaker/introductions
- Introduce and screen video doc
- Comments?
- What do we understand about feminist praxis/Participatory Action Research/arts-based methods?
- How did the process and content of Project Artemis inform each other? (includes challenges to making research accessible for girls negotiating very complex realities)
- Graffiti wall activity
- The Action in Participatory Action Research – using arts-based methods as tools for change
- Check-out: what are we taking with us

## **ARTS-BASED METHODS: TOOLS FOR PROMOTING INDIVIDUAL AND SOCIETAL TRANSFORMATION FOR VULNERABLE WOMEN**

**Session Format:** Creative arts-based discussion session

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Journeys, CBPR

**Authors (Presenters in bold):** **Christine A. Walsh**, Faculty of Social Work, University of Calgary, Calgary, AB, Canada; **Brigitte Krieg**, Faculty of Social Work, University of Regina, Regina, SK, Canada; **Gayle Rutherford**, Faculty of Nursing, University of Calgary, Calgary, AB, Canada

The perspective of vulnerable populations can potentially create new avenues for effective policy and program development. In this session we will reflect on our experiences with arts-based methods in action research as a means to 'give voice' to the lived experience of vulnerable populations from their own perspective. These methods are catalyst for individual and community change, which allow participants to document their own worlds, discuss issues with policy makers and become active agents in social action. This session will present perspectives of female Aboriginal youth, Aboriginal single mothers, and women experiencing homelessness and poverty as gleaned through arts-based processes. Attention will be given to strengths and limitations of creative research processes from the perspective of both the researchers and community participants. Examples of the photographs and stories will be shared to demonstrate the use of these methods in addressing locally identified issues.

This session will include knowledge sharing activities that focus not only on a verbal exchange of information but small group discussion and hands-on activities designed to help conference attendees understand the process

and application of arts-based methods. Following a discussion of the effectiveness of these methods in promoting the voices of vulnerable populations, session attendees will use selected methods from the work of the presenters or their own work to discuss ways to promote change at the individual, community or broader level.

**Session Goals:**

- Introduce emerging arts-based methods that can be used as tools to examine and explore the experiences of oppression and marginalization from the perspective of vulnerable populations.
- Discuss the strengths and challenges of using arts-based methods such as photovoice, digital storytelling, poetry and Drama in a community-based participatory research process.
- Demonstrate how arts-based methods can contribute to individual and societal change for women experiencing oppression.

**Session Learning Objectives:**

- Have increased awareness of the contribution of arts-based methods for community-based research with vulnerable populations.
- Have a deeper understanding of how arts-based methods can engage vulnerable populations and create opportunity for local voice to inform public policies and service delivery.
- Reflect on how these methods can be used within their own research to raise awareness about the issues of importance to vulnerable populations as a means to create personal and system level change.

**Session Agenda:**

- Examples of arts-based methods used the context of action research will be shared.
- The background and specific details of these methods including strengths and challenges in promoting voice and advancing social change for oppressed populations will be provided.
- Attendees will have the opportunity to directly engage in one or more of these methods.
- We will conclude with considering how these methods can be incorporated into their own research and a handout for further resources will be provided.

**DIGITAL STORIES AS A TRANSFORMATIONAL MECHANISM THAT GIVES POWER TO LEARNING AND FOSTERS COMMUNITY EMPOWERMENT AND INSTITUTIONAL ENGAGEMENT**

**Session Format:** Creative arts-based discussion session

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Journeys, Innovative

**Authors (Presenters in bold):** ***Beverly Roberson Jackson**, Family Voices of the District of Columbia, Washington, DC, USA; **Kim A. Bullock**, Community Health Division, Department of Family Medicine, Georgetown University Medical Center, Washington, DC, USA; **Kathleen McNamara**, Community Health Division, Department of Family Medicine, Georgetown University Medical Center, Washington, DC, USA*

Service-learning provides a platform for combining didactic teachings of the classroom with community interactions for mutually beneficial partnerships. One method which is increasingly recognized for its effectiveness in creating shared learning opportunities for students and community members is Digital Storytelling. This creative and highly personal expression encourages interactivity, analysis and synthesis, with the potential to motivate individuals to action. Digital Storytelling captures students' voices, reactions and approaches to problem solving. Further, Digital Stories (DS) record the voices of the community as they express the reality and texture of their existence and experiences with environmental health challenges, health care system inequities, and collective needs and ambitions. Digital Stories capture and showcase the unique voices of those who may never have had the opportunity to express their narrative.

This session includes mixed methods of engaging the audience as they learn about the development and application of DS. Facilitators will receive and respond to inquiries about the stories and techniques presented. In small groups, participants will then simulate the development of a DS as they rotate through photo display stations

and dialogue to create narratives based on these visuals. Through this interactive process, attendees will also network and exchange ideas on how to use DS within their own classrooms, course assignments, and in the community. Participants will regroup with facilitators to share examples of the simulated stories and discuss other potential uses for DS in academic, community, and combined settings.

#### **Session Goals:**

- To define Digital Storytelling and its multidimensional use, validity as a teaching tool and utilization for informing and strengthening institutional/community partnerships
- To translate the use of Digital Storytelling to the medical classroom and specifically to convey the role of patients as educators through this process
- Convey the use of Digital Storytelling as a tool for communities to engage universities in mutually beneficial and empowering projects with the potential for future action

#### **Session Learning Objectives:**

- Understand the application of Digital Storytelling as a transformative tool for social-political change across communities and academic institutions
- Extract themes from the stories that illustrate the intersecting social determinants that impact health and illness
- Recognize the power of DS as a catalyst in promoting wellbeing through both personal and socio-political systemic change

#### **Session Agenda:**

- DS Overview: evolution, defining elements, role in community-campus partnerships and empowering patients and students
- Creating DS: determine the scope, create an environment for storytelling, obtain/select images, compose the narrative, compile, and reflect on and refine the final product
- Share exemplary DS from Georgetown medical students
- Simulation: create narratives in small groups. Regroup to share sample narratives and discuss other potential uses for DS

### **A VISION FOR BUILDING RESEARCH CAPACITY IN NEIGHBORHOODS AND COMMUNITY ORGANIZATIONS: HOW TO ACHIEVE THE VISION, INCLUDING LESSONS LEARNED**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate, Advanced

**Sub-Theme(s):** Capacity, Innovative

**Authors (Presenters in bold):** ***Marlynn May**, Center for Community-Based Research, St. Luke's Episcopal Health Charities, Houston, TX, USA; **Yvonne Green**, St. Luke's Episcopal Health Charities, Houston, TX, USA; **Jane Peranteau**, St. Luke's Episcopal Health Charities, Houston, TX, USA; **Emit Square**, St. Luke's Episcopal Health Charities, Houston, TX, USA; **Patricia Bray** St. Luke's Episcopal Health Charities, Houston, TX, USA;*

The Charities' Center for Community Based Research (CCBR) is motivated by a vision of community-based, community-focused research with underserved neighborhoods. Within that vision is a mission to engage fully neighborhood residents and organizations in the research process. Toward that end, the CCBR recruits, trains and sustains a Community Faculty drawn from the neighborhoods in which it works. This Community Faculty, in turn, trains neighborhood residents from other communities. In addition, the CCBR conducts workshops with community organizations in the skills and culture of formal research. This workshop will convey the vision and mission of the CCBR, its research capacity building program and engage participants in assessing their readiness.

Part II (see agenda) involves interactive presentations by community and academic partners in which the presenters will present narratives/stories from their experiences that make and illustrate their points

Part III (see agenda) is an open exchange of ideas about the vision, how that vision “fits,” or not, with workshop participants’ experiences; completion and discussion of a “readiness inventory” by the participants  
Part IV (see agenda) will be an interactive exchange of stories and experiences among the Partners about lessons learned including engagement of participants’ experiences and local knowledge.

**Session Goals:**

- Present our vision of research capacity building in neighborhoods and community organizations, why we see it as important, complete with real-time examples and applications of the vision
- Engage workshop participants in reflective activities helping them gauge their interest in and readiness for integrating research capacity within their neighborhood and organizations
- Explore the barriers and facilitators that neighborhoods and community organizations will confront if they accept a similar vision of research capacity within their organization

**Session Learning Objectives:**

- To learn firsthand – from case examples presented by multiple community partners - why the vision “fits” for them, what it does for them
- To gain an initial assessment of their neighborhood’s and its organizations’ research capacity readiness – including their motivation, leadership and potential for research infrastructure
- To receive, discuss and take away a roster of “lessons learned” as experienced by other neighborhood residents and organizations who are integrating research capacity

**Session Agenda:**

- Brief overview of a multilayered partnership (5 m)
- Presentation of the vision for building research capacity within neighborhoods and community organizations
- Discussion led by our facilitation team engaging workshop participants in discussion, clarification, and critical thinking about the vision –completion by participants of a “research readiness inventory”
- Exchange of lessons learned; interactive application of relevant lessons to the participants’ situations

**AN INNOVATIVE APPROACH TO ADDRESS COMMUNITY HEALTH ISSUES AND HEALTH DISPARITIES:  
SOCIAL MARKETING CAMPAIGN DEVELOPMENT AND IMPLEMENTATION**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Sustaining, Innovative

**Authors (Presenters in bold):** **Billie Lindsey**, *Department of Community Health, Western Washington University, Bellingham, WA, USA*; **Kathleen Charles**, *Lummi Nation, Bellingham, WA, USA*

For many community health needs, social marketing campaigns play an important role. Many community agencies can benefit from a partnership in which university students assist in the development and implementation of well-designed communication campaigns. This workshop will include a description of an innovative partnership in which senior level Community Health students develop campaigns that include, and require, community based participatory and formative research. We will discuss campaigns designed with the Lummi Nation, including healthy beverages for preschoolers, breastfeeding, and a free spay and neuter program. We will highlight other community campaigns, e.g., underage drinking, HIV testing for homeless youth, and HPV vaccine. This workshop provides a model that addresses community health needs, and in the process, enhances students' skills related to participatory research and health program planning.

This session will include two presenters: the public health educator from the Lummi Nation and the university faculty. We will highlight methods to work within a community to understand an intended audience's interests, needs, and perspectives related to benefits and barriers to adopt a health behavior. Participants will have the opportunity to peruse sample campaigns that include rationale, formative research, strategies, and final products.

Through question, answer, and discussion, participants will be able to learn how they can apply social marketing principles to develop campaigns and develop similar partnerships. The community health educator will share the keys to successfully working with students and the faculty will share the keys to establishing sustainable partnerships.

#### **Session Goals:**

- To introduce a model of a sustained relationship among community health agencies and a university's social marketing course and community health program
- To enhance the understanding of the role, scope, and uniqueness that social marketing campaigns can play in addressing community health needs
- To build research and strategy development skills, including audience segmentation and pre-testing as primary means to effective social marketing campaign development

#### **Session Learning Objectives:**

- Identify key social marketing principles and strategies to build and implement results-based campaigns
- Describe the process, keys to successful collaboration, and the requirements, roles, and responsibilities of faculty, students, and agency supervisors for the development of effective campaigns
- Describe campaigns, including a healthy beverage campaign for preschoolers, breastfeeding, HIV testing for homeless youth, underage drinking prevention, and access to health care, among others

#### **Session Agenda:**

- An introduction to the partnership between the university and community agencies will include sample campaigns that have been developed over the past 5 years by the social marketing class students; minimal requirements for campaign development: formative/primary research with the intended audience, pre-testing, radio PSAs, and press releases; and keys to success
- Specific campaigns, including the Lummi Nation experience with the partnership

### **CBPR WITH GEOGRAPHICALLY-DISPERSED DISABILITY COMMUNITIES: STRATEGIES FOR EFFECTIVE COLLABORATION**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate, Advanced

**Sub-Theme(s):** Innovative

**Authors (Presenters in bold):** ***Christina Nicolaidis**, Departments of Medicine and Public Health and Preventative Medicine, Oregon Health and Science University, Portland, OR, USA; **Dora Raymaker**, The Academic Autistic Spectrum Partnership in Research and Education, Portland, OR, USA;*

Much of the science of eliminating health disparities has focused on communities defined by race, ethnicity, health concern, or geography. Communities, however, may also be defined by disability. Applying the principles of CBPR to research with people with developmental and intellectual disabilities carries great promise — but also poses new challenges. In this session, we will share our experience in forming a national community-campus partnership with autistic adults and adults with other disabilities and in collaborating together on several ongoing health disparities research studies. We will share practical tools for collaborating effectively with geographically dispersed people with diverse learning and communication needs. Such tools may have wider applicability for community-campus partnership wishing to take advantage of on-line communication technology, strategies for remote collaboration, and the inclusion of community partners with diverse needs.

Session will use a combination of formats, including multi-media presentations and large and small-group discussions. Participants will be challenged to break stereo-types of people with intellectual and developmental disabilities. The session will be co-facilitated by an academic researcher and an autistic self-advocate.

#### **Session Goals:**

- To explore the challenge and promise of using CBPR to improve the health of communities defined by disability
- To promote the inclusion of people with intellectual and developmental disabilities in research partnerships
- To share practical strategies and tools for effective collaboration with geographically-dispersed people with diverse learning and communication needs

#### **Session Learning Objectives:**

- To learn about the work that the Academic Autistic Spectrum Partnership in Research and Education (AASPIRE) has done, using a CBPR approach, to address health disparities for people with disabilities.
- To learn how to collaborate effectively with people with developmental and intellectual disabilities.
- To learn how to create mechanisms for effective collaboration between geographically dispersed people with different learning and communication needs

#### **Session Agenda:**

- 20 Minutes: The promise and challenge of using CBPR with people with developmental and intellectual disabilities. AASPIRE's goals and ongoing work
- 15 Minutes: Large-group discussion
- 20 minutes: Practical challenges in conducting research with people with diverse learning and communication needs and with geographically dispersed teams. AASPIRE's experience
- 20 minutes: Small groups - exploring how such tools could be used in other settings
- 15 minutes: Wrap-up. Questions and answers

### **LA PALABRA ES SALUD (THE WORLD IS HEALTH): COMPARING POPULAR EDUCATION VS. TRADITIONAL EDUCATION FOR INCREASING EMPOWERMENT AND ENHANCING HEALTH KNOWLEDGE AMON PARISH-BASED COMMUNITY HEALTH WORKERS**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Capacity, Health equity

**Authors (Presenters in bold):** **Noelle Wiggins**, *Community Capacitation Center, Graduate School of Education, Multnomah County Health Department, Portland State University, Portland, OR, USA*; **Adele Hughes**, *Parish Health Promoter Program, Providence Health and Services, Portland, OR, USA*; **Adriana Rodriguez**, *Parish Health Promoter Program, Providence Health and Services, Portland, OR, USA*; **Catherine Potter**, *Parish Health Promoter Program, Providence Health and Services, Portland, OR, USA*

Popular education is a philosophy and methodology for education and organizing that seeks to create settings in which people can discover and expand their knowledge and use it to create a more just society. It is gaining prominence as a strategy for building capacity in communities to advance health equity. La Palabra es Salud (The Word is Health) used a quasi-experimental design, mixed methods, and a CBPR framework to systematically compare popular education and traditional education as methods for increasing empowerment and enhancing health knowledge among Latino, parish-based Community Health Workers (CHWs). Results suggest that, when compared to traditional education, popular education can help participants develop a deeper sense of empowerment and more multi-faceted skills and understandings, with no accompanying sacrifice in the acquisition of knowledge. In this workshop, participants will become familiar with the study and explore its implications for their own work.

Popular education will serve as the philosophy and methodology for the session. This means that facilitators will start with what participants know, create settings in which participants can learn from each other, use interactive techniques to build on what participants know, and explore how participants can apply what they have learned in the workshop to their own unique settings. Techniques used will include brainstorming, sociodramas, problem-posing, cooperative learning, radio plays, and dinámicas.

**Session Goals:**

- Increase awareness about the benefits of using CBPR as the research paradigm for doctoral dissertations
- Share the results of La Palabra es Salud, a comparative study of popular education vs. traditional education for building capacity among parish-based Community Health Workers (CHWs)
- Promote wider use of popular education as a strategy for building capacity in communities to address the underlying social determinants of health

**Session Learning Objectives:**

- Name 3 benefits of using CBPR as the research paradigm for a doctoral dissertation
- Identify 3 key outcomes of the study, La Palabra es Salud, and identify 3 implications of these outcomes for building capacity among Community Health Workers (CHWs)
- Explain the role that popular education can play in helping communities address the underlying causes of health inequities

**Session Agenda:**

- Introduction
- Dinámica (to build trust and lower barriers)
- Brainstorming (to find out what participants already know and do)
- Sociodrama or radio play (to build awareness about the topic)
- Reflection (on the content of the previous activity)
- Cooperative learning activity (to explore applications in participants' settings)
- Evaluation

**TOWARD A MODEL FOR EFFECTIVE COMMUNITY REVIEW OF ENVIRONMENTAL HEALTH RESEARCH: DEVELOPING A COMMUNITY ETHICS RESEARCH REVIEW BOARD**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner

**Sub-Theme(s):** Sustaining, Capacity

**Authors (Presenters in bold):** **Peggy Shepard**, *WE ACT for Environmental Justice, New York, NY, USA*; **Beverly-Xaviera Watkins**, *New York University School of Medicine, New York, NY, USA*

The session will focus on the process of developing and implementing the Community Ethical Research Review Board (CERB). The session will include a description of the CERB development process, the implementation of the CERB and an interactive case studies.

Discussion of development and implementing of the Community Ethical Research Review Board (CERB) model. Presentation of several case studies of IRB approved research violations such as the landmark Grimes vs Kennedy Kreiger Institute case. Engagement of the participants in a conversation about the need for community ethical review of research, the current IRB process, and the CERB model. Analysis of differences between the current research review process and the CERB model, and the potential impact of community review on health research outcomes. The discussion would outline each phase in the development and implementation of the CERB model. We would also explore mechanisms for implementing the model in local communities.

**Session Goals:**

- Propose a model for ensuring community review of ethical considerations associated with research protocols
- Engage attendees in a substantive conversation about the ethical review of research
- Build the capacities of communities to actively engage academic partners in a conversation about review of research

### **Session Learning Objectives:**

- Identify 3 reasons why a Community Ethical Research Review Board is essential to Community-based Participatory Research.
- Discuss current ethical review of research and our alternative approach
- Utilize tools to engage community residents and researchers in ethical review of research being done in their community

### **Session Agenda:**

- Introduction to community ethical review and discuss the need for it.
- Discuss current paradigm and introduce WE ACT's model.
- Discuss the development and implementation of WE ACT's model.
- Application of tools and exercise.

## **PARTNERSHIPS DISPERSED ACROSS DISTANCES: HOW DO WE AVOID THE HELICOPTER RESEARCHER PHENOMENON?**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner

**Sub-Theme(s):** Capacity, Interdisciplinary

**Authors (Presenters in bold):** ***Linda Silka**, Margaret Chase Smith Policy Center, Orono, ME, USA; **Laura Lindenfeld**, Department of Communication and Journalism, Orono, ME, USA*

Helicopter research—an approach to research where investigators show up, collect their data, and disappear—is still too frequently the norm. People are working to change this. In urban areas, campus-community partnerships have emerged where face-to-face contact supports shared decision making. Highly dispersed partnerships such as those people are trying to start in rural areas are looking to adapt these important urban models. We have been going through this process in Maine and would like to share our experiences and learn from others. Recently, we were awarded a large sustainability grant that involves over 30 faculty from a dozen disciplines, 10 different campuses, and hundreds of stakeholders working together to try to transform the way research is carried out to address urgent community problems. We have worked to overcome distances and bring faculty into a partnership with diverse stakeholders. Our session on building skills needed to work across dispersed settings.

We introduce 3 puzzles to illustrate dilemmas in dispersed campus-community partnerships. The puzzles solicit participants' questions about partnerships building. Five extended examples illustrate models for partnerships a) across distances, b) with faculty unfamiliar with partnership approaches, c) with ambiguous and not always compatible goals, and d) with community partners who have not always had positive experiences with researchers. Each example sets up a dilemma, describes respective approaches, shares strategies, and asks participants how they might implement or augment these approaches. Participants consider applications in their own setting and how they might share the approach with others. Handouts illustrate points and provide resource materials to share with others.

### **Session Goals:**

- To illustrate how rural states are building community-campus partnerships where large distances make frequent face-to-face contact impossible as a primary means of building collaborations
- To illustrate how campus-community partnerships can succeed at the challenging task of bringing faculty from diverse disciplines into interdisciplinary and intersectional collaborations
- To illustrate successful ways to encourage groups working in dispersed geographic settings to work together across very different topic areas

### **Session Learning Objectives:**

- After the workshop, participants will know of five steps they can take to make their university or university partner a more effective partner across distances.
- After the workshop, participants will have started a written plan for how they will apply the practices described to their own setting.
- After the workshop, participants will be prepared to contact a list of resource people and view websites that they can use to apply the ideas described.

### **Session Agenda:**

- Introductions
- Brief summary of workshop goals
- Introduction of dilemmas that illustrate challenges
- Solicitation of participant questions about dilemmas
- Introduction of 5 examples linked to dilemmas that illustrate problems & possible solutions
- Discussion of ways to apply ideas to participants' own partnerships; development of short written plan of how each participant plans to use the ideas
- Sharing of ideas for next steps and strategies for using research materials

## **TOOLS AND STRATEGIES FOR SUSTAINABILITY—STANFORD'S EXPERIENCES IN COMMUNITY HEALTH PARTNERSHIP**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate, Advanced

**Sub-Theme(s):** Sustaining, Innovative

**Authors (Presenters in bold):** ***Evelyn Ho**, Stanford Office of Community Health, Stanford University School of Medicine. Stanford, CA, USA; **Janet Hughes**, MayView Community Health Centers, Palo Alto, CA, USA; **Ann Banchoff**, Stanford Office of Community Health, Stanford University School of Medicine. Stanford, CA, USA; **Rhonda McClinton-Brown**, Stanford Office of Community Health, Stanford University School of Medicine. Stanford, CA, USA*

In 2005, the Stanford Office of Community Health (OCH) was inaugurated to augment, institutionalize, and sustain the School of Medicine's community-academic partnerships. More than 20 local partner agencies, including non-profits, community clinics, and public health agencies, have played a critical role in defining the OCH agenda and training students to be leaders in community health. While this dynamic structure poses unique challenges, it has also elicited dozens of successful community-defined and student-led capacity-building projects as well as increased Stanford participation in broad community health initiatives. The OCH has developed a number of tools and strategies for assessing community need; planning projects; defining goals and expectations; ensuring accountability; and sustaining the positive outcomes of collaboration. Participants will learn the history, challenges and rewards of this work, and will be invited to modify Stanford tools and methods for their own work.

This workshop will be highly interactive following a brief presentation of the Stanford experience. OCH staff as well as current and former community partners will facilitate small group planning sessions aimed at supporting participants in planning for developing and sustaining partnerships. Strategies and ideas will be shared across the larger group through brainstorming and discussion.

### Session Goals:

- Describe an iterative process for assessing and fulfilling the potential for sustained community-campus partnerships to address public health challenges
- Provide tools for assessing and responding to community-identified needs through university-based community engagement courses
- Assist individuals and groups with some community-campus partnership experience in planning for sustained, productive and ever-evolving collaborations.

### Session Learning Objectives:

- Describe the approach the Stanford Office of Community Health has taken to evolving partnerships beyond individual projects and relationships to sustained institutional collaborations
- Modify tools and methods used by the Stanford Office of Community Health for appropriate use within their own settings
- Outline a strategy for moving their own community-campus partnerships into “sustainability mode.”

### Session Agenda:

- Introductions and review of goals, objectives and agenda (10 minutes)
- The Stanford experience (20 minutes)
  - Review of OCH history
  - Partnership case examples
- Small group planning activity (45 minutes)
  - Organizational self-assessment
  - Setting realistic goals
  - Applying OCH tools and strategies to your home setting
  - Identifying next steps towards sustained partnerships
- Large group de-brief and review of session outcomes (15 minutes)

## ASSESSING AND FACILITATING CAMPUS COMMUNITY PARTNERS “READINESS” TO CONDUCT COMMUNITY-BASED PARTICIPATORY RESEARCH

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Sustaining, Capacity

**Authors (Presenters in bold):** **Jeannette Andrews**, *Center for Community Health Partnerships, College of Nursing, Medical University of South Carolina, Charleston, SC, USA*; **Otha Meadows**, *Charleston Trident Urban League, Charleston, SC, USA*; **Susan Newman**, *College of Nursing, Medical University of South Carolina, Charleston, SC, USA*; **Melissa Cox**, *College of Nursing, Medical University of South Carolina, Charleston, SC, USA*

This session is designed for members of newly developed campus-community partnerships who plan to conduct CBPR. A conceptual model of "Readiness to Conduct CBPR", based on our current research findings, will be presented within the three major domains of fitness/suitability, capacity, and structure/process. Within these domains, there are contextual/environmental, organizational, inter-and intra-personal level factors that may facilitate or challenge the readiness of partners to conduct CBPR. Each partner (campus and community) will be provided a self-assessment tool, "Partnership Readiness to Conduct CBPR" that encompass these domains and multi-level factors. Following the self-assessment, the instructors will guide crucial conversations for each domain using a training guide developed to facilitate dialogue among the partners. A bibliography of additional training resources and literature will be provided for the teams for further learning.

We will use several methods to facilitate interactive discussion, including: power point slides, case studies, self-assessment tool, training guide, and small group discussions. Time will be allotted for participants to share

experiences and lessons learned in each of the domains covered (fitness/suitability, capacity, structure/process) to allow co-learning by the group.

**Session Goals:**

- Guide a self assessment of the partnership's "readiness" to conduct community based participatory research (CBPR) with the completion of a newly developed "readiness" tool by each partner
- Facilitate crucial conversations of the partnership's barriers and facilitators to enhance readiness (i.e., fitness/suitability, capacity, structure/process) for CBPR based on their self assessment
- Provide recommendations and resources for additional training needs for the partnership to conduct CBPR based on their self-assessment and dialogue

**Session Learning Objectives:**

- Assess their own partnership's readiness to conduct CBPR within the three major domains of fitness/suitability (ie., history, climate), capacity (leadership, resources), and structure/process
- Understand facilitators and barriers of "readiness" based on these major domains within a framework of contextual/environmental, community, organization, interpersonal, and intrapersonal factors
- Identify additional training needs and resources for the partnership to conduct CBPR based on their self-assessment and dialogue

**Session Agenda:**

- Introductions/overview of readiness model (15 mins)
- Participant self assessment (Partnership Readiness to Conduct CBPR Tool) - (15 minutes)
- Discussions and reflections about self assessment (15 minutes)
- Small group sessions using Training Guide prompting discussion about participants own barriers and how they may overcome barriers (30 minutes)
- Overview of additional training materials and resources for partners (10 minutes)
- Summary and wrap-up (5 minutes)

**QUANTIFYING OUR VALUES: HOW COMMUNITIES CAN USE COST-BENEFIT ANALYSIS FOR UNDERSTANDING AND FOR ADVOCACY**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate, Advanced

**Sub-Theme(s):** Capacity, Health equity

**Authors (Presenters in bold):** **Cassandra Ritas**, *The People's Policy Institute, Jackson Heights, NY, USA;*

CBPR partnerships produce valuable community-driven data and analysis. When it comes to promoting changes in policy based upon this research, it is useful to be able to translate the findings into language that is both meaningful and compelling to policymakers. Enter Cost-Benefit Analysis. In this session, we will outline an approach to cost-benefit analysis that puts community values front and center. A case study developed out of the work of the Harlem Community and Academic Partnership will be presented. Then, through case analysis and World Cafe-style discussion, we will question some of the values embedded in the analysis, think about how other analysis of the same problem might change the policy recommendation, and brainstorm how we can better quantify what is valuable to community.

The session will begin with a short introduction to cost-benefit analysis, focusing on its goals and values, rather than detailed methodology. Then, using a case study as a jumping off point for a World Cafe-style discussion, participants will explore the values embedded in one particular analysis, some of the variable analysis that could be conducted, and, yes, even the math. The session will close with another round of Cafes, in which participants will think about the question: How do we quantify what is valuable to community?

**Session Goals:**

- Provide participants with space to think about the values embedded in policymaking
- Create a path for CBPR practitioners to engage policymakers in compelling and persuasive ways
- Record the collective wisdom of the participants about the potential strategies for quantifying what is valuable to community

**Session Learning Objectives:**

- Understand the application of cost-benefit analysis in a policy change campaign
- Question the values underlying cost-benefit analysis
- Approach the quantification of human well-being fearlessly (or with less fear) whether conducted by themselves or by others

**Session Agenda:**

- 15 minutes - Introduction to cost-benefit analysis
- 10 minutes - Overview to the case
- 40 minutes - World Cafe-style discussion of the case
- 20 minutes - World Cafe-style discussion of quantifying community values
- 5 minutes - Review and closing

**THE TRADE HEALTH AND ENVIRONMENT (THE) IMPACT PROJECT: A COMMUNITY-ACADEMIC COLLABORATIVE TO REDUCE THE IMPACTS OF PORTS AND GOODS MOVEMENT IN ENVIRONMENTAL JUSTICE COMMUNITIES**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Journeys, Sustaining

**Authors (Presenters in bold):** **Andrea Hricko**, Community Outreach and Education Program, Southern California Environmental Health Sciences Center (SECHSC), Keck School of Medicine of University of Southern California Los Angeles, CA, USA; **Carla Truax**, Community Outreach and Education Program, SCEHSC, Keck School of Medicine, University of Southern California, Los Angeles, CA, USA; Penny Newman, Center for Community Action and Environmental Justice, Riverside, CA, USA; Angelo Logan, East Yard Communities for Environmental Justice, Commerce, CA, USA; Robert Gottlieb, Urban and Environmental Policy Institute, Occidental College, CA, USA; Elina Green, Center for Occupational and Environmental Health, UCLA, School of Public Health, and the Long Beach Alliance for Children with Asthma (LBACA), Long Beach, CA, USA; Elena Rodriquez, LBACA, Long Beach, CA, USA; Jesse Marquez, Communities For A Safe Environment, Wilmington, CA, USA

This session will describe a community-academic collaborative called THE Impact Project which uses science-based information and community engagement to inform public policy decision-making, encouraging healthy solutions for communities impacted by ports, rail yards, intermodal facilities, distribution centers, trucking routes and other goods movement expansion activities. One of THE Impact Project's goals is to ensure that reducing health, environmental and community impacts becomes central to the transportation and goods movement planning and policy process. THE Impact Project also seeks to shift the nature of the debate about ports and freight movement to elevate community voices in policy-making, while also using the science and policy work of the academic partners to strengthen those voices. THE Impact Project trains community members to conduct "street science" and engages them in developing digital stories as tools to describe their empowerment and organizations.

We will use several methods to facilitate interactive discussion, including (1) demonstrating a mapping exercise and seeing if participants would like to add their "goods movement facilities" (ports, railyards, etc) to the map; (2) having a community partner describe the process of developing a digital story over the course of a weekend training, including collecting her own photos, writing the script and editing the final video in FinalCutPro; (3)

discussions of traffic counting and other ways that community members can act as “street scientists,” what parts seem “doable” and at what point do the public health professionals need to “step in?” and (4) debate what is more important – the collection of data or the empowerment that occurs among community members?

#### **Session Goals:**

- To describe a unique community-academic partnership focused on reducing the health and community impacts of moving products made in China through U.S. ports to their destinations
- To describe the value of bi-directional communication, in which community members use science in their organizing and policy work, and research agendas are shaped by knowledge of community concerns
- To describe communication tools (in this case digital storytelling) that can empower community residents, publicize accomplishments of their organizations or the partnership, and inform funders

#### **Session Learning Objectives:**

- Participants will be able to understand how a campus-community partnership can build the knowledge and skills of partners, regardless of their educational levels, and lead to policy changes
- Participants will be able to understand ways that trained community members can collect environmental health information in the field and present their findings to policymakers
- Participants will be able to describe basic steps in creating digital stories that describe communities, and ways that partnerships have created change and transformed individuals

#### **Session Agenda:**

- Describe THE Impact Project, why it focuses on impacts of international trade, and why involving both community and academia makes the partnership “bigger than the sum of its parts”
- Demonstrate the mapping project at [www.TheImpactProject.org](http://www.TheImpactProject.org).
- Describe training on traffic counting and presenting results to policymakers
- Play 2-minute digital stories, describe how they were developed, how long the process takes, what skills are needed and their value to both partners and funders

### **CHALLENGING WHITNESS IN POLICY-BASED RESEARCH PRACTICES: LEARNING FROM THE COALITION OF COMMUNITIES OF COLOR [SESSION TO BE CONFIRMED]**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate, Advanced

**Sub-Theme(s):** Journeys, Health equity

**Authors (Presenters in bold):** **Ann Curry-Stevens**, *School of Social Work, Portland State University, Portland, OR, USA*; **Amanda Cross-Hemmer**, *Center for Improvement of Child and Family Services, Portland State University, Portland, OR, USA*

In Multnomah County, Oregon, a robust CBPR project exists between the Coalition of Communities of Color and faculty at the School of Social Work at Portland State University. The focus was to “own” documentations of their experience and strengthen advocacy practices. Outcomes include expanded legitimacy of the Coalition, researcher transformations to reject whiteness in policy research, and beginning a movement to change mainstream policy research practice. The CBPR methods and findings will be shared. The participants will engage in an inventory of whiteness bias as it currently exists in mainstream policy research, via an experiential segment. It will be of interest to CBPR practitioners who aim to work on the social determinants of health, particularly in the areas of income, education and employment, as well as social service delivery. Facilitators are the academic researchers and community members.

Methods used to facilitate interactive discussion:

1. Mainstream data collection tools will be shared and analyzed together.
2. Powerpoint of findings will be discussed by all participants for their relevance outside the project.
3. Participants will participate in collective reflection on the project's success.

**Session Goals:**

- To experience the influence of whiteness in the construction of research questions, data collection tools, analysis and representation of data findings.
- To understand alternatives to whiteness as contained within culturally-verified data practices
- To advance research practices that are culturally-specific and culturally-licensed

**Session Learning Objectives:**

- Examine traditional research practices for whiteness bias
- Understand key dimensions of successful advocacy practices in the policy research arena
- Explore connections of own research interests to the content provided

**Session Agenda:**

- Introduction to facilitators
- Overview of the CBPR project
- Sharing of findings - both analytic and process oriented
- Activity - distribution of data collection tools and exploration of whiteness embedded in the tools.
- Collective reflection and discussion.