PARTNERS BECOMING EQUAL: THE COMMUNITY TEACHES THE UNIVERSITY TO TEACH
Story Session ~ Partnership Leadership & Governance
Suzanne Selig, University of Michigan; Ella Greene Moton, Flint Odyssey House Inc., Health Awareness Center (FOHIHAC); Elizabeth Tropiano, University of Michigan

The UM-Flint/FOHIHAC story describes a university and community-based partnership that has led to a commitment to engaging faculty and students to become more culturally competent. A small group of UM-Flint faculty are working closely with several community-based organizations on a CDC REACH 2010 initiative focusing on eliminating racial disparities in infant mortality specifically in the African American population through anti-racism efforts. Presenters will provide a description of the project activities and then will describe the key elements that have contributed to the success of the partnership. For example - equal distribution of power, mutual respect, recognizing the strengths and expertise of each partner, clarification of expectations, and the importance of honest dialogue. The story will reflect the development and maintenance of the partnership and the enhancement of strengths that it brings to each partner.

In this session, participants will:
• Discuss the existing partnership and joint activities of the University of Michigan-Flint (UM-Flint) and the Flint Odyssey House Inc., Health Awareness Center (FOHIHAC)
• Explore potential threats to partnerships
• Develop an expanded network for future exchanges among professional colleagues engaged in similar activities
• Learn about similar projects in other settings
• Identify key elements of a successful partnership between the university and its community - (a) be open to shared ownership; (b) be able to articulate mutual benefit; (c) articulate strengths and expertise in all partners; (d) be able to identify underlying issues that can impact partnerships
• Provide tips and methods to developing and maintaining successful partnerships

DEVELOPING A PARTNERSHIP TO ADDRESS EDUCATIONAL GAPS IN THE PUBLIC HEALTH WORKFORCE
Story Session ~ Partnership Assessment & Improvement
William Mase, The Ohio State University School of Public Health; Malcolm Adcock, City of Cincinnati Health Department; William Bines, Combined Health District of Montgomery County; James Luken, Miami County Health District; Richard Schuster, Wright State University School of Medicine

This panel will discuss the process of assessing the need for increased educational opportunities for current and future professionals in public health. Identified gaps in knowledge and competency of the existing workforce were the catalyst for the development of an advisory board responding to educational needs. The initiative is driven by a community-academic partnership between university and public health leadership in Southwestern Ohio. Data reported in the Core Competencies for Public Health Professionals Report and information collected by a State of Ohio task force on performance standards in public health demonstrates the need for increased community-based education. Additionally, data has been collected through a local workforce assessment survey to evaluate best practices for delivery of graduate education. The emerging
program will be both community-responsive and interdisciplinary, providing applied learning and incorporating distance-learning modalities of delivery.

This session will focus on partnership development, workforce and feasibility needs assessment, and implementation plan progress.

In this session, participants will:
- Identify three successful strategies used to assess and improve partner relationships in the early development of a community-academic partnership
- Examine two roles for both the community and academic partner in the development of a graduate degree program in public health
- Know three resource specific leveraging functions from higher education and county/city public health departments used to develop and implement public health education programs
- Learn to classify at least six benefits of service-learning and community-based education delivery for community and academic partners
- Recommend at least two best practice concepts for educational programs in public health

PARTNERSHIP PRINCIPLES & BEST PRACTICES IN THE LINKAGE OF ACADEMIA AND PRACTICE TO ADDRESS HEALTH DISPARITIES IN TARRANT COUNTY, TX

Story Session ~ Partnership Principles & Best Practices
Cristina Bejarano, ASPH/HRSA Fellow; Lou K. Brewer, Tarrant County Public Health Department; Hector Balcazar, University of North Texas School of Public Health; Frank Cantu, Health Resources and Services Administration

Through a partnership with the Association of Schools of Public Health (ASPH), the Health Resources and Services Administration (HRSA) is working to create lasting links among HRSA’s Dallas Field Office, the University of North Texas School of Public Health (UNTSPH), and the Tarrant County Public Health Department (TCPHD). The ASPH/HRSA fellow is playing a catalyst role in the development of the synergy of new collaborations and the strengthening of existing ones. The partnership is a perfect example of a committed and authentic partnership working together to build public health capacity for the community’s benefit. Having the opportunity to share specific outcomes and obtain new ideas for collaboration from other partnerships will revalidate the partners’ efforts, increase excitement and keep momentum.

In this session, participants will:
- Share the experience this partnership had in obtaining each other’s trust, respect and agreement on specific goals, themes, and objectives to address health disparities in Tarrant County, TX
- Discuss the process the partners underwent to accomplish a balance of power and decision-making in the development of programmatic activities
- Explore the long-term goal of the partnership, which is to design a collaborative infrastructure to address the public health needs of vulnerable populations living in the area
- Solicit feedback from partners and fellow to ensure that appropriate communication and recognition has taken place
- Examine an illustration of a model to track programmatic and evaluation activities of the partnership and fellow
- Understand the development of relationships among federal, state and local entities
- Establish a peer group for committed learning and information sharing that leads to the implementation of specific projects in the community
NECESSARY INGREDIENTS FOR CREATING SUSTAINABLE PARTICIPATORY MECHANISMS FOR COMMUNITY EARLY CHILDHOOD INTERAGENCY COUNCILS
Workshop ~ Partnerships for Community-Based Participatory Research
Adrienne Akers, Richard Roberts, Diane Behl, Early Intervention Research Institute, Utah State University; Andrea Wolf, Jefferson County ARC

A growing number of communities have interagency councils that involve public and private partners representing health, education, and other human services. However, many councils do little more than information sharing at their meetings. The Opening Doors into Rural Communities Project implemented a participatory model of technical assistance and evaluation in four communities' early childhood councils. Each community developed an action plan and made significant progress towards achieving their goals. Concurrently, a four-part participatory evaluation process was implemented. The evaluation tools included the development of a community service map, a community self-assessment survey, a parent phone survey, and a service integration matrix. The councils used the results of the evaluation to improve their system of care by organizing services so that families can use them more easily.

In this session, participants will:
• Discuss how the interagency councils in four communities partnered with a University Center on Disabilities to adopt a participatory action approach for improving the integration of services for children with special health needs and their families
• Understand that although grant monies were used to initiate this effort, each community has acquired additional funding to keep their efforts alive
• Learn about the successes and barriers to creating sustainable community interagency councils
• Gain familiarity with a participatory evaluation model for helping communities achieve the goals of locally developed actions plans

BIOETHICS AND COMMUNITIES OF COLOR: EMPOWERING COMMUNITIES AND LEVERAGING PARTNERSHIPS TO DEMOCRATIZE POLICY
Workshop ~ Partnership Policy & Advocacy
Jessica A. Henry, Research Director, The Canary In The Mine Group (CITM); Kimberly McCoy-Daniels, Community Outreach Coordinator, National Center for Bioethics, Tuskegee University

This session will describe how the National Project is creating partnerships among communities of color, health care workers, and ethics professionals to leverage power in the national debate on bioethics & health research policy, and to strengthen the voice of communities of color in policymaking.

Additionally this session will review the Local Project model for employing community-based participatory research (CBPR) as a tool to empower communities to address health issues that they themselves define, and how the partnerships developed in the Black Belt are being leveraged to benefit local communities in their struggles to gain a voice in health resource allocation and the ethics of research in the communities.

In this session, participants will:
• Discuss the empowerment of communities to define health issues and set priorities at the state and national levels
• Learn to facilitate partnerships among communities of color, public health professionals, and bioethicists to influence the national policy agenda on health and research ethics
TRIALS AND TRIUMPHS OF STUDENTS IN THE COMMUNITY – STORIES FROM “BRIDGING THE GAPS” PARTNERSHIP
Story Session ~ Partnership Tools & Resources
Joyce Holl, Thistle Elias, Thuy Bui, Christopher Cole, Program for Health Care to Underserved Populations, Division of General Internal Medicine, University of Pittsburgh School of Medicine and Graduate School of Public Health

Bridging the Gaps is a community health internship program which involves University of Pittsburgh’s health professional students at community sites in service-learning projects each summer. Students keep daily journals of their experience working with community partners and clients. This session will feature 3 stories using journal excerpts and students’ own narratives to highlight some of the rewards and challenges of building a partnership. Emerging themes include mentoring relationship, developing trust and respect, balancing the power among partners, improving communication and feedback, and nurturing patience. After completing the session, participants will better understand the processes and complexities involved in building successful service-learning partnerships as well as some of the solutions and lessons learned.

In this session, participants will:
- Reflect on narratives of the community internship experience to illustrate many of the key concepts of service-learning partnerships particularly strategies for assessing and improving partnerships, group facilitation, conflict resolution, cultural competency, and effective communication
- Discuss the “Four R’s” of community-based partnerships—being Responsive, Respectful, Reciprocal, and Reflective
- Focus specifically on the roles of students in building relationship between university and community agencies and the potential impact of such partnership

BUILDING CAPACITY: FAMILY MEDICINE RESIDENTS LEARNING PUBLIC HEALTH IN PARTNERSHIP WITH COMMUNITIES
Story Session ~ Partnership Outcomes
Mark Unverzagt, Andru Ziwasimon, Moitri Chowdury-Savard, Vanessa Feliciano, Department of Family and Community Medicine, University of New Mexico School of Medicine; Andrea Plaza, Southwest Creations

The Department of Family and Community Medicine at the University of New Mexico School of Medicine has developed a service-learning curriculum in community medicine and public health for its family medicine residency program. The goal of this goal curriculum is to teach an integrated set of skills in both medicine and public health. The two main components are a Certificate of Public Health designed for our residents (the learning) and a longitudinal community project that residents must participate in during the last two years of residency (the service component).

The curriculum outline of the Certificate of Public Health will be presented briefly. The family medicine residents and community members involved in two separate projects will then tell stories that have evolved from the curricular effort. One story involves the creation of a clinic for immigrant populations without access to a regular source of care. Employment and training opportunities are also part of this healthcare effort. The second story involves the development of culturally appropriate obstetrical services for a Vietnamese population living in the Albuquerque area.

The integration of the didactic curriculum of the Certificate of Public Health and the experiential learning that takes place in partnership with communities will be highlighted to discuss how this service-learning initiative within a graduate medical curriculum is working.
In this session, participants will:

- Articulate partnership outcomes—discuss how resident curriculum activity has created opportunities for policy change and increased access to health care for immigrant communities
- Demonstrate partnership policy and advocacy principles of the service-learning curriculum—present curriculum and community-driven opportunities for influencing the policy process, gaining institutional support, developing advocacy skills and performing a community assessment
- Elicit strengths and weaknesses of a partnership in service-learning with respect to culturally competent care, community roles and benefits and the building of community capacity

FACULTY-COMMUNITY DEVELOPMENT WORKSHOPS: AN EFFECTIVE STRATEGY FOR THE DIFFUSION OF CURRICULAR BASED SERVICE-LEARNING AND ENHANCEMENT OF PARTNERSHIPS IN THE COMMUNITY

Workshop ~ Partnerships for Service-Learning
Katherine Cauley, Director Center for Healthy Communities; Carla Clasen, Associate Director, Center for Healthy Communities; Paula Reams, Kettering College of Medical Arts

This session will outline the use of faculty-community development workshops as an effective means to disseminate and encourage the integration of service-learning principles into curricula. A “how-to” guide to doing workshops will be presented as well as results of four years of successful faculty development workshops in institutions of higher learning and in the community.

In this session, participants will:

- Discuss the effectiveness of faculty-community development workshops in encouraging curricular-based service-learning and partnership building
- Outline how to present faculty development workshops on service-learning to academic faculty as well as community partners