

Community-Campus Partnerships for Health's 6th annual conference
The Partnership as the Leverage Point for Change
May 4 – 7, 2002 ~ Miami, Florida

Workshops, Story Sessions, and Partnership Bloopers
Monday May 6
3:30 pm - 5:00 pm

BUILDING A COMMUNITY-BASED PARTICIPATORY RESEARCH CENTER IN THE DEEP SOUTH

Workshop ~ Partnership Leadership & Governance

Douglas Taylor, The Southeast Community Research Center (SCRC); Jerome Scott, Project South

Over the last two years, the presenters have participated in a project to establish a community research center to serve the needs of the Deep South. The South is one of the poorest regions in the U.S., and one in which the resources and expertise of the research infrastructure are least accessible, and most undemocratically employed. We believe that our experience will be instructive for those working in poor and marginalized communities (particularly in communities of color), and in regions where the political and economic structures resist... as they attempt to move beyond the project limitations and build sustainable resources and capacities to participate in research as full and equal partners.

In this session, participants will:

- Identify a set of agreements and processes necessary for authentic community leadership in community-based participatory research (CBPR) centers
- Outline a successful method for establishing equitable partnerships in projects and institutional decision-making
- Describe the benefits and opportunities accruing to participatory research through the building of community-directed centers for CBPR endeavors
- Share experiences and lessons learned in similar endeavors to enrich our work
- Propose and advocate for a more robust campaign to establish centers and to place them both physically and organizationally in communities

TAKING THE MOUNTAIN TO MOHAMMED: A DENTAL RESIDENCY EXAMPLE

Blooper Session ~ Partnership Assessment & Improvement

Georgina Zazos, Sandra Burkett, Ayxa Calero-Breckheimer, Kavita P. Ahluwalia, Tanya D. Darlington, Columbia University School of Dental and Oral Surgery; Patrick J. McGovern, Harlem United Community Aids Center Inc.

This workshop's goal is to help educators to develop strategies to successfully implement and evaluate service-learning programs. The workshop will take as an example the Community AEGD program at Columbia University. This program's outcomes will be presented and challenges faced during implementation will be examined and discussed. Participants will have the opportunity to share their own experiences and discuss other implementation and outcome options.

In this session, participants will:

- Describe an innovative educational method to enhance teaching and learning in dentistry
- Compare and contrast service-learning with the traditional clinical training approach
- Explain the advantages of the service-learning model above and beyond volunteer work, and traditional practical experiences

- Identify, define and discuss in detail potential learning, service and research outcomes of the service-learning approach
- Identify and discuss potential challenges that could make the process difficult
- Identify and discuss options and approaches to reach successful collaboration and positive education outcomes (e.g., admissions procedures, building trust of community partners, building an effective health professional team)
- Describe and illustrate strategies for building and strengthening partnerships and collaborations between community agencies to enhance education, service, and research
- Discuss strategies for cultural competency training
- Understand characteristics of evaluation approaches that promote education, scholarship, and leadership, in service-learning education

USING COMMUNITY NURSING CENTERS TO MEET COMMUNITY IDENTIFIED NEEDS THROUGH PARTNERSHIPS

Workshop ~ Partnership Principles & Best Practices

Diane M. Wink, Alison Golzbein, Susan Rogers, University of Central Florida, School of Nursing; Melanie Mills, Loaves and Fishes Food Bank; TBA, Nap Ford Community School Representative

In this session we will identify partnerships which maximized community outcomes and university student learning. Development and implementation of programs to meet specific community needs will be covered. We will discuss the use of community-university partnerships to promote and support linkages between community organizations which would not normally communicate with each other. We will talk about building partnerships over time focusing on: initial contact, first programs, building trust, responding to additional program assistance requests, maintenance of programs, determination and communication of partnership outcomes.

In this session, participants will:

- Implement a program which meets specific identified needs of a community based organization
- Develop programs which promote student immersion in a community and meaningful student participation in partnership projects
- Understand linkages between community based organizations, universities, students and the residents of the community which support accomplishment of community identified goals
- Explore the assimilation of students and university faculty in the community through development of trusting relationships supports accomplishment of community-university goals

MENTAL HEALTH SERVICES RESEARCH AND COMMUNITY-ACADEMIC PARTNERSHIPS: BUILDING BRIDGES BETWEEN THE CLINIC, COMMUNITY, AND CAMPUS

Workshop ~ Partnerships for Community-Based Participatory Research

Michael Reece, Indiana University; Paul L. Plate, Positive Impact, Inc.

Over the past four years, an academic researcher and the staff and clients of an inner-city, community-based mental health clinic for individuals living with HIV have been working to develop and sustain a community-academic research partnership in order to improve mental health services at the community level. As a result of the partners' commitment to the "best practice" principles of community-academic partnerships, the partnership has truly served as a leverage point for change across all entities involved, including the community organization, the community of individuals living with HIV, and the academic researcher. Exciting research projects have been undertaken, the results have been used to develop new and innovative mental health programs, and community members are more involved in the care delivery system. However, the nature of a clinical mental health environment, specifically within the context of HIV infection, produced

some unique challenges that had to be addressed by the partners. This session will provide participants with insights into issues likely to emerge in a clinical research partnership and through interactive exercises and discussions, participants will gain skills to address challenges that may arise in similar partnerships in their own communities.

In this session, participants will:

- Gain an understanding of issues that were encountered at differing stages in the evolution of a mental health services research partnership
- Identify unique challenges likely to occur within the context of a clinical research environment
- Describe strategies for balancing power issues across academic, clinical, and community entities throughout the evolution of a research partnership
- Demonstrate communication strategies for shared decision-making between partners across a diverse range of clinical practice, community, and research issues

**STRATEGIES FOR INSTITUTIONALIZING SERVICE-LEARNING ON A COLLEGE CAMPUS
Workshop ~ Partnership Policy & Advocacy**

Marshelle Thobaben, Annie Bolick-Floss, Heather Equinoss, Humboldt State University; Marge Crichton, Eureka High School

This workshop session will focus on the partnership policy and advocacy area theme through the exploration of the policies, structures, and program models that Humboldt State University is utilizing to support the integration of service-learning pedagogy across the disciplines, and promote meaningful campus/community partnerships.

In this session, participants will:

- Actively engage in the exploration of a variety of tools, techniques and strategies used at Humboldt State University to support the integration of service-learning pedagogy across the disciplines
- Investigate steps and tools needed to develop a service-learning strategic plan for college campus plan supporting campus/community partnerships
- Consider a variety of steps, techniques and program models that have been designed to support the integration service-learning across disciplines, and which will support meaningful campus-community partnerships

**METHODS TO REACH THE MOST UNDERSERVED POPULATIONS THROUGH
PARTNERSHIPS: THE NATIONAL CANCER INSTITUTE'S CANCER INFORMATION
SERVICE**

Workshop ~ Partnership Tools & Resources

Julie Kornfield, Research and Program Development, Sylvester Cancer Center; Pamela Brown, Cancer Prevention & Control, Mary Babb Randolph Cancer Center

For over two decades the National Cancer Institute's CIS has been a national resource for information and education about cancer. Located in 40 offices across the country, CIS Partnership Program reach underserved populations by helping organizations with similar goals plan and evaluate programs, develop coalitions, conduct training on cancer-related topics, and use NCI materials.

In 2000, CIS Partnership Program staff responded to 13,000 requests from organizations to build coalitions, develop and evaluate cancer education programs, identify resources and experts, and receive the latest information from NCI. This session will focus on sharing lessons learned from the CIS while enhancing participant's skills in utilizing data for planning through an interactive exercise.

In this session, participants will:

- Discuss NCI's Cancer Information Service (CIS) model of partnership
- Explore the CIS's national, regional, statewide, and community-oriented approach to reaching underserved populations through partnerships
- Discover specific tools to use in focusing partnership efforts for health promotion
- Experience group problem-solving activity to enhance the participant's understanding and ability to utilize data for strategic planning

FOUR CASE STUDIES OF PARTNERSHIP ACHIEVEMENTS: IMPLEMENTING SELF-DETERMINATION BY INDIGENOUS AUSTRALIANS

Story Session ~ Partnership Outcomes

Kathleen Clapham, Bruno Gelonesi, Wendy Jopson, Freidoon A. Khavarpour, Yooroang Garang: School of Indigenous Health Studies; Sharon Bonython-Ericson, Bama Ngappi Ngappi Aboriginal Corporation

All four projects demonstrate a responsive approach to community grass roots identified needs. Three projects were community generated, one project created by the School. All demonstrate the importance of partnerships to achieve social change and development. Each project displays differing aspects of collaboration that respects standards and principles of social justice that particularly relate to marginalized population groups. The University acts as a resource, network and infrastructure broker to empower communities to be equal partners in the projects. This enables individual community self determination to direct and sustain the projects prior to research development.. Cultural respect is seen as the grounding principle of the projects integrity and the protection of community control. The four projects stimulate capacity building for all concerned, community, University and stakeholders.

In this session, participants will:

- Discuss "Keeping our kids in School" a model project that links health, education and community to improve academic outcomes for Indigenous youth
- Understand the "Koori Youth Access Project" trying to increase the entry rate into higher and vocational education for Indigenous students
- Explore community determined needs with youth focus
- Learn about the self determination process of the Shoalhaven Aboriginal community mentoring project

UCLA PARTNERSHIPS IN SERVICE-LEARNING: "CASE STUDIES OF HEALTH PROMOTION"

Story Session ~ Partnerships for Service-Learning

Kathy O'Byrne, Koy Parada, UCLA Center for Experiential Education and Service Learning; Youssef Ezzeddine, Community Outreach for Prevention and Education (COPE)

We will tell the story of two separate health promotion projects that engage UCLA students in service-learning. First, we will describe the Mobile Clinic Project, which serves the homeless community in West Hollywood through a partnership with the Greater West Hollywood Family Clinic. Second, we will describe the work of UCLA service-learners with children and families served through non-profit organizations in Los Angeles (COPE).

In this session, participants will:

- Examine a model for curricular integration of service-learning in undergraduate courses (Community Health Sciences and Psychiatry)
- Discuss methodologies for health promotion in two-based programs, which include authentic partnerships with non-profit organizations
- Explore data on community benefits and student learning outcomes in two projects
- Engage in interactive exercises to demonstrate the tools developed in projects