



PARTNERSHIP MATTERS

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LACK OF DIVERSITY MAY BE GREATER CAUSE OF HEALTH DISPARITIES THAN NOT HAVING INSURANCE, FINDS SULLIVAN COMMISSION

Message From Our Executive Director	2
Membership Matters	3
Upcoming Events	4
Announcements	5
Grants Alert!	5
Calls for Submissions	6
Publications	6

A lack of diversity among healthcare professionals is placing the health of at least one-third of the nation at risk. This fact was among findings announced by the Sullivan Commission on Diversity in the Healthcare Workforce in its September 2004 report, *Missing Persons: Minorities in the Health Professions*. "Access to health professions remains largely separate and unequal," said Commission Chair Louis W. Sullivan, M.D. "We know that minority physicians, dentists and nurses are more likely to serve minority and medically underserved populations, yet there is a severe shortage of minorities in the health professions. Without much more diversity in the health workforce, minorities will continue to suffer."

From cancer, heart disease and HIV/AIDS to diabetes and mental health, African Americans, Hispanic Americans and American Indians tend to receive less and lower quality health care than whites, contributing to higher mortality rates. The consequences of health disparities resulting from the lack of an adequately diverse and trained workforce may be as great a problem for minorities as is the lack of health insurance for more than 44 million Americans. "The condition of the nation's health professions workforce is critical and demands swift, large-scale change to protect the future of the nation. Transforming the system will require changing the face of the American healthcare system," the report states. The 16-member Commission calls for a new vision for healthcare focusing on excellence and ensuring high-quality care for all. Three overlying principles are central to the Commission's findings.

1. To increase diversity in the health professions, the culture of health professions schools must change. Colleges, universities, health systems and other organizations must examine the practices of their own institutions.
2. New and non-traditional paths to the health professions must be explored. Major improvements in the K-12 educational system are needed but health professions schools cannot remain stagnant while these improvements take shape.
3. Commitments must be made at the highest levels. Change can happen when institutional leaders support change.

The report identifies 37 specific action steps including:

- Shifting the financing of health professions education from student loans to scholarships.
- Reducing dependency on standardized testing for admission to schools of medicine, nursing and dentistry.
- Enhancing the role of two-year colleges in preparing students for a career in the health professions.
- Substantially increasing federal funding to support diversity programs within the National Health Service Corps, and Titles VII and VIII of the Public Health Service Act.

The Sullivan Commission is comprised of health, business, and legal professionals, and other leaders. Former U.S. Senate Majority Leader Robert Dole and former U.S. Representative and Congressional Health Subcommittee Chairman Paul Rogers are Honorary Co-Chairs. The independent Commission was funded by the W.K. Kellogg Foundation and is administered by the Duke University School of Medicine as part of larger efforts to address the problem of diversity in health professions. For more information, please visit, <http://www.sullivancommission.org>.



The 15-member Commission is chaired by and named for former U.S. Secretary of Health and Human Services Louis W. Sullivan, M.D.

continued on page 2

Community-Campus Partnerships for Health

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MESSAGE FROM OUR EXECUTIVE DIRECTOR



The Sullivan Commission report, *Missing Persons: Minorities in the Health Professions*, is the latest in a series of national reports that make the case for a health workforce that reflects the diversity of the communities we serve. Health workforce diversity is an issue of equity – equity in access to affordable, quality preK-12 and higher education, equity in access to affordable, quality health care and health outcomes.

Below are just a few suggestions of actions each of us can take to implement the Commission's recommendations.

- Become better informed about health workforce diversity and resources available to achieve it – subscribe to the Sullivan Commission's e-news (email carradaza@hydeparkcomm.com), and to the Association of American Medical Colleges' Health Professions Partnership Initiative HPPI e-news (email hppi@aamcinfo.aamc.org), consult the Sullivan Commission website at <http://www.sullivancommission.org>, and the diversity resources linked from CCPH's website at <http://depts.washington.edu/ccph/links.html#Diversity>.
- Find out what efforts are underway within your organization or institution (and the state, regional and national organizations that represent them) to achieve a diverse health workforce, and if no focused, strategic effort exists, advocate that one be started. Reviewing the Commission report and developing a response to its recommendations would be one promising place to start. Take a critical look at your organization's and institution's culture and practices. In what ways are you fostering inclusiveness and diversity? In what ways are you inhibiting it?
- Become active in efforts already underway in your state or community to address the issue (and if there isn't one already up and running, help to start one!) – for example, in the State of Washington, we are involved in the Health Workforce Diversity Network, spearheaded by the State Board of Health, <http://www.doh.wa.gov/sboh/Priorities/Disparities/HWDNAactivities.htm>.
- Make health workforce diversity a central focus of your partnership – reach out to new partners (e.g. preK-12 schools, community colleges, minority-serving institutions) and incorporate new components into your programs (preK-12 education reform, student mentoring and advising, student financial assistance, cultural competency training). The WK Kellogg Foundation's recent report, *Community-Campus Partnerships for Health: Making a Positive Impact*, describes how communities involved in the Foundation's Community Voices program have linked their goal to expand and improve care for vulnerable populations with health workforce diversity, http://depts.washington.edu/ccph/pdf_files/ccph_brochure_00250_03764.pdf.

This issue of Partnership Matters contains many more ideas and resources for achieving a diverse health workforce. As always, we welcome your questions, comments and suggestions. You can contact us at ccphuw@u.washington.edu.

CCPH NEWS

CCPH welcomes new staff member, **Christine Rutherford-Stuart**. Christine is working with us as a graduate research assistant on projects and initiatives related to community-engaged scholarship. She is a second year student in the MPH program at the University of Washington's School of Public Health and Community Medicine and is in the Social and Behavioral Sciences track. She has strong interests in community engagement and capacity building, social determinants of health, and health behavior theory. Christine is a native of Seattle, but received her BS in Biology from Santa Clara University. Christine's work experiences and interests prior to graduate school focused on youth health promotion, particularly in the areas of HIV and STDs and sexual decision making. She has worked as a health educator and HIV testing program coordinator for a youth clinic as an Americorps member, and as a clinical research coordinator for a busy county hospital emergency department. Christine just returned from a rewarding practicum experience with the Los Angeles County Office of AIDS Programs and Policy where she developed County-wide implementation guidelines for rapid HIV testing. She hopes to be able to combine research and community engagement in issues of youth empowerment and health promotion upon completion of her MPH. She can be contacted at (206) 543-8010 or cers@u.washington.edu.

continued from front page

2

- To subscribe to the Commission's e-news, email Cecilia Carradaza at carradaza@hydeparkcomm.com
- To read **CCPH's testimony before the Commission**, please go to: http://depts.washington.edu/ccph/pdf_files/sullivan-testimony.pdf
- For other health workforce diversity resources, please visit: <http://depts.washington.edu/ccph/links.html#Diversity>



MEMBERSHIP MATTERS



Give the Gift of CCPH Membership

During the holidays it can be difficult to find that unique gift that keeps giving throughout the year to a valued friend or colleague. A membership to CCPH is a great way to do both! And it's easy! To give the gift of membership, you can visit us online at <http://depts.washington.edu/ccph/members.html#BecomeAMember> to learn about the different ways to join or renew an existing membership. If you have any questions about membership processing, the status of your membership or about which membership is the right gift, please contact us at ccphuw@u.washington.edu or (206) 543-8178.

Fall "Member-Get-A-Member" Campaign!

More CCPH members means a diversity of viewpoints, ideas and perspectives and a stronger voice to influence policies that affect community-campus partnerships. When you recruit new members you'll also reward yourself. When you recruit a new CCPH member, both you and the new member will be entered into a drawing for \$100 CCPH dollars. These dollars can be used to purchase CCPH products, such as publications, registrations for CCPH events and additional memberships. In addition, the CCPH member who recruits the most new members will receive \$150 CCPH dollars! Start recruiting now - this special ends on January 30th, 2005!

Just refer your colleagues to join online by credit card: <http://www.regonline.com/eventinfo.asp?EventId=8776> or by check: http://depts.washington.edu/ccph/pdf_files/Jan2004.membbrocpdf.pdf

Make sure the new member enters your name in the application section, "How did you hear about CCPH?" If you have any questions, or would like us to send you some CCPH membership brochures, please contact us at (206) 543-8178 or ccphuw@u.washington.edu.

2005 CCPH AWARD CALL FOR NOMINATIONS

Deadline: Dec. 8, 2004

The Community-Campus Partnerships for Health Award recognizes exemplary partnerships between communities and health professional schools that build on each other's strengths to improve health professional education, civic responsibility, and the overall health of communities. The award recognizes work being done towards CCPH's strategic goals, including building the capacity of communities and higher educational institutions to engage each other as partners; incorporating service-learning into the education of all health professionals; promoting and conducting community-based participatory research; supporting community-based organizations and their communities in their work with academic partners; recognizing and rewarding faculty for community-based research, teaching, and service; and developing partnerships that balance power and share resources among partners. Partnerships may nominate themselves and need not be members of CCPH. Nominations from any country or nation are welcome. For more details and submission guidelines, see <http://depts.washington.edu/ccph/awards.html>.

CCPH CONFERENCE FOLLOW UP

The International Conference co-sponsored by **CCPH and The Network: Towards Unity for Health**, "Overcoming Health Disparities: Global Experiences from Partnerships Between Communities, Health Services and Health Professional Schools" was held from October 6-10, 2004 in Atlanta, Georgia, USA. The meeting was a success! Materials and daily reports from the conference are available on our website at: <http://depts.washington.edu/ccph/guide.html#Publications>

DEAR CCPH

Dear CCPH members,
I am giving serious consideration to a proposal for a new book on cultural competence for health educators. The authors and I would like to assess how well this proposed text would fit with faculty and student needs in this area. If this topic is of interest and you would like the opportunity to critique it, please respond directly to me and I'll send more details.

Please reply directly to: Andy Pasternack, Senior Editor, Jossey-Bass/Wiley, San Francisco at apastern@josseybass.com



SUBMISSION GUIDELINES

We welcome announcements, comments and questions from you! Please forward them to the PM Editor at ccphpm@u.washington.edu. Below are some simple submission guidelines:

- Please limit announcements and questions to not more than 150 words. As for articles and editorials, not more than 250 words;
- Provide the names of all authors, their current institutional affiliations and/or photos;
- Explain all abbreviations and unusual terms when first used.





UPCOMING EVENTS!

CCPH SPONSORED EVENTS

For more event listings, see CCPH's website at <http://depts.washington.edu/ccph/conferences.html>

March 1-3, 2005: Visit the CCPH exhibit at the 19th National Conference on Chronic Disease Prevention and Control: Health Disparities: Progress, Challenges, and Opportunities in Atlanta, Georgia. This conference will focus on efforts to eliminate disparities and will explore more rigorous approaches for accomplishing the Healthy People 2010 objectives. The major goal of the conference is to accelerate the rate of progress in improving the lives for those at highest risk for poor health, including racial and ethnic minorities, and low-income and less educated populations. To learn more about the CDC conference, visit <http://www.cdc.gov/nccdphp/conference>.

OTHER EVENTS

November 11-13, 2004: International Conference on Social Science Research in New Orleans, Louisiana. This interdisciplinary conference will draw together faculty members, research scientists, and professionals from the social sciences, and provide them with the opportunity to interact with colleagues from the same field and from other, related fields. Cross-disciplinary submissions are particularly encouraged as is participation by international scholars. <http://www.centrepp.org/socialscience.html>

• **11-14, 2004: National MultiCultural Institute (NMCI) 2004 Fall Conference: Building Personal and Professional Competence in a Multicultural Society** in Bethesda, Maryland. NMCI conferences offer a large variety of workshops on issues that define and redefine the diversity field. <http://www.nmci.org/store/default.htm>

• **15-27, 2004: Johns Hopkins Fall Institute in Health Policy** in Barcelona, Spain. Twelve tentative courses, organized within three tracks, will be offered in a two-day format. All courses will be taught in English. Courses include "Health Inequalities and Community Health" For more information, contact Pam Davis at pdavis@jhsph.edu http://www.jhsph.edu/Dept/HPM/Non_Degree/institutes/index.html

• **18, 2004: Audio-Conference on The Sustainability Toolkit: 10 Steps to Maintaining Your Community Improvements** at 12:00 p.m. - 1:00 p.m. Eastern. Sustainability Toolkit author Michelle Johnston will introduce you to the 10-step process, with a particular emphasis on: developing and applying criteria for deciding what to continue, creating sustainability options and developing a sustainability plan. <http://www.communityhlth.org/communityhlth/education/audio.html>

• **23-24, 2004: Ontario Public Health Conference on the Best Health Investment: Thinking Fast ~ Thinking Smart ~ Thinking New** in Toronto, Ontario, Canada. The goal of the conference is to provide a forum for high quality learning and networking opportunities for public health practitioners, researchers, students and others interested in public health. For more information, visit: <http://www.opha.on.ca/conference>.

December 3-4, 2004: Third National Conference on Housing Mobility in Washington, DC. Housing mobility programs traditionally help low income families with housing vouchers move from high poverty to low poverty neighborhoods, and can be a crucial tool in addressing poor child health outcomes in high poverty neighborhoods. <http://www.prrac.org/>

• **5-7, 2004: The Legal Kaleidoscope in Nursing Education** in Atlanta, Georgia. Discuss the implications of the Supreme Court's ruling on admissions criteria; implement strategies to help ensure a diverse student enrollment in nursing education; recognize and respond appropriately when faced with legal issues involving faculty, e.g., dismissals, promotion and tenure, misconduct, discrimination, academic integrity, protected class; and create an environment that enhances role transitions in nursing education. For more information, visit <http://www.sreb.org/programs/Nursing/nursingindex.asp>

• **6-8, 2004: Education and Social Action Conference Centre for Popular Education**, University of Technology in Sydney, Australia. The conference will encourage research and enquiry to promote practice that helps people strengthen democracy. For session descriptions and more information go to <http://www.cpe.uts.edu.au>.

• **12-15, 2004: 16th Annual National Forum on Quality Improvement in Health Care** in Orlando, Florida. <http://www.ihl.org/conferences/natforum/index.asp>

ANNOUNCEMENTS

American Association of Retired Persons (AARP) List Recognizes Hospitals' Innovative Employment Practices

AARP recently named 35 U.S. organizations to its 2004 list of "Best Employers for Workers Over 50," about a third of which are hospitals and health systems. "Because one of the fastest ways to address the shortage of health care workers is to retain present employees, the American Hospital Association (AHA) is delighted that hospitals are developing innovative programs for workers over 50 and that those innovations are being recognized by the AARP," said Jim Bentley, AHA senior vice president of strategic policy planning. <http://www.aarp.org/research/press/>

Historically Black Colleges and Universities (HBCUs) to Affiliate with Virginia Commonwealth University, University of Nebraska

Five HBCUs and a leading Virginia community college are partnering with the University of Nebraska and Virginia Commonwealth University to create the Virginia-Nebraska Alliance. The ultimate goal of the partnership is to increase the number of minority health professionals and researchers nationwide, with the hope of promoting better health outcomes for underrepresented minorities. <http://www.journalstar.com/articles/2004/09/08/local/10054823.txt>

Helping Latino Youth Finish College A new report by Richard Fry for the Pew Hispanic Center assesses the dimensions of the gap in bachelor's degree completion between Latinos and whites and some of the factors that contribute to it by focusing on the differing fates of young people who graduate from high school with similar levels of academic preparation.

http://www.pewhispanic.org/site/docs/pdf/The%20Role%20of%20Selective%20Pathways_formattedFINAL-06-23-04.pdf

The Allied Health Workforce: Innovations for the 21st Century Project

funded by the California HealthCare Foundation and The California Endowment, identified and supported the development of 22 innovative programs for allied health professions. You will find a link to view and download the project report, or the executive summary, on our website <http://futurehealth.ucsf.edu/alliedhealth.html>.

Community Health Workers and Promoters in California (Trabajadores Comunitarios de la Salud y Promotores en California)

Community health workers and promoters are public health professionals who carry out a variety of health promotion, case management, and service delivery activities at the community level. This emerging workforce is facing a variety of important and interesting issues. To read the new brief on the issue, in English or Spanish, please visit <http://futurehealth.ucsf.edu/CWIissuebrief.html>

GRANTS ALERT!

Public Health Training Centers (PHTC) Grant -

Deadline: Dec. 1 The goal of the PHTC Grant Program is to improve the Nations public health system by strengthening the technical, scientific, managerial and leadership competencies and capabilities of the current and future public health workforce. <https://grants.hrsa.gov/webExternal/SFO.asp?ID=37E3A4C0-57CF-43C1-8C20-C3159FC342C0>

Nursing Workforce Diversity Grants - Deadline: Dec. 3

Grants are awarded to increase nursing education opportunities for individuals from disadvantaged backgrounds (including racial and ethnic minorities underrepresented among registered nurses) by providing student scholarships or stipends, pre-entry preparation, and retention activities.

<http://www.hrsa.gov/grants/preview/guidanceprofessions/hrsa05063.htm>

Grants for Nurse Education, Practice and Retention -

Deadline: Dec. 3 Grants are awarded to eligible institutions for projects to strengthen and enhance the capacity for nurse education, practice and retention to address the nursing shortage. <https://grants.hrsa.gov/webExternal/SFO.asp?ID=AFA677A9-5846-4ADF-B5E7-3B489CF58A75>

Minority Faculty Fellowships - Deadline: Dec. 6

Minority Faculty Fellowship Program grants increase the number of under represented minority individuals who are members of the faculty in a health profession school. The grants enable schools to provide a stipend and a training allowance to the faculty fellow. <http://www.fedgrants.gov/Applicants/HHS/HRSA/GAC/HRSA-05-073/Grant.html>

Health Education and Training Centers (HETC) Grant -

Deadline: Dec. 10 HETCs strive to improve the health status and life expectancy of low-income and minority populations. <http://www.fedgrants.gov/Applicants/HHS/HRSA/GAC/HRSA-05-081/Grant.html>

Centers of Excellence (COE) Grants - Deadline: Jan. 26,

2005 The goal of the COE is to assist eligible schools in supporting programs of excellence in health professions education for underrepresented minority individuals.

<http://www.fedgrants.gov/Applicants/HHS/HRSA/GAC/HRSA-05-097/Grant.html>

Dow Awards - Deadline: Varies

The Dow Chemical Company has made available \$20 million in grant funds to support proposed initiatives concentrating on math and science, teacher training, and parental involvement for K-12 school districts. http://www.dow.com/about/corp/social/gen_fund.htm

CALLS FOR SUBMISSIONS

Schools of Distinction Awards - Deadline: Dec. 1

Intel Corporation and Scholastic Inc. are offering several million dollars in awards and prize money to schools that “demonstrate excellence for implementing innovative programs that support positive educational outcomes.”
<http://www.schoolsofdistinction.com/>

Comprehensive Geriatric Education Program - Deadline:

Dec. 3 Grants are to develop and implement programs and initiatives to train and educate individuals in providing geriatric care for the elderly. <https://grants.hrsa.gov/webExternal/SFO.asp?ID=7DFA2AD4-9C70-4B9C-A377-2A38359C1E70>

Postdoctoral Research Fellowships in Cardiovascular Disease Prevention - Deadline: Dec. 15

The Stanford Prevention Research Center, an interdisciplinary research program on the prevention of chronic disease, is seeking applicants for fellowships for 2005-2006.
<http://prevention.stanford.edu>

Developing Study Designs to Evaluate the Health Benefits of Workplace Policies and Practices - Deadline: Dec. 20

The Centers for Disease Control and Prevention invite applications for cooperative agreements to participate in a research network that will design model protocols for intervention studies that examine the health consequences of workplace policies and practices. <http://grants.nih.gov/grants/guide/rfa-files/RFA-HD-04-017.html>

Ford Foundation Call for Nominations for 2005 Leadership for a Changing World Awards - Deadline: Jan. 7, 2005

For more information, visit the program's web site at <http://www.leadershipforchange.org/nomination> or call (202) 777-7560. Information about the program can also be found on the Ford Foundation's Web site at <http://www.fordfound.org>.

Young Epidemiology Scholars (YES) Competition - Deadline:

Feb. 1, 2005 YES offers college scholarships to high school students who conduct outstanding research projects that apply epidemiological methods of analysis to a health-related issue. <http://www.collegeboard.com/yes>

CNCS Proposal Reviewers Wanted - Deadline: Not

Applicable The federal Corporation for National and Community Service (CNCS) regularly needs reviewers for its various grant-funded programs. If you are interested in joining the database for reviewers for upcoming competitions, visit: <http://www.nationalservice.org/egrants/index.html>.

PUBLICATIONS

Education Review is an open access electronic journal publishing reviews of books in education. It has published over 800 reviews since its inception in 1998. The Education Review publishes reviews in Spanish and Portuguese as well as in English. The following book has just been reviewed: *Engaging Schools: Fostering High School Students' Motivation to Learn. Committee on Increasing High School Students' Engagement and Motivation to Learn.* This review can be accessed under Recent Reviews on the journal homepage <http://edrev.asu.edu>.

College Readiness for All: A Practitioners' Toolbox

The Pathways to College Network has created a systematic, research-based resource to help schools and college outreach programs increase the number of students preparing for postsecondary education. <http://www.pathwaystocollege.net/collegereadiness/toolbox/index.htm>

Department of Education Forecast of Funding This document lists virtually all programs and competitions under which the Department of Education has invited or expects to invite applications for new awards for FY 2004 and provides actual or estimated deadline dates for the transmittal of applications under these programs. <http://www.ed.gov/fund/grant/find/edlite-forecast.html>

eSchool News School Funding Center Information on up-to-the-minute grant programs, funding sources, and technology funding. <http://www.eschoolnews.com/resources/funding/>

Philanthropy News Digest Philanthropy News Digest, a weekly news service of the Foundation Center, is a compendium, in digest form, of philanthropy-related articles and features culled from print and electronic media outlets nationwide. <http://fdncenter.org/pnd/>

Federal Resources for Educational Excellence (FREE)

More than 30 Federal agencies formed a working group in 1997 to make hundreds of federally supported teaching and learning resources easier to find. The result of that work is the FREE website. <http://www.ed.gov/free/>

Building Career Ladders for Low-Wage Workers

This manual will help community organizations, unions, employers, training providers, career counselors, funders, and policymakers understand career ladders and how to create and sustain them. An easy-to-use “how-to” manual with feasible and realistic examples and lessons. <http://www.bostonworkforce.org/publications.htm>



MISSION: TO FOSTER PARTNERSHIPS BETWEEN COMMUNITIES AND EDUCATIONAL INSTITUTIONS THAT BUILD ON EACH OTHER'S STRENGTHS AND DEVELOP THEIR ROLES AS CHANGE AGENTS FOR IMPROVING HEALTH PROFESSIONS EDUCATION, CIVIC RESPONSIBILITY AND THE OVERALL HEALTH OF COMMUNITIES

