



# PARTNERSHIP MATTERS

October 4, 2002

Volume IV, Issue 19

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## \$8 MILLION GRANT PROGRAM CHALLENGES MEDICAL SCHOOLS ACROSS THE COUNTRY TO REDEFINE ROLE OF PEDIATRICIAN

Over \$8.2 million in grant awards will help to change the training of the next generation of pediatricians. These grants will be added to nearly \$15 million awarded by the Dyson Foundation in 2000. The goal of The Anne E. Dyson Community Pediatrics Training Initiative (The Dyson Initiative) is to develop a new generation of pediatricians with skills and knowledge of community-based medicine, advocacy and the capacity to improve the health of all children in their communities. This precedent-setting initiative has just selected the final four departments of pediatrics, to be added to six previously funded sites across the United States, to expand community-oriented and community-based health care. Each institution will receive up to \$500,000 per year for five years.

This Initiative was launched in 1999 by Anne E. Dyson, M.D., a pediatrician and the Foundations then president. It has been renamed in honor of Dr. Dyson, who died from breast cancer in September 2000. The Anne E. Dyson Community Pediatrics Training Initiative brings together the experience of 10 diverse sites addressing local needs. The Initiative is managed by the National Program Office, located at Childrens Hospital Boston.

Judith S. Palfrey, MD, the Chief of the Division of General Pediatrics at Childrens Hospital, Boston directs the National Program Office. She says, "Families face enormous challenges in the 21st century. To provide good health care services to children and to protect them from harm, pediatricians need to be equipped with new tools. The Anne E. Dyson Community Pediatrics Training Initiative teaches childrens doctors of the future how to engage with community partners to address problems such as substance abuse, smoking, violence, teen pregnancy, mental health disorders, injuries, and environmentally induced asthma."

The following four outstanding medical schools have been selected because of their commitment to establishing or expanding innovation in their pediatric residency programs:

- University of California, Davis School of Medicine
- Indiana University School of Medicine

- University of Florida Health Science Center, Jacksonville
- University of Miami School of Medicine

They will join six previously funded programs including:

- The Columbia University College of Physicians and Surgeons in collaboration with Harlem Hospital Center;
- The University of Rochester School of Medicine and Dentistry
- The Childrens Hospital of Philadelphia
- The University of California, San Diego School of Medicine in collaboration with the Naval Medical Center Pediatrics;
- The Medical College of Wisconsin;
- The University of Hawaii School of Medicine;

The Anne E. Dyson Community Pediatrics Training Initiative will broaden the focus of pediatric resident education to include an understanding of and responsibility to the health of all children in a community. Often, these same communities have child health indicators well below national averages.

In Miami for example, although there are areas of extraordinary wealth, more than one third of the areas children live in poverty. This is a higher prevalence of child poverty than is found in New York City, Philadelphia, Los Angeles or Chicago. Cultural diversity in Miami-Dade County is striking: 57% of local families speak primarily Spanish at home, while 20% are African American and 5% are Haitian American. The University of Miami School of Medicine has a long history of involvement in the community, including their Pediatric Mobile Clinic, reaching more than 3000 children without health insurance each year. The Dyson Initiative will allow major expansion of these and similar community focused efforts including a new curriculum, partnerships between residents and community based organizations that address child health concerns, and resident projects in child advocacy and health promotion research.

Programs such as those developed by The University of California, Davis School of Medicine, work with both urban and rural populations, with large immigrant and migrant populations.

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## MESSAGE FROM OUR EXECUTIVE DIRECTOR



What are the strategies for successful partnerships between community health centers and health professional schools? Last month, a workshop at the National Association of Community Health Center's annual convention was designed to address that question. Moderated by Jason Patnosh, CCPH member and Assistant Director of NACHC's Community Health Corps, the session featured presentations by Sylvia Arroyo, Administrator of Yakima Valley Farmworkers Clinic in Woodburn, Oregon and Gloria Rodriguez, Chief Executive Officer of Washington Association of Community and Migrant Health Centers. Over thirty participants from community health centers attended the session, with the majority reporting active involvement in health professions education.

According to Ms. Arroyo, "academic partnerships are essential to the clinic's goal of providing comprehensive medical, dental and social services". To accomplish this goal, the clinic needs dedicated, mission-driven and culturally sensitive clinicians. Exposing future clinicians to the clinic and the community has proven to be one of their best recruitment tools. As health workforce shortages worsen, the clinic has begun to start the recruitment process at the K-12 level and to encourage existing staff to further their education. Today, the clinic has partnerships with K-12 schools and school districts, technical and vocational schools, community colleges, undergraduate colleges and universities, residency programs, and Area Health Education Centers. The clinic is one of the only community-based organizations in the country to receive a federal Health Careers Opportunities Program to support academic enrichment programs for disadvantaged students.

What have been the clinic's strategies for success? Ms. Arroyo offers several tips that other community-based organizations should find useful:

- A written agreement signed by all partners is critical. This should delineate everyone's responsibilities, including professional liability.
- Having service-learners in the clinic needs to be team effort, including providers, lab personnel, medical records staff, receptionist, etc. Everyone needs to understand that students take time, can decrease productivity and are not "free employees".
- Assign one person to coordinate student activities in the clinic. Assign another to serve as a mentor for the student.
- Key staff involved in the effort need to understand and complete the paper work required by the student's academic program in a timely manner.
- Students need a place to call "home" in the agency. A desk in a corner, a chair, access to a computer and phone are critical to the student's comfort and success.
- Before accepting students, be sure that it will be a good experience. The agency's reputation is on the line – and others like it in communities across the country.

Ms. Rodriguez highlighted ways that community leaders can be involved in teaching and developing policies within academia. For example, she frequently gives lectures in health-related classes. She also serves on a nursing school's board, admissions and curriculum committees. These opportunities have led to institutional changes that will ultimately produce more clinically and culturally competent health care providers for rural and underserved communities.

### CCPH Staff of the Week!

**Annika Robbins** joined CCPH Seattle office as Executive Assistant in the fall of 2002. She is from Edison, Washington and is a 2000 graduate of Western Washington University where she followed in the footsteps of her artistic family and obtained a Bachelor of Arts in Fine Art. Her artistic passions include photography and graphic design. While at Western she was involved in the Lifestyle Advisor program where she worked on projects relating to students physical and mental health. After moving to Seattle she worked at *Seattle's Child*, a local parenting magazine and became an active volunteer at Harborview Medical Center's Pediatric Recreational Therapy department. Her long-term goals include receiving a Masters in Education and possibly becoming a teacher or an "agent of change" for education.



*Annika can be reached at (206) 616-3472 or by email at [ccphuw@u.washington.edu](mailto:ccphuw@u.washington.edu).*



CCPH's mission is 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.



## NEWS FROM CCPH

### CCPH Fellows 2002/2003

For more information about the CCPH Fellows program, or a specific CCPH Fellow, please visit <http://futurehealth.ucsf.edu/ccph/fellows.html>

**Lisa Margulis:** "Project S.C.O.P.E. (Student and Community Partner Excellence)"



Lisa A. Margulis is a graduate of Tulane University and received her Masters in Social Work from Boston University. Her extensive studies also include a year of international study at Israel's Hebrew University. Currently, she is involved as a Clinical Affiliate Instructor at Nova Southeastern University where she assists advanced degree students with their off campus studies. Drawn to the issue of domestic and international poverty, Lisa has traveled to such countries as Indonesia, Nepal, and India in search of answers and solutions. She has observed first hand how poverty is accepted or rejected by various cultures. She currently serves as the Director of Social Services for The Cooperative Feeding Program of Ft. Lauderdale, Florida and also as an officer on the Board of Love Thy Neighbor, a provider of emergency services for the homeless. Lisa spearheaded Broward County's homeless census and coordinated a community wide Hunger Banquet. She is the recipient of a number of awards and honors for her commitment to the issues of hunger and poverty. Lisa was honored with a Heart of the Community award from Volunteer Broward as well as Nova Southeastern University's Student Choice Award for the Class of 2003.

**Michelle Henshaw:** "Evaluation of service-learning in dental and dental hygiene schools"

Michelle Henshaw, Assistant Professor in Health Policy and Health Services Research, Boston University Goldman School of Dental Medicine, earned a BA in psychology from Columbia University, a DDS from the University of California, San Francisco and a MPH from Boston University. She then went on to complete a US Department of Health and Human Services, a 2 year Faculty Training Fellowship in Geriatric Medicine and Dentistry and a Certificate of Advanced Graduate Study in Dental Public Health, both at Boston University.

Dr. Henshaw is currently the Director of the Division of Community Health Programs at Boston University School of Dental Medicine. In this role, she manages the School's vast array of partnerships with hospitals, community health centers, public school systems, public health agencies and other health professional schools. She also oversees all of the Dental School's community outreach activities including several city-wide sealant programs, a school-based dental clinic and two programs for refugee oral health. Dr. Henshaw is also the current Chair of the Community and Preventive Dentistry Section of the American Dental Education Association.

### A CCPH Member's Guide to the 2002 APHA Conference

We invite you to visit our website at <http://futurehealth.ucsf.edu/ccph/conferences.html#OtherConferences> to view the guide. The guide includes a listing of sessions at the 2002 APHA conference related to community-campus partnerships, including presentations by CCPH members\*.

#### *We'd like to meet you!*

CCPH will have an exhibit booth (#1521) at the **APHA conference**. Please stop by to introduce yourself.

#### **Exhibit Show Hours:**

Sunday, 11/10/2002 2:00 pm\*-7:30 pm

\* Or immediately after the Opening General Session concludes.

Monday, 11/11/2002 8:30 am-6:00 pm

Tuesday, 11/12/2002 8:30 am-6:00 pm

Wednesday, 11/13/2002 8:30 am-12:30 pm

#### **Join us at the CCPH Workshop Wednesday, November 13, 2002, from 9:00-9:45 AM**

CCPH will conduct a workshop entitled "**Community-Campus Partnerships in the Real World**". The workshop will examine how community-campus partnerships are an important strategy for improving health. Models and resources will be shared.

*If you are planning to attend the APHA Conference and/or workshop, please email Catherine Immanuel at [csi@itsa.ucsf.edu](mailto:csi@itsa.ucsf.edu).*

For a complete list of sessions at the APHA conference, please visit the APHA website at <http://www.apha.org/meetings/schedule.htm>. If you are aware of any other sessions that should be listed here which are related to community-campus partnerships or are being presented by CCPH members, please send an email to Catherine Immanuel at [csi@itsa.ucsf.edu](mailto:csi@itsa.ucsf.edu).

#### **New Conference Resources Now Posted on the CCPH Website!**

The CCPH annual conference is our premier networking and training event. Visit our website to check out 5 recently released examples of key workshops, story sessions, and blooper sessions conducted at the CCPH 6<sup>th</sup> annual conference, "The Partnership as the Leverage Point for Change."

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## Please join Us In Welcoming The Following New CCPH Members!

For more information on joining CCPH, visit [www.ccpH.info](http://www.ccpH.info) or contact Catherine Immanuel, Membership Development and Marketing

Associate, at [csi@itsa.ucsf.edu](mailto:csi@itsa.ucsf.edu) or call (415) 514-3522.

### New Individuals

**B.J. Moore**, California State University, Bakersfield, CA  
**Hima Muttana**, Charles B. Felton National TB Center, NY  
**John Daniels**, University of Detroit Mercy, Detroit, MI  
**Lyvier Conss**, CCNCCC, Mesa, AZ  
**Roger Ideishi**, University of the Sciences, Philadelphia, PA

### New Organizations

**Boake Plessy**, University of Connecticut Health Center, Farmington, CT  
**Bruce Bragg**, Ingham County Health Department, Lansing, MI  
**Candace Kattar**, Identity, Inc., Washington, DC  
**Dave Carver**, University of Nebraska Medical Center, Omaha, NE  
**Denise Chapman**, Alabama State University, Montgomery, AL  
**Edgar Duncan**, University of Pittsburgh, Pittsburgh, PA  
**Elisabeth Iler**, City University of New York, New York, NY  
**Forrester Lee**, Yale School of Medicine, New Haven, CT  
**Gloria Hawkins**, University of Wisconsin Medical School, Madison, WI  
**Gwendolyn Preston**, University of South Carolina, Columbia, SC  
**Jacqueline Mondros**, Academy for Better Communities, North Miami, FL  
**Jacquelyn Gilbert**, Arkansas State University, Jonesboro, AR  
**Janice Wilson**, Western Michigan University, Kalamazoo, MI  
**Kerry Chancey**, Health Career Opportunity Partnership, Gainesville, FL  
**Larry Keith**, University of North Carolina at Chapel Hill, NC  
**Leslie Garcia**, Oregon Health Sciences University, Portland, OR  
**Lisa Tedesco**, University of Michigan Medical School, Ann Arbor, MI  
**Lucille Smith**, Voices of Detroit Initiative, Detroit, MI  
**Marja Hurley**, University of Connecticut Health Center, Farmington, CT  
**Mark Aguilar**, Fresno Latino Center for Medical Education, Fresno, CA  
**Marlon Priest**, University of Alabama at Birmingham, AL  
**Maxine Tatmon-Gilkerson**, University of California, Berkeley, CA  
**Michaelann Jundt**, University of Washington, Seattle, WA  
**Morton Slater**, City University of New York, New York, NY  
**Noelle Andrus**, University of Rochester, Rochester, NY  
**Patricia Thomas**, University of Kansas Medical Center, Kansas City, KS  
**Patricia Martsteller**, Emory University, Atlanta, GA  
**Reaner Shannon**, University of Missouri, Kansas City, KS

**Robert Layne**, University of Massachusetts Medical Center, Worcester, MA  
**Roberto Villarreal**, University of Texas Health Science Center at San Antonio, San Antonio, TX  
**Rosie Allen-Noble**, Medical College of Georgia, Augusta, GA  
**Sade Kosoko**, Creighton University, Omaha, NE  
**Sharyn Armstrong**, University of Oklahoma Health Sciences Center, Oklahoma City, OK  
**Shirley Ginwright**, University of Alabama at Birmingham, AL  
**Thaddeus Bell**, Medical University of South Carolina, Charleston, SC  
**Wayne Powell**, Center for Community Partnerships, Albuquerque, NM  
**Wilma Sykes-Brown**, Medical College of Georgia, Augusta, GA

### New Partnerships

**Kelly Hubbell**, Wyoming AHEC, Laramie, WY  
**Lorna Johnson**, Laramie Downtown Clinic, Laramie, WY  
**Mary Burman**, University of Wyoming, Laramie, WY

## Thank You To These Renewing Members For Their Continued Support!



### Renewal Individuals

**Alice Kuehn**, University of Missouri, Columbia, MO  
**Anita Pulley**, Northwest AHEC, Winston-Salem, NC  
**Cynthia Barnes-Boyd**, University of Illinois at Chicago, IL  
**Daniel Mareck**, Minnesota Rural Health School, Duluth, MN  
**David Cockley**, James Madison University, Harrisonburg, VA  
**Emily Slunt**, Howard Community College, Columbia, MD  
**Georgia Wilder**, Wayne State University, Detroit, MI  
**Mike Prelip**, UCLA School of Public Health, Los Angeles, CA  
**Wanda Gonsalves**, University of Kentucky, Lexington, KY

### Renewal Organizations

**A'Jamal Byndon**, Nebraska Methodist College, Omaha, NE  
**Joan Stanley**, American Association of Colleges of Nursing, Washington, DC  
**Judith Wold**, Emory University, Atlanta, GA  
**Peggy Hewlett**, University of Mississippi, Jackson, MS  
**Richard Valachovic**, American Dental Education Association, Washington, DC

### Renewal Partnership

**Valda Ford**, University of Nebraska Medical Center, Omaha, NE

## MEMBERS IN ACTION!

### *Dear CCPH members,*

I am a Graduate student in Planning here at UC-Berkeley. I am currently beginning research for my "Professional Report" (Planning students typically do a "PR" instead of a Thesis). My PR will explore the use of Participatory Evaluation techniques in an evaluation of a revitalization project at a very low-income and ethnically mixed public housing site.

I would like to connect with researchers who have been involved with or are aware of PE that has been conducted with public housing residents, very-low income families, and/or linguistically & ethnically diverse communities (in the USA preferably). Any ideas?

If any of you are familiar with HUD's HOPE VI program, that is what we're evaluating. We are specifically looking at the social services network it offers residents who are relocated while their public housing site is demolished & rebuilt.

Any leads or resources would be great!

Thanks so much,

### *Please share your responses directly to:*

Wendy Peters Moschetti  
Graduate Student Researcher  
Institute of Urban & Regional Development  
(510) 642-8728  
wpm@uclink.berkeley.edu

### *Dear CCPH members,*

I am on the faculty at UMass Lowell and am doing my dissertation on Service Learning in the preparation of undergraduate health educators at Columbia University.

I have a question regarding how typical service learning projects in the health professions handle the issue of contracts with the community agencies. I also wonder if the answer to

this depends on the type of work or the specific health profession doing the work (i.e. is nursing or PT different than health ed.)?

### *Please send your responses directly to:*

Nicole Champagne  
Nicole\_Champagne@uml.edu

### *Dear CCPH members,*

My name is David Theis, and I am an Americorps VISTA working for the National Student Campaign Against Hunger and Homelessness. Currently we are working to develop a curriculum guide for higher-learning courses dealing with the issue of hunger. This project comes as a response to the numerous requests we receive from students and educators for a comprehensive listing of these types of classes. It is our hope to include within the guide a catalogue of innovative syllabi, as well as an annotated bibliography of suggested sources for coursework material.

If you happen to teach a course dealing with hunger, know of any such courses that may exist, or have any suggestions for materials we may want to include (books, articles, movies, documentaries, etc.), please respond to my email davidjtheis@yahoo.com or give me a call at 800-664-8647.

Thanks so much for your time and consideration!



*Please continue sending your comments, questions and announcements to Rose Coroneos at [rosecor@u.washington.edu](mailto:rosecor@u.washington.edu). We also welcome articles and editorials.*

### *Submission Guidelines:*

- *There is no deadline for submissions;*
- *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 .*

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2002, included 32 sessions focusing on community-campus partnerships. Summaries include such topics as setting up contractual agreements for community-university partnerships, strategies for implementing and evaluating service-learning programs, and the effects of leadership changes on partnerships. Where possible, summaries incorporate handouts and PowerPoint presentations that accompanied the sessions. To view the examples, please visit <http://futurehealth.ucsf.edu/ccph/guide.html#Publications>.

The opinions expressed by the presenters are their own and are not necessarily opinions held by Community-Campus Partnerships for Health or the conference's supporters.

**Join us at next year's conference in San Diego, CA from April 26-29, 2003!** Dr. David Satcher, former U.S. Surgeon General, will be one of the featured keynote speakers. Our conference call for proposals is available at [http://futurehealth.ucsf.edu/pdf\\_files/cfp03-finalrevised.pdf](http://futurehealth.ucsf.edu/pdf_files/cfp03-finalrevised.pdf). The summaries serve as examples of accepted workshops and sessions. *To be added to the conference call for proposals mailing list or for more information about our annual conference, please contact us at [ccph@itsa.ucsf.edu](mailto:ccph@itsa.ucsf.edu) or (415) 476-7081.*

## MEMBERSHIP MATTERS



Welcome to the new column designed exclusively for CCPH members! Starting this fall *Membership Matters* will monthly highlight new membership developments, benefits and services.

### *New Customized Options for Members*

We are continually striving to tailor CCPH membership to fit members' particular needs and interests. To that end we have recently introduced several new features to help you customize your membership benefits and services:

**Customized Membership Announcements** – all members who complete a membership profile receive specific emails and announcements based on their topics of interest. If you have not already filled out your membership profile or have any questions about this new feature, please contact Catherine Immanuel at [csi@itsa.ucsf.edu](mailto:csi@itsa.ucsf.edu).

**Customized Listserv Options** – all current CCPH members are subscribed to our members' only listserv and receive our biweekly e-newsletter. We recently introduced a new listserv for members who would like to subscribe to the e-newsletter only. If you have a question about your listserv subscriptions or would like to change your current subscriptions, please contact Catherine Immanuel at [csi@itsa.ucsf.edu](mailto:csi@itsa.ucsf.edu).

**Regional Listservs** – CCPH operates several regional listservs to facilitate networking among members regionally. If you have any questions about subscriptions or whether or not there is a regional listserv in your area, please contact Catherine Immanuel at [csi@itsa.ucsf.edu](mailto:csi@itsa.ucsf.edu).

## CALL FOR NOMINATIONS RELEASED FOR 2ND ANNUAL CCPH AWARD!

### **Deadline for awards submissions: October 15, 2002**

The CCPH Award recognizes exemplary partnerships between communities and health professional schools that build on each other's strengths to improve health professions education, civic responsibility and the overall health of their communities. In addition, the award recognizes community-campus partnerships that reflect CCPH's principles of good practice.

The intent of the CCPH Award is to highlight the power and potential of community-campus partnerships. As a strategy for social change, community-campus partnerships can contribute to a number of significant outcomes, such as producing community-responsive, culturally competent health professionals; increasing the diversity of the health professional workforce; expanding access to health care and technology; and supporting economic, social and environmental justice. Creating healthier communities and overcoming complex societal problems require collaborative solutions that bring communities and institutions together.

For further detail and submission guidelines, visit <http://futurehealth.ucsf.edu/ccph/awards.html> or have a copy faxed to you via the CCPH fax-on-demand service by dialing 1-888-267-9183, follow the recorded instructions, and select document # 311.

Please review the *Frequently Asked Questions* page by visiting our website at <http://www.futurehealth.ucsf.edu/ccph/awardsfaq.html> or contact Stacy Holmes, Program Coordinator, at [slholmes@u.washington.edu](mailto:slholmes@u.washington.edu).

**Regional Specific Announcements** – all current CCPH members receive state, region and city-specific funding, conference and informational announcements.

### *Attention Organizational & Partnership Members*

Organizational and partnership members are entitled to added benefits. In addition to the one hour of free consulting from the CCPH Mentor Network, organizational and partnership members have the flexibility to involve more employees of their organization in CCPH membership benefits and services.

### *These added benefits include:*

Listing other employees in the CCPH online membership directory – allows your employees to access our password protected directory which is excellent for networking and connecting with others.

Additional membership cards – makes consuming CCPH membership benefits and services easy since each card is printed with the membership ID#

Additional subscriptions to the CCPH Member Listserv

Discounts on registrations to the CCPH annual conference  
To take full advantage of these organizational and partnership member benefits, contact Catherine Immanuel at [csi@itsa.ucsf.edu](mailto:csi@itsa.ucsf.edu) and ask for the organizational/partnership member request form.

*If you have any questions or suggestions about CCPH membership benefits and services, contact Catherine Immanuel at [csi@itsa.ucsf.edu](mailto:csi@itsa.ucsf.edu).*





## UPCOMING EVENTS!

### CCPH Sponsored Events

**February 1- 4, 2003– The 3rd Annual Advanced Service-Learning Institute** in San Jose, CA. This institute builds upon our introductory level institute and is designed for academic administrators, faculty, staff and community partners who have already implemented service-learning courses or programs. **Applications are due by 12/02/2002.** *The institute application is now available on our website at <http://futurehealth.ucsf.edu/ccph/servicelearning.html#advsl> or by calling our fax-on-demand service at 1-888-267-9182 and requesting document #206. For more information, visit our website or contact Summer Reilly, CCPH Program Assistant, at [ccph@itsa.ucsf.edu](mailto:ccph@itsa.ucsf.edu) or (415) 476-7081.*

**April 26-29, 2003 - The 7th Annual Conference** in San Diego, CA. Dr. David Satcher, former U.S. Surgeon General, is the opening keynote speaker. The conference will feature a symposium jointly planned and sponsored by the US Department of Housing and Urban Development's Office of University Partnerships and the Community Outreach Partnership Centers program. *For more information and call for proposals, please visit <http://futurehealth.ucsf.edu/ccph/nationalconference.html>. **Submission deadline:10/25/2002.***

### Other Events

**October 11-12, 2002-Primary Care in the New Millennium**, approved for 15.5 AAFP credits, including ethics credit designation, will be held in Houston, Texas, sponsored by Baylor College of Medicine. This course will explore the many aspects of primary care and how it is evolving in response to the 21st century. It will also cover standards like Diabetes, COPD, TB, Obesity Management, Asthma, and end-of life-care issues. *For more information contact Carolyn Olson at 713-798-6590 or [colson@bcm.tmc.edu](mailto:colson@bcm.tmc.edu).*

**October 14-15, 2002-National Youth Conference** entitled "Unleashing the Power of Youth and Community Potential," Allentown, PA. *A brochure can be downloaded at [www.justcommunity.com/2002\\_conference\\_inside.pdf](http://www.justcommunity.com/2002_conference_inside.pdf)*

**November 3-6, 2002-The Second Annual Fall Health Literacy Institute: "Write it Easy to Read"** in Albuquerque, New Mexico. This nationally-recognized course covers all the basics of "plain language" writing and reader-friendly document design. *For more information, contact Riffenburgh & Associates by phone at (505) 345-1107 or email at [ar@plainlanguageworks.com](mailto:ar@plainlanguageworks.com)*

**November 15-17, 2002-The 1st National Asian and Pacific Islander Summit on HIV/AIDS Research**, Oakland, CA. This summit will provide in-depth perspectives on the status and needs of HIV research, prevention, case management, and services for the Asian and Pacific Islander (A&PI) community. It will provide the first-ever national forum for researchers, health care and service providers, and consumers to jointly examine these issues and the current state of research. *Contact: Ms. Brenda Robin, phone: (301) 628-3536 or (800) 749-9620; Fax: (301) 628-3101; E-mail: [brobin@s-3.com](mailto:brobin@s-3.com); or visit <http://meetings.s-3.com/apishare/default.htm>.*

**November 29-December, 1 2002-Social Determinants of Health Conference**, Toronto, Canada. This conference aims to increase awareness and understanding of how societal factors determine the health of Canadians. As we deepen our understanding of the relationship between social determinants and health, we develop a fresh understanding of the causes of health and illness, and correspondingly build upstream approaches to health policy. We have a unique opportunity to promote collaborative population health strategies to strengthen these determinants. *E-mail enquiries: [conference@socialjustice.org](mailto:conference@socialjustice.org). Website: <http://www.atkinson.yorku.ca/frschhstm.htm>*

**December 1-4, 2002-The 4th National Harm Reduction Conference: "Taking Drug Users Seriously,"** Seattle, WA. This conference will highlight harm reduction efforts in Latino and African American communities; a Spanish language track; user-to-user interventions, education, organizing and advocacy; practical interventions for methamphetamine and crack cocaine users; new research on drug use, AIDS, hepatitis C, syringe exchange and harm reduction; new ideas in HIV and Hep C prevention programming; methadone information and methadone advocacy; the impact of welfare reform on drug users, their families and communities; the community impact of drug law incarcerations and prison issues for drug users and people living with AIDS; workshops on advocacy and community organizing, including the faith community; drug treatment on demand, community planning, harm reduction in drug treatment settings, and expanded drug treatment modalities; how to start and maintain a syringe exchange program; and overdose intervention and response. *For more information, contact Paula Santiago, by calling (212) 213-6376, ext 15; e-mailing [conference@harmreduction.org](mailto:conference@harmreduction.org); or accessing the Web site at [www.harmreduction.org/conference/4thnatlconf.html](http://www.harmreduction.org/conference/4thnatlconf.html).*

**March 28-30, 2003-Rural Center for AIDS/STD Prevention (RCAP) 2003 National Conference: "HIV/STD Prevention in Rural Communities: Sharing Successful Strategies III,"** Bloomington, IN. The major focus of this conference is the promotion of HIV/STD prevention in rural America, with the goal of reducing HIV/STD incidence. The participants will share information and ideas on their HIV/STD prevention experiences and offer help and support to rural communities. *For more information, contact the Rural Center for AIDS/STD Prevention, Indiana University, 801 East Seventh St., Bloomington, IN 47405-3085; call (812) 855-1718, TDD (800) 566-8644; fax (812) 855-3717; e-mail [aids@indiana.edu](mailto:aids@indiana.edu); or access the Web site at [www.indiana.edu/~aids/](http://www.indiana.edu/~aids/).*



## ANNOUNCEMENTS

### 2003 NSTA Science Teacher Awards-Deadline: 10/15/2002.

Due to overwhelming interest, the National Science Teachers Association (NSTA), the nation's largest science teacher organization, is extending the deadline for its 2003 science teacher awards. NSTA offers a host of awards that recognize and honor the nation's top science educators for their dedication to and passion for the profession and for their innovative classroom programs. In addition to recognition, the popular awards give science teachers the opportunity to secure resources for classroom equipment and materials or attend an NSTA convention. Just a few of the awards include the NSTA Distinguished Informal Science Education Award. This award recognizes an NSTA Member who is not a classroom teacher, and who has contributed to informal science education, the DCAT "Making a Difference" Award, for middle level teachers; and the NSTA Robert H. Carleton Award, the highest honor an NSTA member can receive, this award recognizes science educators for their lifelong contributions to and leadership in science education. *Details are available at [http://www.nsta.org/222/&class\\_level=Middle&program\\_type=teacher%20awards](http://www.nsta.org/222/&class_level=Middle&program_type=teacher%20awards)*

### Social Science Research Council Offers Fellowships on Global Security and Cooperation. Deadline: 12/02/2002

A program of the Social Science Research Council (SSRC), the Fellowships on Global Security and Cooperation are designed to support research on the causes and conditions of international conflict and insecurity.

Topics of interest include (but are not limited to) the human security implications of human rights; inequality; religious, national, and ethnic revivalism; military affairs; weapons proliferation and arms control; peacekeeping and peace-building; the spread of disease; ecosystem degradation; international migration; international crime; trafficking in humans; food supplies; and global finance and trade. Priority will be given to proposals that offer innovative perspectives on issues of security in this broad context.

Fellowships are awarded in the following categories:

Dissertation Fellowships on Global Security & Cooperation are available for students working toward the Ph.D. degree or its equivalent anywhere in the world. Fellowships last for two years. Applications are invited from Ph.D. students whose research would directly benefit from a year of work experience in a non-governmental, international, or multilateral organization directly involved in peace, international cooperation, or security issues

Postdoctoral Fellowships on Global Security & Cooperation are available for scholars holding the Ph.D. degree or its equivalent anywhere in the world. The fellowships, which last from 12 to 18 months, must be completed in two stages: the first stage (six months minimum) involves working in a

practitioner institution; the second involves conducting research related to that experience. Applications are invited from scholars whose research would directly benefit from a period of work experience in a non-governmental, international, or multilateral organization directly involved in peace, international cooperation, or security issues.

Research Fellowships for Professionals Working in International Affairs are available to individuals with 5 to 15 years of experience working on issues directly related to global security and international cooperation. SSRC seeks to attract applications from NGO professionals, activists, government and multilateral organization officials, journalists, doctors, lawyers, and others. The fellowships last from 8 to 18 months. Applications are invited from practitioners who wish to conduct research relevant to their professional experience in the human security field.

Visit <http://www.ssrc.org/fellowships/gsc/> for complete program guidelines and application procedures.

### Applications Invited for Doris Duke Clinical Interfaces Award Program. Deadline: 12/02/2002 (pre-proposals)

The purpose of the Doris Duke Charitable Foundation's Clinical Interfaces Award Program (CIAP) is to link clinical research and the basic science disciplines to address challenging questions in human health and disease. The CIAP is designed to encourage outstanding researchers from all scientific disciplines to collaborate and undertake innovative and novel clinical research that may significantly contribute to the prevention, treatment, and cure of human disease.

Proposals in all disease areas will be considered; however, funding priority will be given to outstanding research proposals in four disease areas -- cancer, cardiovascular diseases, AIDS, and blood disorders.

CIAP aims to catalyze activity at the interface of clinical and other research disciplines by supporting the formation of new collaborations and the strengthening of existing collaborations of outstanding scientists across disciplines; demonstrating successful models for clinical research at the interface of multiple disciplines; and supporting interdisciplinary and inter-institutional endeavors that go beyond the program project mindset.

During the first competition, two types of awards will be made to cross-disciplinary teams of investigators: 18-month planning grants of up to \$80,000 and five-year full grants of up to \$2.25 million each. Up to two full grants will be awarded in 2003. Teams receiving planning grants will be able to compete for the larger five-year grants at the end of their planning grants.

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Teams of at least three key investigators with advanced degrees (M.D., Ph.D., M.D./Ph.D., or the equivalent) whose primary expertise lie in different disciplines are eligible to apply. One of the key investigators must be a clinical investigator. The team leader must work in a not-for-profit institution such as an academic medical center. The team may include investigators at other institutions in the United States and overseas.

*The pre-proposal application forms and submission instructions can be downloaded at <http://ddcf.aibs.org/CIAP>.*

### **Migrant Health Care Fellowship**

**Deadline: 12/20/2002**

The Migrant Health Care Fellowship is a program that provides for a four-month working and learning experience in a migrant health center for new health care professionals. Fellows are nurse practitioners, physician assistants, nurse-midwives, and, most recently, dental hygienists, who have completed the training program for their profession and have an interest in working with migrant farmworkers. Administered by the Migrant Clinicians Network, the purpose of the Fellowship is to increase the sensitivity and understanding of migrant health care issues for the fellows as they consider careers working with underserved populations. Fellowship opportunities are created through collaborative arrangements between migrant health centers and clinical training programs. While the training program provides academic support for the fellow, clinical experience with the migrant farmworker population is gained through placement in a migrant health center whose staff is responsible for the orientation and clinical supervision of the fellow. Fellows receive a stipend of \$15,000 for the 4-month experience.

The program is designed for students who have recently completed their training programs, because it provides a supervised transition from the role of student to that of independent professional. We require that the applicant has completed a nurse practitioner, physician assistant, nurse-midwife or dental hygienist program in good standing. The Fellowship cannot be used to satisfy any requirements of a training program. It is not necessary to have achieved national certification by the time of the Fellowship experience. Applicants must demonstrate some past experience in rural, underserved or multi-cultural settings. Spanish language proficiency is very important in the selection process. Students who have National Health Service Corps scholarships are not eligible.

*For more information or to request application materials, e-mail Candace Kugel at [kugelzur@migrantclinician.org](mailto:kugelzur@migrantclinician.org) or call her at (814) 571-4279.*

**FastWEB** is the largest online scholarship search available, with 600,000 scholarships representing over one billion in scholarship dollars. It provides students with accurate, regularly updated information on scholarships, grants, and

fellowships suited to their goals and qualifications, all at no cost to the student. Students should be advised that FastWEB collects and sells student information (such as name, address, e-mail address, date of birth, gender, and country of citizenship) collected through their site. *Information at <http://www.fastweb.com/>*

### **Obesity: A Supplemental Priorities in Prevention Update**

Obesity is on the rise, and it is no trivial matter. The proportion of obese U.S. adults rose 60% between 1991 and 2000, and the prevalence of overweight has doubled in children over the last two decades. Almost 80% of obese adults have diabetes, high blood pressure, coronary heart disease, high blood cholesterol levels, or osteoarthritis. The direct and indirect costs of obesity in the United States reached an estimated \$117 billion in 2000. Policymakers, health plans, and employers can implement policies or reduce that prevent obesity and protect health. *To learn more, read the current issue of *Priorities in Prevention* at <http://www.prevent.org/prioritiesinprevention.htm>.*

### **National Mentoring Program in Public Health (NMP) Public Health Student Caucus**

*Cynthia Summers and Mary Elizabeth O'Neil, Co-Chairs*

The National Mentoring Program in Public Health (NMP) is a project of the Public Health Student Caucus (PHSC), which is in official relations with the American Public Health Association (APHA). The Project links public health students with public health professionals across the nation and across many disciplines, and then helps facilitate the development of effective and beneficial mentoring relationships between these novices and masters. The Public Health Student Caucus believes that, in order to attract and retain qualified and diverse students in public health, as well as improve the relevancy and quality of their training, it is essential to connect students with field professionals early in their studies and careers. The resulting national network continuum will strengthen the field of public health by fostering multidisciplinary relationships among and across fields, and by promoting the growth and development of strong and committed leaders.

The Program is currently in its fourth year of operation. Mentees and mentors are matched based on the following criteria: (1) general area of interest, (2) specific sub-area of interest, (3) three rank-ordered mentoring objectives, and (4) vision of an ideal match. All participants receive materials to guide them in the building of their mentoring relationships and to remind them to stay in touch with their mentoring counterparts.

*If you are interested in being either a mentee or a mentor in NMP, please register online at [www.apha.org/ppp/mentoring/](http://www.apha.org/ppp/mentoring/). For additional information, please contact the Co-Chairs, Cindy Summers, at [csumme1@uic.edu](mailto:csumme1@uic.edu), or Mary Elizabeth O'Neil, at [meoneil01@hotmail.com](mailto:meoneil01@hotmail.com), or visit the Caucus web site at [www.phsc.org/mentoring.html](http://www.phsc.org/mentoring.html).*

## GRANTS ALERT!

### Mini-Grants for K-12 and Community-Based Service-Learning Projects-Deadline: 10/18/2002

Do you need extra money to start a service-learning project? Thanks to a generous grant from The Maurice R. Robinson Fund of New York City, Constitutional Rights Foundation gives grants of \$100 to \$500 as seed money to teacher-student teams and community organizations for service-learning projects. A list of 2001-02 awardees and the guidelines and application for this year's competition are available on CRF's web site at [www.crf-usa.org](http://www.crf-usa.org).

### Ronald E. McNair Postbaccalaureate Achievement (McNair) Program (Federal Register: September 20, 2002 [CFDA# 84.217A]) Deadline: 10/30/2002

To provide grants for higher education institutions to prepare low-income, first generation college students, & students from groups underrepresented in graduate education, for doctoral study. Eligible Applicants: Institutions of higher education & combinations of those institutions. Estimated Available Funds: The Administration has requested \$36.9 million for this program for FY 2003. The actual level of funding, if any, depends on final congressional action. However, applications are invited and allowed enough time to complete the grant process if Congress appropriates funds for this program. *Additional information is available online at <http://www.ed.gov/legislation/FedRegister/announcements/2002-3/092002c.html>.*

### Handspring Foundation-Deadline: 11/01/2002.

The Handspring Foundation focuses on supporting non-profit organizations or international equivalents that help at-risk children and youth. The Foundation makes cash grants from \$1,000 to \$25,000 for projects that focus on preK-12 education or other issues directly related to at-risk children and youth. *For additional information, visit <http://www.handspring.com/company/foundation/about.jhtml>.*

### Upward Bound Program & Upward Bound Math & Science Program (Federal Register: September 20, 2002 [CFDA#s 84.047A & 84.047M]) Deadline: 11/22/2002

The Upward Bound Program is designed to generate in students the skills & motivation necessary for success in education beyond secondary school. The Upward Bound Math & Science Program is designed to prepare high school students for postsecondary education programs that lead to careers in the fields of math & science.

Eligible Applicants: Institutions of higher education, public & private agencies & organizations, including community & faith-based organizations, & in exceptional cases, secondary schools if there are no other applicants capable of providing an Upward Bound project in the proposed target area.

*For additional information, applicable regulations, and priorities, please visit <http://www.ed.gov/legislation/FedRegister/announcements/2002-3/092002d.html>.*

### Applications Invited for Rudy Bruner Award for Urban Excellence-Deadline: 12/06/2002

The Rudy Bruner Award for Urban Excellence (RBA) seeks to honor urban places in the United States that embody excellence, and to celebrate their contribution to the richness and diversity of the urban experience.

The Award for Urban Excellence is given to five winning projects in each biennial award cycle. One Gold Medal Winner receives \$50,000; four Silver Medal Winners are awarded \$10,000 each. The winning project may use prize money in any way that benefits the project.

Projects may include any type of place which makes a positive contribution to the urban environment. To be eligible, a project must be a real place, not just a plan or a program. Since site visits are integral to the award process, the project must have been in operation for a sufficient amount of time to demonstrate success. The project must be located in the contiguous 48 states.

Urban environment is broadly defined to include cities, towns, or villages; a neighborhood within a city; an urban county; or an officially recognized region made up of two or more cities. Applications may be initiated by any person who has been involved in the planning, development, or operation of a project. (Note: Projects from the City of Boston, Massachusetts, and those receiving funds from the City of Chicago are not eligible for this round of the awards program.)

*For further information and complete program guidelines, visit <http://www.brunerfoundation.org/prba2003.html>.*

### Basic Nurse Education and Practice Grants (BNEP) Deadline: 12/16/2002

Grants are awarded to enhance the educational mix and utilization of the basic nursing workforce by strengthening programs that provide basic nurse education, such as through (1) establishing or expanding nursing practice arrangements in non-institutional settings to demonstrate methods to improve access to primary health care in medically underserved communities; (2) providing care for underserved populations and other high-risk groups such as the elderly, individuals with HIV/AIDS, substance abusers, the homeless, and victims of domestic violence; (3) providing managed care, quality improvement, and other skills needed to practice in existing and emerging organized health care systems; (4) developing cultural competencies among nurses; (5) expanding enrollment in baccalaureate nursing programs; (6) promoting career mobility for nursing personnel in a variety of training settings and cross-training or specialty training among diverse population groups; or (7) providing education for informatics, including distance learning methodologies.

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As provided in section 805 of the Public Health Service Act, as amended, preference will be given to applicants with projects that will substantially benefit rural or underserved populations, or help meet public health nursing needs in state or local health departments.

*Funder's Fund ID:* HRSA 03-005.

*Application Process:* Call (877) 477-2123 to obtain an application kit. Be sure to provide the information specialist with the Program Announcement Number, Program Announcement Code, and the title of the grant program.

*Application Contact Name:* Madeline Turkeltaub; *E-mail:* [mturkeltaub@hrsa.gov](mailto:mturkeltaub@hrsa.gov) or *Phone:* (301) 443-6193

Eligible applicants for purpose (1) are schools of nursing. Eligible applicants for purpose (5) are collegiate schools of nursing. Eligible applicants for purposes (2), (3), (4), (6), and (7) are schools of nursing, nursing centers, academic health centers, state or local governments, and other appropriate public or private nonprofit entities, including faith-based organizations and community-based organizations.

#### **The Collaborative HIV-Prevention Research in Minority Communities Program. Deadline: 01/15/2003**

Description of Project: The Collaborative HIV Prevention Research in Minority Communities is designed to assist Scientists/Researchers improve their programs of research and obtain additional funding for their work.

*Purpose of project:* To increase the numbers of ethnic minority group members among principal investigators at NIH, CDC, and other equivalent agencies. Investigators from the UCSF Center for AIDS Prevention Studies collaborate with scientists to develop an ethnic minority-focused HIV prevention research project.

*Program Overview:* Participants will: (a) receive mentoring and \$25,000 to conduct their preliminary research; (b) spend six weeks in San Francisco for three consecutive summers; (c) receive a monthly stipend for living expenses and round-trip airfare to San Francisco each summer.

*Offered by:* The UCSF Center for AIDS Prevention Studies  
Sponsoring agency: National Institutes of Mental Health (NIMH).

*Who should apply:* Scientists/Researchers in tenure track positions and investigators in research institutes who have not yet obtained RO1 funding from the NIH or an equivalent agency.

*Contact:* Barbara Marin, Program Director, UCSF - Center for AIDS Prevention Studies, 74 New Montgomery, Suite 600, San Francisco, CA 94105. Email: [bmarin@psg.ucsf.edu](mailto:bmarin@psg.ucsf.edu); Phone: (415) 597-9162; Fax: (415) 597-9213; or visit: <http://www.caps.ucsf.edu/capsweb/projects/minorityindex.html>.

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This unique program will be working with vibrant "community collaboratives:" groups of neighborhood residents, students, professionals, business owners, voluntary associations and government agencies, all located in disadvantaged neighborhoods. Each pediatric resident in this program will be paired with a community throughout their residency training, as well as receiving additional training in areas including child advocacy and community development.

The Indiana School of Medicine Pediatric Residency program is one of the largest in the country, and trains nearly all of the pediatricians practicing in the state of Indiana. The population served is both rural and diverse, including a significant migrant population which moves from the Texas/Mexico border to Indiana. The Dyson Initiative will enable collaboration with community based organizations representing two main groups: children with special health care needs and the Hispanic population. The University has a history of community focused care of children and families; for example, after having the highest African-American infant mortality rate in the country, the Department of Pediatrics provided medical leadership for an initiative which developed full service neighborhood health centers and networks. It is these important efforts and others that The Dyson Initiative will help to create and expand.

The University of Florida Health Science Center/Jacksonville program will focus on marginalized, primarily urban children. This program is truly ground breaking in its integration of an academic medical center with a department of public health. The program will be working day-to-day with the local public health department to implement a Residency Program in Pediatrics and Community Health, that will provide young pediatricians with a perspective on the complexity of issues facing children and their families and the interdisciplinary and cultural skills necessary to improve the health of children and families. Each first year resident in this program will choose a "village" of children (from a certain underserved neighborhood, for example, or young children with asthma) and will be responsible for improving their health status through hands-on projects and advocacy.

*For more information on The Anne E. Dyson Community Pediatrics Training Initiative, please visit [www.dysoninitiative.org](http://www.dysoninitiative.org) or call (617) 355-2812.*

## PUBLICATIONS

**The American Association of Teachers of Spanish and Portuguese (AATSP)-Call for Contributions to the Volume Partnerships involving Spanish, Portuguese and Health Professions are Welcomed! **Deadline: 12/15/2002.****

JUNTOS - Community Partnerships in Spanish and Portuguese  
*Editor:* Josef Hellebrandt (Santa Clara University)  
*Associate Editors:* Jonathan Arries (William and Mary, VA)  
 Lucía Varona (Santa Clara University)

The publication provides teachers, community members and support personnel with the perspectives, tools and resources necessary for building successful learning collaborations in Spanish and Portuguese.

### Contributions:

- theoretical essays that illuminate promising perspectives in secondary and higher education from the perspective of AATSP (service-learning, civic engagement, ethics, scholarship of engagement, learning communities, etc., and the importance of such concepts & perspectives within the context of the National Standards and research)
- descriptive/pedagogical essays about prominent service-learning programs and best practices at high schools, colleges, and universities in the US as well as Spanish- and Portuguese-speaking countries abroad, highlighting the roles of community members, teachers, students, and agency staff in learning partnerships
- essays that describe practical tools for all stages of successful community partnerships: planning and course design, project implementation and addressing challenges, assessment and reflection
- bibliographical annotations on items in the literature and resources of relevance to those interested in service-learning.

*Language:* English, Spanish, and Portuguese

*Length & Format:* 15 - 25 double-spaced pages, including syllabi in the case of pedagogical essays. Articles must conform to MLA format.

*Submissions:* Authors should send manuscripts as an e-mail attachment to all three editors: (jhellebrandt@scu.edu; lvarona@scu.edu; jarries@wm.edu). In addition, authors should send a copy of the manuscript on paper and disk (MS Word preferred) to: Josef Hellebrandt, Department of Modern Languages, Santa Clara University, Santa Clara, CA 95053.

## CALL FOR ABSTRACTS

**Call for Abstracts for NDMS, March 9-12, 2003**

**Deadline: 10/18/2002.**

The UCLA Center for Public Health and Disasters (CPHD) invites abstracts for consideration for presentation at the Annual Meeting of the National Disaster Medical System (NDMS) Disaster Research Track, to be held March 9-12, 2003 in Reno, Nevada. Abstracts submitted to CPHD should be related to disasters and disaster research as outlined below.

Abstracts will be peer-reviewed. Research abstracts typically include purpose, methods, results, and conclusions from a research study. Evaluation studies may also be submitted. The abstract should be no longer than 500 words with a 12-point font. Disaster research subjects include, but are not limited to:

- Mental Health Effects of Disasters:** There has been much recent and exciting work on the mental health effects of the events of September 11 as well as other recent disasters. The mental health effects on responders and victims could be reviewed in the context of natural disasters, un-intentional and intentional disasters.
- Research on First Responders:** This topic could explore the current research on first responders including fire-fighters, search and rescue teams (including dogs), law enforcement, and emergent and convergent volunteers.
- Health Impacts of Disasters:** This topic could explore the current research on the health effects of disasters including the direct

and indirect impacts of natural and human-induced disasters.

- Public Health System as an Emergency Responder:** This topic could explore current research on the public health system as a component of the emergency response system. Example topics may include surveillance systems, public health competency, and assessments of bioterrorism preparedness on the state and local level.
- Medical Systems in Disasters:** This topic could review the capacity of the medical system for disaster response including knowledge, attitude and practice of health care providers, hospital capacity, and collaboration with other partners in the health system.

Applications must be submitted online at [http://www.ph.ucla.edu/cphdr/survey/abstracts\\_survey.htm](http://www.ph.ucla.edu/cphdr/survey/abstracts_survey.htm). For additional information, please contact Deborah Riopelle, UCLA CPHD at (310) 794-0864 or [riopelle@ucla.edu](mailto:riopelle@ucla.edu).

Meredith Minkler from (U.C. Berkeley) and Nina Wallerstein (University of New Mexico) are just coming out with a book called **Community-Based Participatory Research for Health**. It will be out by November APHA they hope, with Jossey-Bass. The book includes contributions by University faculty and their community partners, of theory-driven case studies and chapters and appendices addressing ethical and methodological issues, participatory evaluation, and influencing the policy process through CBPR. A description of the book appears at <http://www.josseybass.com/cda/product/0,,0787964573,00.html>. Interested readers can order copies through their local book store, on-line booksellers, or by calling 800/956-7739.



\*\*\*CCPH executive director Sarena Seifer wrote a piece on "assessing, documenting and rewarding faculty CBPR scholarship" that appears in the book.