

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

POSTER SESSIONS

BUILDING PARTNERSHIPS IN YEAR 1: STRATEGIES TO SUCCESS

Beth Domholdt, Sue Merryfield, Center for Aging & Community, University of Indianapolis; Randy Hornstein, The Altenheim Community

Community partnerships take time to develop and evolve. The strategies utilized in the initial phase of a relationship will impact how the partnership will evolve in the future. The University of Indianapolis is quite successful in developing community partnerships. This poster will provide an overview of strategies utilized in the initial phases of a partnership and relate how the strategies impacted the longevity of the partnership. The partnership highlighted will be between the University of Indianapolis Center for Aging and Community (a multi-disciplinary project) and the Altenheim Community (a comprehensive retirement community).

CHILD POLICY RESEARCH CENTER (CPRC): VALUE ADDED FROM A COMMUNITY ADVISORY BOARD

Barbara Rose, Child Policy Research Center, Children's Hospital Medical Center, Cincinnati

The CPRC was created in early 1999 by a grant from the Health Foundation of Greater Cincinnati. The CPRC mission is to foster evidence-based child policy by providing information to community leaders and policy makers interested in the well-being of children. The CPRC is a focal point for collaborations among those doing child policy relevant research. The service area is a 29 county region in southern Ohio, Northern Kentucky and eastern Indiana. The poster will show how community agency heads and policy makers become linked to the health service research community. Results of the child well-being parent telephone survey are presented using data, maps, confidence intervals and margin of error will be posted. An annual report will be (primary and secondary) on child well-being in the region will provide an opportunity for audience to move from anecdote to evidence.

COMMUNITY-CAMPUS PARTNERSHIPS, PHARMACY CARE & TECHNOLOGY: VEHICLES FOR INNOVATION

Gregory Ewing, Boston Clinical Pharmacy Practice Network, Northeastern University; Elmer Freeman, Center for Community Health Education Research & Service, Boston, Massachusetts

This program demonstrates how a community-campus partnership, involving the Center for Community Health Education Research & Service (CCHERS), Northeastern University School of Pharmacy, and four urban and ethnically diverse community health centers within the CCHERS network, leverage various skills, assets and opportunities to generate positive outcomes for all stakeholders. Presently, Medicare does not cover prescription drugs and given the legislature's current concerns regarding national security, policy analysts must devise innovative and alternative mechanisms to reduce prescription drug expenses and promote better health outcomes for the uninsured and underinsured. Under this demonstration project, clinical pharmacists, faculty at Northeastern University, provide pharmacy care to health center patients, giving individual patient consultations, thereby creating greater drug adherence, reducing adverse drug effects, improved health status and reduced pharmaceutical expense.

Using Personal Data Assistants (PDAs), such as PalmPilots, and customized software, clinical pharmacists track changes in patient health status. Later, researchers will assemble this data, quantifying improved health status, reduced pharmaceutical expense, and average savings per clinical pharmacist consultation. Lastly, the program develops business plans for in-house retail pharmacies and contractual relationships with independent retail pharmacies, creating a mechanism for health centers to utilize the 340B Drug Pricing Program, a federal pharmaceutical discount program.

THE COMMUNITY HEALTH FORUM – A CURRICULAR MODEL TO PROMOTE COMMUNITY SCHOLARSHIP AND PARTNERSHIP

Thuy Bui, Mary Herbert, Suzanne Denti, Casey Jossa, Joyce Holl, Program for Health Care to Underserved Populations, Division of General Internal Medicine, University of Pittsburgh School of Medicine and the Pittsburgh Health Corps

The Community Health Forum at the University of Pittsburgh School of Medicine is designed to promote a public health agenda, to build civic responsibility, to encourage mentoring relationships, and to provide students with the skills and knowledge necessary to become socially engaged health professionals. Medical, pharmacy, and dental students attended the Community Health Forum on a regular basis both on a voluntary basis and as a requirement. The paucity of public health and nursing students reflected their respective faculty's involvement in the Forum. Students are interested in a variety of community health topics ranging from clinical diseases to social policy, advocacy skills, community assessment, fundraising, health economics, and health disparities. The Community Health Forum has the potential to nurture students' interest in service-learning and community health and to bring together community and faculty leaders in mentoring and partnership roles.

COMMUNITY SERVICE LEARNING AMONG THE NEXT GENERATION OF HEALTH PROVIDERS

Betty M. Hong, Operation Access; Sivappiriyui Veluppillai, Oral Medicine Department, UC San Francisco

The Ambulatory Surgery Access Coalition (dba Operation Access) is a private, non-profit organization that has developed a collaborative infrastructure permitting surgeons, anesthesiologists, nurses and hospitals to deliver surgical care at no cost to uninsured communities in the San Francisco and Bay Area. The organization's conceptual framework began based on the belief that health professionals and institutions, given a working structure, would wish to donate a portion of their practice to uncompensated care of individuals who lack insurance and adequate financial resources.

Operation Access (OA) will work with dental, medical, and public health schools, and community clinics to develop a volunteer-based dental, medical and public health fellowship that is responsive to the needs of the uninsured populations in San Francisco Bay Area. Operation Access staff, community leaders, and UCSF academic faculty will serve as mentors to dental, medical or public health students during a ten week period either in the summer between their first and second years of dental, medical or public health schools. Fellows will be placed in a community-based organization (CBO) that refers directly to Operation Access. Placement will depend on the student's interest, skill set, and agreements from all three collaborating organizations including the academic institution, community-based organization, and Operation Access. Mentors from the academic institution, CBO, and Operation Access will provide oversight and evaluation of the project.

DOORS OF ENTRY FOR CAMPUS COMMUNITY PARTNERSHIP DEVELOPMENT AND STUDENT SERVICE LEARNING

Merle E. Mast, Nursing Program, James Madison University (JMU); Emily Akerson, Nursing Research and Outreach Center, JMU; David Cockley, Health Administration Program, JMU; Vida Huber, Center for Innovation in Health and Human Services, JMU; Karen Rose, Alzheimer's Association

Partnership programs develop when specific needs and opportunities merge to create a "door" for entry. These diverse points of entry are the time when critical elements must be put into place that can be catalysts for success. Our partnership poster will unfold through 3 cases that illustrate doors to partnering and principles for success: 1) "The Health Place," a consortium of partners in rural Page County, VA; 2) "Caregivers Community Network," a home based respite program for caregivers of persons with Alzheimer's Disease; and 3) A summer interdisciplinary rural health course in rural Bath County. The poster will include strategies for interdisciplinary student service learning.

THE FAMILY DEVELOPMENT PROJECT: UNIVERSITY OF MICHIGAN – DETROIT HEAD START PARTNERSHIP

Laura P. Kohn, Michael S. Spencer, Stacey Teller, Shara Cooke, University of Michigan

This poster highlights the shifting goals and outcomes of the Family Development Project, a campus-community partnership between the University of Michigan and the Detroit Head Start program. The initial goal of the project, to provide screening and improve mental health services for children, has remained constant. The methods for achieving this goal has changed as our relationship with Head Start has developed. Several components of the project have been initiated based on the needs of the agency and community. These include the development of an academic service-learning, and quantitative and qualitative research projects to explore prevalence and parent perceptions of children's mental health. Finally, we are providing technical assistance to Head Start for data base management, parent practice strategies, in-service training for staff, and media-based materials.

THE HEALTH OPPORTUNITIES WITH PHYSICAL EXERCISE (HOPE) TRIAL: CHALLENGES IN RECRUITING SEDENTARY OVERWEIGHT PARTICIPANTS FROM THREE URBAN UNDERSERVED COMMUNITY CLINICS

Mace Coday, Elizabeth Harts, Lynn McKee, Amanda Werth Department of Preventive Medicine, University of Tennessee; Lisa Vasser, Hope and Healing, A Ministry of The Church Health Center, Inc.

Urban dwelling African Americans suffer disproportionately higher rates, compared to European Americans, of all forms of cardiovascular disease. It is likely that a portion of this wide disparity in cardiovascular health results from inadequate physical activity. This poster describes an innovative research partnership to address sedentary behavior (The HOPE Trial). HOPE is being conducted by The University of Tennessee Health Science Center (UTHSC) with participatory collaboration of three clinics serving disadvantaged populations (one Church-based community health clinic serving those without insurance and two Teaching-based health clinics serving low SES state-insured participants). Through this campus-community partnership, innovative and state-of-the-art recruitment approaches were implemented and physical activity interventions are being introduced in a predominately sedentary community.

HEALTH PROFESSIONS SERVICE-LEARNING PROGRAM EVALUATED: A QUALITATIVE APPROACH

Rhondda Waddell, Richard A. Davidson, University of Florida, College of Medicine

This phenomenological exploratory analysis of first year medical, nursing, and pharmacy students was implemented in order to better understand attitudes of interdisciplinary students' health work over a two semester time period. Participants included nine representatives from the three health profession colleges (n=27), both randomly and purposively selected assigned to 9 community volunteer families. The qualitative research plan entailed journal assignments, using a variable-oriented framework approach of analysis that demonstrated differences in student emotions about service learning, lessons learned from the families, and student interest in geriatric/family health care. The final results included the total program expansion to include all three colleges students (402), and faculty from each (75) to provide service-learning with 140 community family volunteers.

HIGH SCHOOL HEALTH EDUCATION: A SERVICE-LEARNING PROGRAM TO PROMOTE TEACHING SKILLS AND CIVIC PARTICIPATION FOR FIRST-YEAR MEDICAL STUDENTS

Michael H. Fukuda, The Queen's Medical Center, Queen Emma Clinics; Richard I. Frankel, University of Hawaii John A. Burns School of Medicine, Department of Medicine; Gwen Naguwa, University of Hawaii John A. Burns School of Medicine, Office of Medical Education

The goal of this program was to improve adolescent health through a partnership of the University of Hawaii, State of Hawaii Department of Education, and The Queen's Medical Center. Service-learning was used to improve adolescent health through classroom presentations by first-year medical students. The High School Health Education service-learning program integrated curriculum and mission of three institutions to improve adolescent knowledge on primary prevention while fostering social responsibility to first-year medical students.

HOW SERVICE-LEARNING BENEFITS PHYSICAL THERAPY STUDENTS' PROFESSIONAL DEVELOPMENT: A GROUNDED THEORY STUDY

Pamela Reynolds, Physical Therapy, Gannon University

The purpose of this study was to discover the educational outcomes and benefits that student physical therapists realize through participation in the College's *Service Experience Project* course. The primary objective of this course is for the student to begin to internalize their role as a service oriented citizen in the context of assisting the mission of a community organization or agency that provides services to an underserved, disadvantaged, or cross-cultural population. Service-learning is the experiential instructional format utilized to meet these objectives. It is not a traditional form of experiential learning typically found in physical therapy educational programs. Since potential efficacy of this pedagogical tool is unknown as well as the actual educational outcomes, the study suggested the classical qualitative research question, "What's going on here?" The study also seeks to ascertain to what extent these outcomes satisfy any of the objectives of *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*. The summary diagram illustrates that traditional clinical education and service learning experiential pedagogies can complement each other in meeting expectations of physical therapy educational objectives and clinical competencies required by accreditation criteria.

IMPLEMENTATION OF SERVICE-LEARNING IN A PHARMACY CURRICULUM

Vicky Turberville-Vega, Mercer University Southern School of Pharmacy

In the fall of 2001, Mercer University incorporated service-learning (SL) into Patient Care Experiences (PCEs). The SL is offered during a student's first and second professional year of pharmacy school. First year SL activities focus on establishing relationships and providing basic pharmaceutical care (PC) to individuals in the community. Second year SL increases the students' understanding of patient care and PC. The goal of the program is to promote the professional development of pharmacy students by providing real opportunities in which personal skills and PC skills can be utilized. The objectives of the SL program falls into the categories of: Communication Abilities; Professional Ethics and Identity; Social, Citizenship and Leadership; and Self-learning Abilities. During the first two professional years, each student is required to complete 32 hours (16 hours each semester) of SL accomplished at pre-approved sites. Time logs and journals are maintained and a reflection session is held. A pre and post survey to measure attitudes and self-perceptions is administered.

INREACH: A COMMUNITY-INITIATED AND RESEARCH BASED CHILD INJURY PREVENTION PROGRAM

Gayane Stepanian, Judy Schaechter, Maria Elena Villar, University of Miami, Jackson Memorial Hospital, The Partnership for the Study and Prevention of Violence

In Miami-Dade County, violence is the single most common cause of pediatric injury followed by motor vehicle and pedestrian accidents and falls. The public health approach emphasizes preventing injuries before they occur. This requires understanding the circumstances at the local level by determining the magnitude of the problem, identification of risk factors and determination of which factors are modifiable. It also entails the development, piloting and evaluation of interventions, based on previously obtained information. InReach takes the public health approach a level further by working with the community at each step, from the very inception, thus assuring community "buy-in," and avoiding duplication and negative competition. In its five-month piloting phase, InReach funded and completed 14 community-initiated projects supporting safe activities and safe environments in Liberty City for a total of 912 children age 0-17 years. InReach's approach resulted in making the residents doers and leaders themselves, and helped build trust and partnership between the university, hospital, organizations, and a community with high needs.

KEEP SOUTH CAROLINA CHILDREN OFF TOBACCO

Arnold E. Metz, Jr., Medical University of South Carolina

Using a partnership between Brentwood Middle School Health Education Director, John O. Thomas, and the Medical University of South Carolina (MUSC) PA Program, we set out to prevent tobacco use by middle school children, by increasing their knowledge of tobacco use and improving refusal skills through peer negotiation, assertiveness, and self-esteem. Pre and post intervention measurements were done including smoking behavior/propensity, risk-taking tendencies, susceptibility to peer influence to use tobacco, and tobacco knowledge. Findings showed that after intervention, children demonstrated greater knowledge of tobacco effects and consequences to health as well as an increase in general assertiveness from pre to post intervention testing. These data appear to justify a continuance of the intervention on a larger scale involving additional middle schools. An additional, less tangible, benefit was the community involvement of PA students that will help establish a mind-set of cooperation with local citizens in community health improvement efforts.

LIFESKILLS/WORK CONDITIONING PROGRAM FOR HOMELESS MEN: A MODEL FOR INTERDISCIPLINARY COLLABORATION IN SERVICE-LEARNING

Diane Corman-Levy, Journey Home; Stephanie Muth, Moss Rehab Hospital, Journey Home

The primary goal of the program is to assist individuals who are homeless to return to mainstream of productive life with an emphasis on preparation to return to meaningful work. To date, the program has been very successful. Fifty-six percent of clients that completed the program during the 2000 -2001 fiscal year have completed job training programs. By working with Journey Home on the Lifeskills/Work Conditioning Program, students gain valuable hands-on experience in health promotion and program implementation. In addition they gain an understanding of the importance of all stakeholders involved in community based initiatives.

MASTERPIECE LIVING: SUCCESSFUL AGING THROUGH SUCCESSFUL PARTNERSHIP

Kathryn A. Hammond, Kathryn Hyer, University of South Florida; Lothar Sache, Roger Landry, Westport Advisors, Ltd.

The University of South Florida (USF) is committed to aging research through interdisciplinary research, education and service programs. USF extends this commitment through active partnership in surrounding communities, where the mean age is over 55 years. These goals facilitate a natural partnership between USF and Westport Advisors, Ltd, a corporation that owns and manages continuing care retirement communities (CCRCs) nationwide. Both USF and Westport share a common goal: to understand aging and the value of research-based practice. Westport's new lifestyle program called Masterpiece Living strives put the research-based principles of *Successful Aging* (Rowe & Kahn, 1998) into practice. Successful Aging questions the commonly held belief that aging is genetically determined and gives responsibility for health back to older adults. Strategies for successful aging include avoiding disease and disability, staying engaged with life, and maintaining physical and intellectual function.

We will report the structure of the partnership, including regular communications, roles, goals, cost/benefits, and resources of both partners. Implications of the data on refinement of the Masterpiece program and the greater partnership will also be reviewed. Recognizing the need for regular evaluation in the partnership facilitates research-based practice by ensuring continuous feedback to the marketing, operations, and academic components of the partnership.

MINNESOTA'S HEALTHCARE EDUCATION – INDUSTRY PARTNERSHIP

Kristin Juliar, Industry Partnership, Minnesota State Colleges and Universities; Laura Beeth, Fairview Health Services; Dan Olson, Hennepin County Medical Center; Dan Johnson, Health Partners; Anne Ganey, Region Nine Development Commission

The poster will address all the Principles of Partnership, focusing on principles 1-5 (Common mission; trust building on strengths and assets, but addressing improvement; clear and open communications. It will show effective electronic and person to person communication strategies to support open and participatory communications that support the partnership. Strategies will be demonstrated for building trust among organizations that are competitive and may be in conflict.

MINORITY HEALTH PROMOTION: A COMMUNITY-ACADEMIC PARTNERSHIP

Pamela Effenbein, The Center on Aging; Magali Abad, Miami OTAC/TAO

The overarching mission of Healthy People 2010 is to improve quality and years of life and eliminate health disparities. With this in mind, faculty and graduate Students from FIU's Departments of Dietetics and Nutrition, Occupational Therapy, Physical Therapy, School of Nursing, and School of Social Work, joined together to create interdisciplinary health promotion education teams. Educational programming was designed to reflect discipline-specific health objectives and the individual preferences and requirements at each of the sites. Health promotion programming resulted in positive lifestyle change and sense of well being for program residents. Students and faculty, provided the opportunity to work with older adults in community health promotion settings, demonstrated a significant change in population preference favoring older adults. The program's success was attributable to resident ownership of the programming, their willingness to learn, the student's dedication and hard work, faculty' guidance and support, and the strong relationships and bonds between the residents and students.

MOVING FROM A STUDENT-PLACEMENT TO A FACULTY PARTNERSHIP SERVICE-LEARNING MODEL

Bobbie Saffett, Center for Academic Success, Louisiana State University

Deciding upon a project model for integrating service-learning into academic courses may be overlooked as an avenue for building sustainable partnerships that best meet learning and service goals of university and community partners. Encouraging closer, more direct ties between faculty and agencies may be a good move for programs primarily built upon a student placement model where a student selects from a list of approved agencies complies by an instructional partner/coordinator. LSU has just moved to the faculty partner model.

PARTNERSHIP FOR SAFE PLAYGROUNDS

Charles Goehl, Mick Savage, Heather Hall, Elmhurst College; Mary Schuenemann, Glen Hill Elementary School

"Partnership for safe playgrounds" is a collaborative project between the faculty and students in the Department of Kinesiology at Elmhurst College, Illinois, and the students, staff and faculty at Glen Hill Elementary School in Bloomingdale, Illinois. The faculty and students from Elmhurst College will provide training sessions for the English as a Second Language Teacher (ESL), and Physical Education teacher at Glen Hill Elementary School. These training sessions provide opportunities for the Elmhurst students to experience teaching in a "real world situation," and to apply learned pedagogical practices in an Elementary School setting. The program is designed to integrate team-building activities in twice weekly physical education classes. The intent of these activities is to reduce the frequency of bullying, harassment, and interpersonal conflicts that occurs among elementary age children who are from different cultures and who speak different primary languages. The team-building activities combine cognitive and psycho-motor activities designed to develop common communication modes, problem solving skills, and team-work.

After the project has been completed, participants will be asked to complete behavioral checklists, write narratives and discuss their perceptions of the project. Students from Elmhurst College will be asked to write reflective narratives for their course requirements. The students from Glen Hill Elementary will be asked to write reflective stories about learning about other students and their experiences in the team-building activities. We believe that this type of project

is an outstanding example of partnerships in service-learning, and this model of curricular integration of service-learning and interdisciplinary cooperation provides opportunities for collaboration between Elmhurst College students and teachers and students at Glenn Hill Elementary.

PEACE CORPS TO PEACEWORKER: THE SHRIVER PEACEWORKER PROGRAM AS A MODEL FOR EFFECTIVE CAMPUS COMMUNITY PARTNERSHIPS

Hanan Kallash, University of Maryland Emergency Health Services Department; Jennifer Arndt, CLEARCorps/USA

The poster will introduce the Peaceworker Program as a graduate service learning program and CLEARCorps/USA as a service delivery program at the Shriver Center and University of Maryland System. It will facilitate the understanding of the Peaceworker Program and CLEARCorps/USA as a campus-community partnership for health and why the partnership works. It will show Peaceworker and CLEARCorps/USA as a potential model and resource for interdisciplinary collaboration and service learning model.

PEDAGOGY OF RECIPROCITY: A CASE STUDY

Juan Carlos Belliard, Paul Fredette, Renay Fredette, Loma Linda University

The poster will be divided into two themes addressing reciprocity: a) the university in the community; and b) the community in the university. Loma Linda medical students will show the *Healthy Neighborhoods Celebration*, a student initiated annual event consisting of a 5k run/walk & 10k river run and health fair in an underserved community in the city of San Bernardino. This event brings together athletes, challenged athletes, community members, university administrators, city officials, local school staff and students, to promote health and build community. The second theme of this poster focuses on the use of local community knowledge in medical education. This poster is an example of activities that can form part of an institution's reciprocal relationship with communities. It also demonstrates ways in which communities can build capacity to participate in university partnerships, providing tangible and sustainable models that can lead the audience to action.

PROJECT IMPACT: INTER-UNIVERSITY AND MULTI-DISCIPLINARY PROJECTS ADDRESSING COMMUNITY TOPICS

Pauline A. Vickery, Suwannee River Area Health Education Center (AHEC)

Project IMPACT is an initiative of the Florida Area Health Education Centers Statewide Network. The goal of Project IMPACT is to improve access to primary health care through community-based service learning projects with teams of students representing different health disciplines. The project is an 8-10 week summer internship program designed for health profession students. During the project, students work in interdisciplinary teams to develop and implement innovative prevention and intervention strategies that address the needs of underserved communities. Students participating come from academic institutions across the state of Florida and are required to participate in a two-day orientation. The project has just completed its second year with six AHEC centers participating.

The poster will describe the advantages and disadvantages of a multi-center statewide interdisciplinary community approach, creating a multi-center statewide student orientation, and the collecting statewide data. The poster will also illustrate how Project IMPACT advances the Florida Department of Health and AHECs mission by providing health care and educational services to Florida's underserved populations; building the

extension of community resources through linkages with academic health care centers and with other community organizations; providing service-learning opportunities for health profession students from different disciplines working together; and focusing on topics and issues of priority importance to the state of Florida.

THE PUBLIC HEALTH POSSIBILITIES (PHP) PRE-COLLEGE PILOT PIPELINE PROGRAMS: BEST PRACTICES OF A UNIVERSITY/AHEC/COMMUNITY PARTNERSHIP TO INTRODUCE DIVERSE GROUPS OF HIGH ACHIEVING HIGH SCHOOL STUDENTS TO PUBLIC HEALTH

Ellen Backman Kent, Elizabeth Gulitz, University of South Florida College of Public Health; Sharon Haber, Gulfcoast North Area Health Education Center

The primary goal of the PHP programs is to capitalize upon the many resources and strengths of the USF College of Public Health, the USF Area Health Education Center, and many other university and other community groups, in introducing high school students in West-Central Florida to the diverse academic disciplines and career possibilities in public health. Through this comprehensive partnering approach, the PHP students come to appreciate, and learn more about, the importance and benefits of community, university, and school groups working together to improve the health of the community. The high school students observe how public health professionals and advocates collaborate with so many diverse partners in the community (such as educators, legislators, attorneys, social scientists, parents, citizen groups, government agencies, social scientists, emergency health personnel, clinical health professionals, etc.) to: assess the health status of the entire community; make policy changes to develop systems for improving the health of the public; and to assure increased access to health services in traditionally disadvantaged communities. Moreover, the high school students who come from disadvantaged and minority backgrounds see how public health is such a diverse profession, which spans so many specific disciplines, and which is a promising multifaceted field that they may enjoy learning about and possibly pursuing in the future. All of the CPH Principles of Partnership will be addressed in this poster session.

PUT SPARHKS IN YOUR COMMUNITY

Diane Lowry, Angela B. Lanier, Seniors Participating in Activities Relating to Health at Kennesaw State (SPARHKS), Kennesaw State University; Charles Ash, Physical Education and Sport Science Department, Kennesaw State University

Seniors Participating in Activities Relating to Health at Kennesaw State (SPARHKS) is a one-semester intergenerational health promotion and physical activity program that couples Kennesaw State University students with local community seniors. The goal of the SPARHKS program is to bridge the intergenerational gap that has developed during the last century in American culture. The objectives of the SPARHKS program are to 1) foster service-learning for students and 2) improve the health, well-being, and health education of community seniors through a university/community partnership. Students are exposed to an educational component and are trained to improve safety for seniors, improve sensitivity to the senior population, increase knowledge and awareness of major physiological and health issues, and gain hands-on experience of leading and encouraging seniors in health and wellness activities. In addition, SPARHKS provides an opportunity for the seniors to be involved in a wide variety of health, fitness, and recreational activities tailored to meet their individual needs.

The SPARHKS program has been successful for both students and community seniors through the development of lasting friendships, changed perceptions, and enhanced well-being. Several of the return “oldest old” participants (≥ 85 years of age) have maintained their mobility and cognitive ability possibly by the impact of the SPARHKS program. Many of the past participants are now participating in formal exercise programs due to the enhanced awareness of physical activity, health and improved self-efficacy that this program has provided. Additionally, many students, after completing the course/program have shared their increased awareness and sensitivity for senior citizens and plan to pursue a career in gerontology. The impact of bringing the university and the community together is certainly fulfilling our University’s current theme of moving “from success to significance”. It is no wonder that many participants return semester after semester.

SCHOOL NURSING: DEVELOPING PARTNERSHIPS FOR PRACTICE AND EDUCATION

Gwendolyn F. Foss, University of North Carolina at Charlotte (UNCC); Maria Bonaiuto, Mecklenburg County Health Department (HD)

North Carolina recently developed initiatives to expand health care services to school children and their families. To carry out this mandate, partnerships among nursing educators, school nurses, and local school administrators developed resulting in an on-going service-learning and education programs. The focus is on three principles: “Roles, norms, and processes for the partnership are established with the input and agreement of all partners”, “There is feedback to, among, and from all partners, with the goal of continuously improving the partnership and its outcomes” and “Partnerships take time to develop and evolve over time.” Communication among all partners occurs frequently and informally but a process is in place to consult partners regularly about undergraduate student involvement in all school settings. Approximately 25-30 teen moms are paired with a senior nursing student each year and receive expanded nursing case management and health promotion services. Outcome data is compiled and shared with agency partners. Staff, teen moms, nursing students, and school nurses indicate their satisfaction with the partnership. During the first two years, there has been a stable representative from each of the three agencies. Implementing changes became easier as trust and understanding among representatives increased. Expansion into new realms occurred only after initial program initiatives stabilized. Partnerships at the regional and state level evolved from original local partnerships. Complementary roles of service and education have become clearer and contributions of both have become increasingly valued.

SISTERS TOGETHER: AFRICAN AMERICAN WOMEN’S WELLNESS PROGRAM

Valda Boyd Ford, University of Nebraska Medical Center; Mary Hill, Sisters Together

African American women have health outcomes that are much worse than their white counterparts. Many reasons have been suggested for the disparities, but regardless of the reasons, personal behavioral change has been suggested as one significant possible means of balancing the equation. Sisters Together, a culturally specific multi-faceted approach to increasing health and wellness for African American Women, is a very successful program. This program began with one determined woman, who like many African American women over 40, was significantly overweight and plagued by health problems that threatened her with early disability. By collaborating with universities, faith-based organizations, hospitals, state health and human service agencies and community-based organizations like the American Cancer Society, American Diabetes Association (and sixty other partners), Sisters Together brings community-campus resources together for the goal of all. Now in its third year, the program provides exercise, nutrition and

empowerment classes to vulnerable women who might not otherwise believe in their abilities to effect positive change.

STRATEGIES FOR BUILDING POLICY AND ADVOCACY: A UNIQUE COMMUNITY-UNIVERSITY PARTNERSHIP IN PHYSICAL ACTIVITY PROMOTION

Karen Chad, University of Saskatchewan

Physical inactivity is a leading cause of preventable death and is one of the top public health concerns. The magnitude of the problem of physical inactivity, and the limitations of the public health system, make strategic alliances a matter of practical necessity. In Motion, an active living health promotion strategy, is a working example of an innovative community-university partnership. This initiative is attempting to enhance the health and quality of life of residents in a mid-sized, Canadian city (200,000), through the promotion of regular physical activity as a part of daily life. A key factor for achieving this vision was to unite the strengths of public, private and industry efforts into a collaborative alliance toward the common goal of increased physical activity levels and, in the process, build community capacity. Achieving the vision required skills that would: 1) build and maintain partnerships; 2) increase community awareness 3) identify, target, and develop population-specific community initiatives and 4) measure the success of increasing physical activity levels and building community capacity. This poster will use the In Motion initiative as a working example of an innovative community-university partnership, addressing strategies for communications, program development, resource mobilization, leadership development, financial support, and evaluation/research through a community-university alliance.

A TRANSFORMATIONAL APPROACH TO MULTI-PROFESSIONAL COMMUNITY WORK AND LEARNING

Jyothi Gupta, Roberta Hunt, Jean Omodt, College of St. Catherine; Dan Goodermont, People Serving People

Our poster fits very well with the conference theme as through this partnership our students have opportunities to interact and build relationships with disadvantaged families at the shelter; to gain an understanding of the culture of poverty and its impact on health and well being, and promote health through empowerment of residents. We hope that this transformational experience will promote greater civic responsibility and motivate them to work for social justice. The faculty has reaped enormous benefits with this truly unique partnership across disciplines. We will share the process we have used to develop this successful and satisfying collaboration.

THE UNIVERSITY OF MIAMI/JACKSON MEMORIAL HOSPITAL'S THE PARTNERSHIP FOR THE STUDY AND PREVENTION OF VIOLENCE

Maria Elena Villar, Gayane Stepanian, Judy Schaechter, University of Miami, Jackson Memorial Hospital, The Partnership for the Study and Prevention of Violence

The Partnership for the Study and Prevention of Violence ("The Partnership") was born from the collaborative effort of NOT ONE MORE, a community coalition of over 45 community stakeholders to prevent youth violence. The coalition realized that a centralizing organization was necessary to propel us further, to help us to work together, *to make the sum of the parts greater than the whole*. The Coalition put its plan into action. The Partnership was developed with the funding and initiative of Coalition partners including Jackson Memorial Hospital, the University of Miami, Miami Dade County Youth Crime Task Force and the Miami-Dade Police Department's Law Enforcement Trust Fund. Due to the commitment of these collaborators, the Partnership opened for project work in October 2000. Since then, The Partnership has embarked on numerous community-campus initiatives to understand and prevent violence through strengthening

the Coalition, increasing community capacity and evaluating violence prevention and intervention programs.

The successes of the Partnership's collaborations encompass the following: To better understand violent injuries and preventable factors we created a Violent Injury Surveillance System in collaboration efforts of local law enforcement agencies, hospitals and the medical examiner's office. Law enforcement agencies partner with us to promote gun safety and safe gun storage through the collection of gun storage and locking practices, gun-lock giveaways/gun buy backs and the development of a gun safety video in English, Creole and Spanish. Through In-Reach, a community-initiated and research based program, we work with community organizations and residents to develop environmental and educational safety projects to prevent childhood injuries in high-risk communities. Through NOT ONE MORE, a local coalition with over 30 of Miami's most influential stakeholders, we helped our partners gain support to develop an anonymous student tip line, pass a local gunlock ordinance, and ensure all local law enforcement agencies agree to drugfire test all guns used in crimes. We host monthly Research Roundtables, where university faculty, health practitioners and community leaders share their expertise, research and resources in violence prevention. We provide technical and logistical assistance to organizations on research design, grant writing and program evaluation, and we facilitate meeting space and dissemination of information to our partners.

UTILIZING A COMMUNITY-UNIVERSITY PARTNERSHIP FOCUSED ON DEVELOPMENT OF A REGIONAL HEALTH AGENDA TO CHANGE THE COMMUNITY AND THE CAMPUS: "INLAND EMPIRE HEALTHCONNECT"

Richard M. Eberst, Community-University Partnerships, Health Science and Human Ecology Department, California State University, San Bernardino

This poster will provide new knowledge relevant to how stakeholders in one large region are utilizing a community partnership focused on a Regional Agenda for Health to leverage the resources of each partner to facilitate change in the community and the university so as to focus more on the quality of health of the residents.

WALSH UNIVERSITY PROJECT HANDS ON HEALTH: A COMMUNITY SERVICE LEARNING PROJECT

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Project Hands on Health is a community service-learning project integrating physical therapy services into existing medical services at a community health center. Walsh University's Division of Physical Therapy (PT), in collaboration with the Canton Community Clinic (CCC) initiated delivery of physical therapy services to the no-income, low income or low-middle income earner classified as either "poor" or "working poor" in the City of Canton, Ohio. During the first two months of the project, eleven patients received physical therapy services for a total of 16 visits. These services included consultation, examination, evaluation, and direct intervention for patients with musculoskeletal and neuromuscular problems, such as osteoarthritis, low back pain, and stroke. Patient satisfaction, obtained through verbal reports from the patients and from CCC staff, has been very positive thus far. Project Hands on Health brings PT services to an underserved population. It will give Walsh's PT students the opportunities to apply knowledge learned in the classroom in a supervised "real-life" setting, to develop an understanding of the health care needs of the underserved, and to develop a life-long commitment to service.