

**THE INTERNATIONAL CONFERENCE ON OVERCOMING HEALTH DISPARITIES:
GLOBAL EXPERIENCES OF PARTNERSHIPS BETWEEN COMMUNITIES, HEALTH
SERVICES AND HEALTH PROFESSIONAL SCHOOLS
October 6 – 10, 2004 in Atlanta, GA USA**

TIME	FRIDAY, October 8	LOCATION
07:30 – 17:00 hrs	Registration	Grand Registration Desk
07:30 – 08:30 hrs	Breakfast	Grand Hallway
08:30 – 09:00 hrs	Invited Address ~ An Introduction to the Health Care System of the USA	Grand Salon D & E
	Speaker: Lawrence Sanders, Morehouse School of Medicine, USA <i>See page 7 for description</i>	
	Introduced by: Dan Blumenthal, USA	
09:00 – 09:15 hrs	Community Site Visit Orientation (mandatory)	Grand Salon D & E
09:15 – 13:30 hrs	Community Site Visits ~ See pages 32 - 36 for descriptions	Off-site
13:30 – 14:30 hrs	Community Site Visit Lunch and Reflection Session	Grand Salon D & E
14:30 – 17:00 hrs	PEARL Sessions ~ Go to the registration desk to see topics and room assignments. See page 37 for more information	Grand Registration Desk
14:30 – 17:00 hrs	Affiliated Meetings ~ See pages 37 - 38 for more information	
	☐ Discussion about Creating a Science Shop Association of the Americas ~ All participants welcome	Georgia 10
	☐ Integrating Medicine and Public Health ~ All participants welcome	Georgia 9
	☐ Student Network Meeting (SNO) ~ All students welcome	Georgia 12
	☐ Women and Health Taskforce Meeting ~ All participants welcome!	Georgia 11
18:30 hrs	Conference Dinner & Dance ~ See page 39 for address and directions	The Freight Depot

INVITED ADDRESS
Friday, October 8
08:30 – 09:00 hrs

Invited Address ~ AN INTRODUCTION TO THE HEALTH CARE SYSTEM OF THE USA

Presenter: Lawrence Sanders, Morehouse School of Medicine, USA

Room: Grand Salon D & E

COMMUNITY SITE VISITS

Friday, October 8
09:00 – 14:30 hrs

Community site visits provide an opportunity for conference participants to learn in-depth from community-campus and other partnerships in Atlanta, GA by spending approximately 3 hours touring and talking with the partnership's major stakeholders. Transportation between the site and the hotel is provided by Conference Organizers. Participants can sign up for the site visits at the Conference Registration Desk – space is limited, and available on a first-come, first-serve basis no later than Thursday, October 7 at 17:00 hrs.

Conference participants who are registered for a site visit must gather in the **Grand Salon D & E** on Friday at 09:00 hrs for a brief orientation before boarding buses bound for the community sites. **You will leave directly for the site after the orientation – YOU WILL NOT HAVE TIME TO GO BACK TO YOUR ROOM.** Participants will return to the conference site no later than 13:30 hrs for lunch and a reflective activity about their experiences and observations. **Please note: Community hosts have made a great investment in ensuring a thoughtful visit. Cancellations are highly discouraged.**

Clarkston Community Center, Inc.

www.clarkstoncommunitycenter.org

The Clarkston area is the most ethnically diverse part of metro Atlanta, with 50 nationalities enrolled in the local high school. There is no place in the area where the diverse population can come together. Neither are there facilities for after-school activities for large numbers of youth or senior citizens. In 1994 a group of Clarkston citizens set out to remedy this problem by securing a long term lease from the DeKalb County School System for the old Clarkston High School property, abandoned in 1982, to renovate it and create a community center. The property has 18,000 square feet indoors, including a classic auditorium, plus a 3.5 acre field, and is well suited to be a community center. Given the remarkable diversity of the Clarkston area, the Clarkson Community Center (CCC) strives to provide a gathering place where area residents can come together for community building activities for all ages that will encompass needs of longtime Clarkston residents as well as newer refugee and immigrant populations that have arrived in recent years. The CCC celebrates the unique character of our community -- the most ethnically rich part of metro Atlanta.

Community Advanced Practice Nurses Inc.

<http://www.capn.org/>

Community Advanced Practice Nurses Inc. (CAPN) provides free basic physical, mental and preventive health care to homeless and medically underserved women and children in metropolitan Atlanta. CAPN nurse practitioners and psychiatric clinical nurse specialists are on-site daily to provide immediate, direct care. CAPN is unique in providing comprehensive primary health care to a population of high-risk children and adults. Frequently CAPN staff see families in crisis situations: domestic violence, family disruptions, and evictions, as well as families in transition, for example those without work and relocating from other states in hopes of finding work. The children have often been uprooted, rejected by extended families, and may have witnessed or may have themselves experienced violence. Further, some have been neglected or physically/sexually abused; some have been exposed to or themselves engaged in drug use

or prostitution. Given the high-risk status of the children, they are particularly vigilant for related signs and symptoms and can provide immediate psychiatric evaluation and counseling on site. For situations requiring further evaluation and treatment, a child psychiatric clinical nurse specialist offers therapeutic play groups and individual family counseling. CAPN sees their work as family building, as laying down trust between child and health care giver, and reinforcing or modeling positive behaviors for parenting. CAPN aims to bolster knowledge and self-esteem in these children and adults who often lack affirming resources in their family environments. CAPN staff are actively engaged in advocating for the rights of Atlanta's homeless population and work with coalitions of agencies which serve the homeless and economically disadvantaged of Atlanta.

Georgia Health Policy Center

<http://www.gsu.edu/~wwwghp/>

Georgia Health Policy Center's Community Health Systems Development initiative is a state and national-level program designed to improve the health status of rural communities. More than 70 programs spanning 115 counties and 37 states have helped rural communities develop a capacity for collaboration and generate real improvements in their ability to secure resources and provide care. During the site visit, a panel of Georgia's rural health leaders will host an interactive discussion on how community collaboratives can improve health access and status and how you can replicate these programs and collaboratives in your state.

Harland Boys and Girls Club

<http://www.bgcma.org/harland.asp>

The Harland Boys & Girls Club is a member of the Boys & Girls Clubs of America. This club is located in a predominantly African American community in Southwest Atlanta, Georgia, only 4 blocks from the Morehouse School of Medicine and within 2 blocks of Interstate Highway 20. The club has full time and part-time workers who are trained to work with youth and children. The facility has computer rooms, game rooms, a basketball gymnasium, a pool, arts and crafts rooms, reading rooms, a kitchen and outside play areas. This Club transports many of the youth and children who are members. Parents must take an active role in the work of the Club if their children are to remain members. This Club has separate school aged teen and preteen centers. The community is in a transition phase from low income to intermediate income families. This transition has caused a transportation problem for the community that is being addressed by the Club providing transportation for some youth from outside of the neighborhood. Many local higher education institutions make available their students for service work to assist in the nurturing of youth in the Club.

Health Professions Partnership Initiative-Emory University

<http://www.cse.emory.edu/sciencenet/precollege/HPPI.html>

The Health Professions Partnership Initiative (HPPI) site of Atlanta, Georgia is housed on the campus of Emory University under the auspices of the School of Nursing, School of Medicine, School of Public Health and the Center for Science Education. The main goal of the HPPI grant is to increase the number of underrepresented minorities in the field of public health and the health sciences. Programs are targeted toward an established educational pipeline of pre-college and undergraduate endeavors and include activities for teachers, students, faculty and staff at all levels. Examples of programs include teacher and faculty professional development workshops, summer internship programs, teacher curriculum development and the first annual Health Professions Conference, a one-day event exposing high school and undergraduate students to the many careers within the health sciences and public health.

Health Students Taking Action Together

<http://www.hstatweb.org/>

Health Students Taking Action Together creates a statewide community of health professional students and engages them in education, activism, and service. By mobilizing students to take action on health issues confronting Georgia, we foster a civic ethic in future leaders that will benefit our state for years to

come. Known for its commitment to social justice, Epworth United Methodist Church is the site of H-STAT's office, as well as the offices of several other non-profit organizations. Visitors will hear from student leaders and partners on ways that students are learning about and acting on three health issues: uninsured and underinsured Georgians, childhood obesity prevention, and HIV/AIDS prevention policy.

Helene S. Mills Senior Multipurpose Facility

The Helene S. Mills Senior Multipurpose Facility is a 'focal point' in the community that organizes and provides health, social, nutritional, and educational activities for older persons. Most programs are targeted toward those seniors who are independent and need little or no assistance. The facility also incorporates Adult Day Care, which serves dependent seniors who require assistance with many daily living activities. The multipurpose facility helps to fill much needed services to seniors of Fulton County, their families, and caregivers. Seniors find a wide array of programming at the Multipurpose facility. The facility includes a therapeutic swimming pool which is one of the main attractions as seniors may enroll in aqua-aerobics classes, or swim on their own. Many activity rooms are programmed with self-help and life enrichment classes, such as Thai Chi, Yoga, Land Aerobics and Computer classes. Rooms are also available for small group meetings and gatherings. Another feature of the facility is the large cafeteria/auditorium, where nutritious breakfasts and lunches are available each weekday, and many large group activities take place.

Jonesboro North and South Public Housing Projects

The Jonesboro North and South Public Housing Projects are a public housing community for low-income people. Two sets of apartments house about 1000 people (250 families, 90% with female head of household, primarily African-American). The average family income is about \$7000/year and the average resident age is approximately 17 years. The housing community has been in a partnership focused on nutrition with Morehouse School of Medicine.

Martin Luther King, Jr. Middle School

M. L. King (MLK) Middle School is located in the inner city of Atlanta, Georgia. This school has adopted innovative curriculum to address the academic issues of their students. It is the only school in the Atlanta Public School System to be designated as an Urban Learning Center. MLK Middle School has partnered with the Morehouse School of Medicine (MSM) for several years. Approximately ten students from MSM are assigned to MLK each year. Administrators at MLK have asked MSM students to assist the students of their institution in various areas of need. This has consisted of substance abuse prevention, violence prevention and more recently, tutoring in the areas of reading and/or math.

Partnership for Community Action Head Start

This community site is a functioning Head Start Program for underprivileged pre school students. A small group of first year medical students attending Morehouse School of Medicine gather at the site to meet course requirements for a required community health class. Students meet with Head Start teachers, administrators, children and parents to identify their major health concerns. Students conduct windshield surveys, focus groups, written surveys and also volunteer in classrooms to obtain information on the Head Start community. The site visit will include a tour of the Head Start Center, and will include a discussion with students, teachers and administrators on collaborating to meet mutual concerns, how collaboration has enhanced the education of medical students, and suggestions for sharing model in other settings.

Project Open Hand

<http://www.projectopenhand.org/>

Project Open Hand is a meals-on-wheels 501c3 agency. The mission is to provide freshly cooked meals and nutrition services to people with symptomatic HIV/AIDS, homebound seniors and individuals with critical illnesses or disabilities. Project Open Hand utilizes dietician interns from Georgia State University to support the mission. The interns are supervised by registered and licensed dieticians on staff.

REACH for Wellness

REACH for Wellness is a Reach 2010 site funded by the Centers for Disease Control and Prevention. The work of this site is centered in the empowerment zone around a population of 50,000 people. REACH for Wellness is a community focused asset building intervention program. The program trains church members, barbers, and stylists to educate persons in the AEZ about cardiovascular disease. The program also provides classes that focus on prevention/intervention (stress management, financial literacy, and advocacy) including a nutrition class that is vegetarian based. REACH for Wellness also offers free aerobic classes at local churches and community centers twice a week. The program has trained residents to be certified aerobic instructors. The program has served and exposed over 10,000 residents to our services in two years.

St. Joseph's Mercy Care Services, Inc.

<http://www.stjosephsatlanta.org/>

Through mobile health clinics, Mercy Clinic – North and Downtown, Saint Joseph's Mercy Care Services provides primary care, as well as education and social services to Atlanta's medically underserved populations. The Early Intervention Mercy Clinic - Downtown offers HIV/AIDS primary care, as well as counseling and testing five days a week. At The Imperial, Mercy Care provides mental health assessment and case management. At the Edgewood and Santa Fe Villa residences, Mercy Care staff coordinate supportive services. Mercy Senior Care in Rome, GA provides day health and in-home services to elderly and disabled persons. Saint Joseph's Mercy Care Services has its inspiring beginnings in 1984 when doctors and nurses from Saint Joseph's Hospital returned to downtown Atlanta shelters and soup kitchens to address the needs of homeless persons. Today, Saint Joseph's Health System contributes one tenth of the annual operating budget and significant in-kind resources, and doctors and nurses continue to provide services to Mercy Care clients. Mercy Care has a multicultural focus, serving clients who are African-American, Hispanic, Asian and Caucasian. The staff reflects the organization's multiculturalism: more than one-third speak a language other than English and the majority are racial or ethnic minorities. Volunteers provide clinical and administrative support by working in clinics, conducting activities for seniors, or assisting in program offices.

SisterLove, Inc.

<http://www.sisterlove.org>

SisterLove, Inc. is a woman's reproductive and sexual health and rights organization with a primary focus on HIV/AIDS. Since 1989 SisterLove has worked to provide women, particularly women of African descent, education, transitional housing, and supportive services related to the threat of HIV/AIDS and other reproductive health and rights issues. Based in Atlanta, GA, SisterLove's work reaches women and communities in metropolitan Atlanta, throughout the U.S. and around the world. SisterLove's local work focuses upon prevention education for women and transitional housing and supportive services for homeless women who are living with HIV/AIDS. SisterLove's national work centers upon prevention education for women and building a national women of color reproductive health and rights movement to give voice to and advocate on behalf of women of color throughout the U.S. SisterLove's international work focuses upon working collaboratively with reproductive and human rights organizations and activists to increase awareness and overcome challenges to addressing the impact of reproductive and human rights injustices worldwide. In July 1999, SisterLove established offices outside of Johannesburg, South Africa to provide on-going capacity building services and technical assistance for nongovernmental and community based organizations meeting the needs of South Africans affected by HIV/AIDS.

Teen Services Program-Grady Memorial Hospital

At the teen health care site in Grady Memorial Hospital, a technology center has been created in place of a waiting room. There are eight computers with high speed internet access along with a scanner and printers. The goal of this project is to learn how best to use computer-based resources to improve health outcomes among low-income African American teen males and females and whether or not health-

focused computer-based learning can be a cost-effective component of health services delivery. The specific objectives of the project are:

- To identify existing computer-based health information resources that meet the needs of teens;
- To develop additional computer-based health education materials for African American teen males and females;
- To learn effective ways of using waiting times in health care settings to improve health; and
- To assess the potential that computer-based health education has for improving health by enhancing knowledge, affecting attitudes, and influencing behaviors of teens.

Vine City Community

Vine City is a historical African-American community that met overwhelming deterioration after the death of Martin Luther King, Jr. who resided there within. In the last 20 years, there has been a concerted effort to rebuild and revitalize this community. This site visit will feature the Vine City Civic Association, that in partnership with the community, has worked tirelessly to redevelop Vine City; the Vine City Health and Housing Ministry's Total Wellness Program with the area churches in partnership with Morehouse School of Medicine and numerous health care organizations; and the US Department of Justice's Weed and Seed Program to address public safety issues. During the site visit, the history of the community will be presented followed by programmatic demonstrations of the multiple efforts to restore health and well-being to this community and its residents.

Whitehead Boys and Girls Club

<http://www.bgcma.org/whitehead.asp>

The mission at the Whitehead Boys & Girls Club is to provide a quality developmental program which empowers Metro Atlanta youth, especially those from disadvantaged circumstances, to become productive adults. Their philosophy is one of service to youth and community. The Boys and Girls Club believes one of their major roles is to model appropriate behavior. They believe in the worth and dignity of all persons regardless of race, gender, religion, age, culture, and economic condition. The Boys and Girls Club serves one thousand Boys & Girls of Metro Atlanta youth yearly and three hundred members who daily teach them how to learn and have fun in a positive way. The Club has a teen center, game room, learning center, computer lab, arts and crafts room, leadership room, gym and a pool that are all filled daily with children's laughter.

Young Adult Guidance Center

<http://www.yagc.net/>

The Young Adult Guidance Center (YAGC) of Atlanta, GA serves the needs of the homeless and disadvantaged teenage and young adult male population, ages 13-24. The goal of YAGC is to help their clients become permanently independent and self-reliant, and to build new skills for employment, positive relationships, and good parenting. Services provided by YAGC includes emergency shelter, transitional housing, affordable housing, basic services such as food and clothing, education assistance, individual and group counseling, life skills training, and job development skills.

PEARL Sessions
Friday, October 8
14:30 – 17:00 hrs

PEARL Sessions

This format is a variant of the medium-size group sessions as offered in our conference program. It is based on the format for 'PErsonally ARranged Learning Sessions (PEARLS)' as described by P.L. Schwartz & C.J. Heath (British Medical Journal 1985, 290, 453-4). The key difference with the other formats is that any participant may take the initiative to ask for a session on a certain topic, or to announce his or her interest to lead a session on some topic.

At registration you will receive a card with your name on both sides. One (Blue) side may serve you to announce a topic to which you would like to devote a session (please check if it is not already in the program or announced as a PEARL session by somebody else). Indicate the topic of the desired session on the Blue side and indicate whether you will lead the session. **Blue cards** must be fixed on top of the PEARLS planning boards at the Conference Registration Desk no later than Thursday, October 7, before lunch. Note that you do not *have* to use the blue side of the card!

The other (**white/Network logo**) side is to sign up for a PEARL session proposed by one of your colleagues. Simply attach your card under any blue card at the latest on Friday, October 8, before departure for the site visits. Attendance to PEARL sessions will be limited to 40 participants. Signing up implies an obligation to attend that session!

On Friday the Conference organizers will finalize the PEARL program. Proposed meetings that attracted less than 7 participants will be cancelled. For those remaining, meeting rooms and moderators will be indicated on the PEARLS planning board at 13.00. on Friday.

In summary:

Thursday, October 7, before lunch:

Blue cards to **announce** a topic should be fixed on the PEARLS planning board

Friday, October 8, before departure for the site visits:

White/Network logo cards to **sign up** as a participant for a PEARL session should be attached under any blue card

Friday, October 8, lunchtime:

PEARL sessions will be announced

Friday, October 8, afternoon

PEARL sessions will take place

Enjoy this experience!

AFFILIATED MEETINGS
Friday, October 8
14:30 – 17:00 hrs

Discussion About Creating a Science Shop Association of the Americas ~ All participants welcome

Room: Georgia 10

Peter Levesque, Ottawa, Canada, has launched the initial consultations leading to the creation of a Science Shop Association of the Americas and is seeking input from interested parties from across Central America and the Caribbean, North America, and South America. He is also seeking support and ideas from colleagues around the world, currently active in Science Shops, Community-based Research Centers, and Participatory Action Research initiatives, on how best to create and support such an Association. Given the growing policy strength of the Science Shops in the European Community, the mass of funded initiatives in Canada and the United States, the long history of Participatory Action Research in Latin America and South Asia, the timing appears right to push on creating a more public profile for such activities in the Americas, with a focus on the Americas. Interested individuals, whether

singular or in associations, should attend to develop an understanding of what the creation of the SSAA will mean to public science in the Western Hemisphere.

Integrating Medicine and Public Health Meeting - All participants welcome

Room: Georgia 9

The first activity of the Network: TUFH taskforce Integrating Medicine and Public Health has been the formulation of a Position Paper (see <http://www.the-network.org/position/index.htm>) to be used as a framework for discussions on purposes and actions towards integration.

An outline of the meeting includes discussion on:

- ❑ meaning and implications of the term "integration" (its use and misuse);
- ❑ experiences of integration by participants (types, context, impact);
- ❑ offering a framework to incorporate the participants' experiences and willingness to promote integration, through a membership at the Task Force.

Student Networking Organization (SNO) Meeting ~ All students welcome

Room: Georgia 12

See page 28 for a description of SNO

Women and Health Taskforce Meeting ~ All participants welcome

Room: Georgia 11

The Network: TUFH Women and Health Taskforce unites leaders in women's health and education from around the world, with the goal of improving poor and rural women's access to appropriate, comprehensive, high-quality healthcare. In order to equip healthcare providers with the skills and knowledge necessary to address critical gender-related health issues, taskforce members have developed a Women and Health Learning Package (WHLP). This Learning Package includes modules on topics such as adolescent health, contraceptive practices, gender and health, unwanted pregnancy, and violence against women. In 2004-2005, the WHLP will be piloted at health professions schools in Egypt, India, Kenya, Pakistan, Sudan, Uganda and the USA. Plans are also underway for building regional networks to support taskforce activities; an Americas regional meeting is tentatively planned for 2005, followed by meetings in other regions. All those interested in women's health, including students, are encouraged to attend this open meeting about taskforce activities.

CONFERENCE DINNER & DANCE
Friday, October 8
18:30 hrs

Conference Dinner & Dance

Friday, October 8 at 18:30 hrs sharp at the Freight Room, Georgia Railroad Freight Depot. Built in 1869, the Freight Room is the oldest standing building in Atlanta and it served Georgia Railroad as the main freight depot for over 100 years. Much of the original brick remains. After dinner, we will dance the night away to the sounds of *The Boogie Shoes* (which includes one of the original bandmembers of KC and the Sunshine Band). See below for how to get to the Freight Room by walking or by MARTA (Atlanta's public transportation system).

Directions:

WALKING: From the hotel turn left onto Courtland Street. Walk straight down Courtland Street(south) (six blocks) and turn right on Martin Luther King Jr. Drive, first driveway on the right is World of Coca-Cola and behind that is the Freight Room.

MARTA: Exit the front of the hotel turn RIGHT on Courtland St. and then an immediate LEFT onto Andrew Young International Blvd. and walk up the hill for 2 blocks to Peachtree St. Turn RIGHT on Peachtree St. at the Hard Rock Cafe and go down the escalator entrance to the MARTA subway entrance. Insert \$2 into the token machine (you will get 1 token (\$1.75) and 1 quarter (\$.25) change. Take the train going southbound (AIRPORT direction) ONE STOP to FIVE POINTS subway stop. -exit and walk through the Underground to the Freight Depot.

Three things I learned during the conference today that interested me and I would like to learn more about are:

Three things that surprised me during the conference today are:

Three new ideas I would like to try to implement back home are:

Some memorable quotes from today are:

TIME	SATURDAY, OCTOBER 9	LOCATION
07:00 – 17:00 hrs	Registration	Grand Registration Desk
07:30 – 08:30 hrs	Breakfast	Grand Hallway
07:30 – 19:00 hrs	Poster Hall	Grand Salon ABC
08:30 – 09:30 hrs	Invited Address ~ Funding Agency Perspectives <i>See page 6 & 46 for description</i> Moderator: Sarena D. Seifer, CCPH, USA	Grand Salon D & E
09:30 – 10:00 hrs	Break	Grand Hallway
10:00 – 12:00 hrs	Parallel Sessions	
	<i>Didactic ~ See page 46 for description</i>	
	<input type="checkbox"/> Being a Mature Learner and Cultivating Mature Learners: Two Key Elements of Effective Professional Education	Grand Salon D & E
	<i>Mini-Workshops ~ See pages 46 - 48 for descriptions</i>	
	<input type="checkbox"/> Building Educational and Service Partnerships Between Academic Institutions and Community Health Centers	Georgia 7
	<input type="checkbox"/> Involving Marginalized Youth in Community-Based Participatory Research	Georgia 9
	<input type="checkbox"/> Survival Strategies: The Life, Death and Transformation of a Canadian Teaching Hospital into an Urban Health Organization	Georgia 8
	<input type="checkbox"/> Tools for Change: Community-University Participatory Research Projects to Eliminate Health Disparities	Georgia 10
	<i>Story Sessions ~ See pages 48 - 49 for descriptions</i>	
	<input type="checkbox"/> Community Collaborations in Public Health: The Pittsburgh, PA USA and Sakhalin, Russia Experience	Georgia 11
	<input type="checkbox"/> Outcomes of an Ecuadorian Experience of a Postgraduate Program in Epidemiology: Partnership between Ministry of Public Health and Medical Faculties	Georgia 12

	<i>Thematic Poster Sessions ~ See page 49 for descriptions/pages 135 - 155 for abstracts</i>	
	□ Advocacy and Policy Change: Outcomes	Georgia 3
	□ Building Representative and Culturally Competent Health Workforce: Descriptions	Georgia 4
	□ Care for the Elderly	Georgia 5
12:00 – 19:00 hrs	Exhibit Hall	Grand Hallway
12:15 - 13:30 hrs	Lunch	Courtyard
13:30 - 14:15 hrs	Invited Address ~ Student Learning Experiences from a Community Partnership Program	Grand Salon D & E
	Speaker: Shubanker Mitra, MBBS student, Christian Medical College, Vellore, India <i>See pages 6 and 50 for descriptions</i>	
	Introduced by: Abraham Joseph, former Network: TUFH Chairman/EC Member, India	
14:15 – 14:30 hrs	Break	Grand Hallway
14:30 – 16:30 hrs	Parallel Sessions	
	<i>Didactic ~ See page 50 for description</i>	
	□ Developing a Comprehensive Program of Community-Based Education, Research, and Service	Grand Salon D & E
	<i>Mini-Workshop ~ See pages 51-52 for descriptions</i>	
	□ Providing an Empowering Context for SL Program Alumni	Georgia 9
	□ Washington-Wilkes Community Health Promotion Project: Collaboration with Washington, Georgia, University of Georgia, and the Medical College of Georgia	Georgia 11
	<i>Story Sessions ~ See page 52 for description</i>	
	□ Heal the Community	Georgia 10
	<i>Thematic Poster Sessions ~ See page 52-53 for descriptions/pages 156 - 194 for abstracts</i>	
	□ Addressing Social Determinants of Health: Descriptions	Georgia 3
	□ Building Regional and International Networks for Change	Georgia 4
	□ Creating Healthy Settings	Georgia 5

- ❑ Health Assessment Georgia 6
- ❑ Health Promotion and Disease Prevention: Georgia 7
Interventions
- ❑ Innovations in Health Professions Education: Georgia 8
Multiprofessional Education

17:00 – 19:00 hrs

Cocktail Poster Session and Exhibitor Reception ~ Grand Hallway and
See pages 54 and 195 - 219 for abstracts for this Grand Salon ABC
session

INVITED ADDRESS
Saturday, October 9
08:30 – 09:30 hrs

INVITED ADDRESS ~ FUNDING AGENCY PERSPECTIVES

Moderator: Sarena D. Seifer, CCPH, USA

Panelists: Jacquelynne Borden-Conyers, WK Kellogg Foundation, USA and Peter Lévesque, Knowledge Products and Mobilization Division of the Social Sciences and Humanities Research Council of Canada

Room: Grand Salon D & E

This panel discussion features representatives of funding agencies that have priority areas around eliminating health disparities, alleviation of poverty and promoting social justice. Each panelist will give brief prepared remarks on their funding priorities, how community-academic partnerships fit in, major lessons learned and thoughts about the future, followed by discussion, questions and answers.

PARALLEL SESSIONS
Saturday, October 9
10:00 – 12:00 hrs

DIDACTIC:

BEING A MATURE LEARNER AND CULTIVATING MATURE LEARNERS: TWO KEY ELEMENTS OF EFFECTIVE PROFESSIONAL EDUCATION

Presenters: Hilliard Jason and Jane Westberg, Department of Family Medicine, University of Colorado, USA

Room: Grand Salon D & E

From a brief presentation, multiple questions, some exercises, and group discussion, the participants in this session will be encouraged to reflect on:

- Their own learning habits and strategies
- The main habits and strategies used by mature learners
- The extent to which their current instructional practices may cultivate or hinder their learners becoming mature learners
- Some decisions they may want to consider when designing future instruction, to help ensure that they are cultivating, not hindering, their learners becoming mature learners.

In addition, the presenters will encourage participants to consider some of the undesirable traditions that are still evident in many of our health professions educational programs, including our tendencies to:

- Do far more “telling” than “asking”
- Give insufficiently precise and excessively delayed feedback
- Seldom invite learners to assess and critique their own work
- Do less than we should to help learners develop an authentic sense of “ownership” of their own learning goals
- Provide too few (if any) opportunities for learners to actually engage in the activities for which they are being prepared
- Largely ignore the vital challenge of helping learners develop and sustain lifelong habits of mature learning.

MINI-WORKSHOPS:

BUILDING EDUCATIONAL AND SERVICE PARTNERSHIPS BETWEEN ACADEMIC INSTITUTIONS AND COMMUNITY HEALTH CENTERS

Presenter: Wanda McCoy, USA

Room: Georgia 7

Goals and Specific Learning Objectives of the Session:

- To identify and recruit appropriate community--based collaborators;

- ❑ To construct meaningful curricula that reflect the needs of community-- based practitioners and medical school faculty;
- ❑ To negotiate contracts that are beneficial to all involved institutions; and
- ❑ To foster the development of primary care physicians who are interested in, and skilled at, working with - underserved, indigent, minority, immigrant and culturally diverse populations.

The Sophie Davis School of Medicine was founded on the premise of building a representative and culturally competent workforce who would provide primary care to under-served New York State communities. This seven year combined B.S./M.D. program has always been community-oriented. However six years ago the school sought to reconstruct the early clinical education of medical students by collaborating with clinical settings that reinforce its mission through appropriate mentors and faculty. In so doing the Department of Community Health and Social Medicine reached out to a group of local community health centers and their medical and executive leadership to propose the joint development and implementation of several new courses.

INVOLVING MARGINALIZED YOUTH IN COMMUNITY-BASED PARTICIPATORY RESEARCH

Presenter: Sarah Flicker, Canada

Room: Georgia 9

Goals and Specific Learning Objectives of the Session:

We will focus on four key areas of youth involvement in community-based participatory research:

- ❑ Engagement: involving youth in authentic and meaningful ways;
- ❑ Access: reaching diverse groups of youth;
- ❑ Negotiation: building mutually beneficial relationships; and
- ❑ Sustainability: ensuring success and growth of youth-driven initiatives.

This workshop will be a fun and interactive session that will explore strategies for building effective research partnerships with marginalized youth. Workshop participants will have opportunities to share their own experiences, and to learn from the experiences of others. The Positive Youth Project is a community-based participatory research project that involved youth living with HIV in Toronto as co-researchers. Results from a process evaluation from the project will be presented. Participants will have an opportunity to hear about the successes and failures of trying to partner with vulnerable, marginalized teens on research. Finally, participants will have an opportunity to work through a detailed guided case study to consider different levels of youth engagement, opportunities for collaboration and new ways of thinking about partnerships with young people.

SURVIVAL STRATEGIES: THE LIFE, DEATH AND TRANSFORMATION OF A CANADIAN TEACHING HOSPITAL INTO AN URBAN HEALTH ORGANIZATION

Presenter: Dennis Magill, Canada

Room: Georgia 8

Goals and Specific Learning Objectives of the Session:

- ❑ To outline the challenging transition of an inner city hospital in Canada's largest city to a unique and innovative urban health organization with a mission to promote the health of urban communities; and
- ❑ To highlight the dynamic programmes currently being offered by Wellesley Central (with a particular focus on those that foster partnerships between community organizations and academics) including its Resource Centre for Community-Based Research, its Organizational Capacity-Building Initiative, its Urban Health Grants Initiative, its Leadership Development Programme, and the unique partnerships being developed with each of Toronto's three major universities, as well as national and international organizations such as the Centre for Urban Health Initiatives, Community Campus Partnerships for Health, and the Detroit URC.

The forced closure of an large inner city teaching hospital, with a legacy of strong community ties, left a void in the urban health fabric of one of the most diverse neighborhoods of any city in the world. Toronto's Wellesley Central Health Corporation, is the survivor organization to the Wellesley Central Hospital and has emerged after a challenging and rocky road as a leader and champion of urban health. Rebuilding its

urban health agenda from direct care to impacting public policy, has meant mobilizing community-based and academic partners to collaboratively address the social determinants of health through community-based research, enhancing organizational capacities, and supporting advocacy work toward policy change. Wellesley Central is supporting the development of new and emerging urban health leaders through innovative programming, and is laying new ground as an urban health organization by forging innovative partnerships with Toronto's three major universities as well as the Centre for Urban Health Initiatives, Community Campus Partnerships for Health, and the Detroit URC. We are transforming a former hospital site into an urban village that will enhance quality of life through supportive housing to vulnerable communities, and we have established an innovative Urban Health Grants Program and Resource Centre to support Community-Based Research.

TOOLS FOR CHANGE: COMMUNITY-UNIVERSITY PARTICIPATORY RESEARCH PROJECTS TO ELIMINATE HEALTH DISPARITIES

Presenter: Jessica Henry, USA

Room: Georgia 10

Goals and Specific Learning Objectives of the Session:

- ❑ To present the Southeast Community Research Center's (SCRC) approach to addressing Health Disparities through participatory research partnerships between communities of color and researchers from historically black colleges and universities in the Southeastern United States;
- ❑ To share some of the Tools and Techniques developed and employed by the SCRC in Tools for Change; and
- ❑ To provide an open space for workshop/session participants to share their experiences and views, particularly related to Race, Health, research as a tool for community problem-solving.

STORY SESSIONS:

COMMUNITY COLLABORATIONS IN PUBLIC HEALTH: THE PITTSBURGH, PA AND SAKHALIN, RUSSIA EXPERIENCE

Presenters: Conrad Daniel Volz, USA and Jeanne Cooper, USA

Room: Georgia 11

Goals and Specific Learning Objectives of the Session:

Community Collaboration in Public Health: A Workshop to Improve Health Promotion and Disease Prevention in Sakhalin, supported by a grant from the US Department of State, Bureau of Educational and Cultural Affairs, Office of Citizen Exchanges, introduces strategies for health professionals in Sakhalin, Russia to work together to improve public health and enhance their understanding of the role preventive medicine and community education can play in Sakhalin, Russia. The guiding mission for Community Collaborations in Public Health is to encourage and strengthen public and nonprofit health care reform leaders so they can successfully collaborate and effectively partner with others, manage their organizations, and advocate for the cause of better health in their communities.

Story Session participants will:

- ❑ Understand the program structure, components, purpose, and rationale;
- ❑ Understand the participatory processes utilized in the program to identify public health priorities and to develop a training curriculum to address those needs;
- ❑ Actively participate in a needs prioritization exercise based on the program; and
- ❑ Understand economic, social, and political influences on public health in Sakhalin, Russia.

Community collaborations are collaborations. For a program to be successful all participants and stakeholders need to be actively involved in program processes to ensure that it is responsive to their needs. A common practice for international programs is to create a program model where participants are passive participants and their knowledge is not requested or counted as important.

OUTCOMES OF AN ECUADORIAN EXPERIENCE OF A POSTGRADUATE PROGRAM IN EPIDEMIOLOGY: PARTNERSHIP BETWEEN MINISTRY OF PUBLIC HEALTH AND MEDICAL FACULTIES

Presenter: Xavier Caicedo, Ecuador

Room: Georgia 12

Goals and Specific Learning Objectives of the Session:

Diffusion of the experience of the postgraduate diploma course of epidemiology as a strategy of local health development and management in developing countries. Learning Objectives: To understand the advantages of partnerships towards local health development and the use of innovative methodologies and strategies.

Description: The story describes the outcomes generated by the postgraduate diploma course in epidemiology implemented in 2001. This course was designed as an initiative of the MPH and implemented by four universities. This story relates with the themes of Promising Practices for Health Promotion and Disease Prevention, Building a Representative and Culturally Competent Health Workforce, Creating Healthy Settings, Building Regional and International Networks for Change, Innovation of Health Professions Education and Addressing the Social Determinants of Health.

THEMATIC POSTER SESSIONS:

ADVOCACY AND POLICY CHANGE: OUTCOMES

Moderator: Howard Tandeter, Israel

Room: Georgia 3

Please see pages 135 - 141 for abstracts for this session

In this thematic poster session the focus is on the results of initiatives for policy change. What have these initiatives actually accomplished? What effect can be seen, and how can these effects be expressed?

BUILDING REPRESENTATIVES AND CULTURALLY COMPETENT HEALTH WORKFORCE: DESCRIPTIONS

Moderator: Brownell Anderson, USA

Room: Georgia 4

Please see pages 142 - 149 for abstracts for this session

During this thematic poster session, various rich examples will be exchanged of programs that prepare health workers to be community-responsive, and sharing the language and culture of the communities they serve.

CARE FOR THE ELDERLY

Moderator: Jan de Maeseneer, Belgium

Room: Georgia 5

Please see pages 150 - 155 for abstracts for this session

Many countries in the world currently face an increase in the percentage of senior citizens in their societies. The specific needs of the elderly with respect to maintenance of health and health care, combined with this demographic development poses new challenges for health systems and health providers. Join the task force on Care for the Elderly to discuss existing programs and to devise new solutions.

INVITED ADDRESS
Saturday, October 9
13:30 – 14:15 hrs

INVITED ADDRESS ~ STUDENT LEARNING EXPERIENCES FROM A COMMUNITY PARTNERSHIP PROGRAM

Presenter: Shubanker Mitra, MBBS student, Christian Medical College, Vellore, India

Room: Grand Salon D & E

The Community Orientation Program is a unique learning experience initiated by the Community Health Department of the Christian Medical College, Vellore, India in 1974 and is an example of the life long partnership between the “University” and the rural community.

In 2001, an enthusiastic multidisciplinary group of 80 medical, occupation therapy and physio-therapy students, having finished their first year of studies were taken to Kilarasampet village to be exposed to a ‘live-in’ experience of the ‘anatomy and physiology’ of one of India’s villages and to create in them an awareness of the influence of the many factors on health and diseases. A prior brief orientation by the faculty clarified the objectives of the program and gave the students the skills required to interact with the community and carry out a survey. Using pre tested questionnaire, focus group discussions and personal interviews, details about their family, practices in child rearing and beliefs regarding diseases were elicited which in turn helped in making community diagnosis.

Educating the community on health aspects, carrying out nutritional surveys, the evening clinics to attend to common ailments of the community, the expert lectures by the visiting faculty were a few of the integral aspects of the program. The visits by the governmental and welfare programs further strengthened the bond between the community, the students and the government. The 3 week program culminated with an exhibition and valedictory program where the community and the students participated in a spirit of togetherness. On the whole, this three weeks experience was not only beneficial to the students, but also to the community. For the students, it allowed them an unforgettable glimpse into the lives of ordinary folks – an enriching experience with significant learning opportunities that will be described here.

PARALLEL SESSIONS
Saturday, October 9
14:30 – 16:30 hrs

DIDACTIC:

DEVELOPING A COMPREHENSIVE PROGRAM OF COMMUNITY-BASED EDUCATION, RESEARCH AND SERVICE

Presenters: Daniel S. Blumenthal, Meryl McNeal, Elleen Yancey, and Mary Langley, Morehouse School Medicine, Georgia, USA

Room: Grand Salon D & E

The mission statement of the Morehouse School of Medicine declares that it is “a historically black institution established to recruit and train minority and other students as physicians, biomedical scientists, and public health professionals committed to the primary healthcare needs of the underserved.” Since its founding in 1975, Morehouse has responded to this mission statement by developing programs in the community in all three areas of academic endeavor: education, research, and service. In 1999, MSM received the Outstanding Community Service Award from the Association of American Medical Colleges, and in 2002 it received the first Annual Award from Community-Campus Partnerships for Health. Conference participants will have the opportunity to visit several of the Morehouse community projects during the Friday morning site visits. In this presentation, we will describe selected initiatives in each of the three areas and address questions such as:

- ❑ What are the special challenges of developing programs in each of the three areas?
- ❑ How can one insure that the community, as well as the academic institution, benefits from programs of education and research?
- ❑ How can academic initiatives help develop the capacity of the community to mount its own programs?

- ❑ What are the ethical issues that must be considered in community-based research?
- ❑ How can the power and resources of an academic institution be transferred to the community?

MINI-WORKSHOPS:

PROVIDING AN EMPOWERING CONTEXT FOR SERVICE-LEARNING PROGRAM ALUMNI

Presenter: Betsy Fuller Matambanadzo, USA

Room: Georgia 9

Goals and Specific Learning Objectives of the Session:

- ❑ Teach attendees how service-learning programs can inform the career paths of alumni, i.e. how to expand service-learning program impact over time;
- ❑ Explore concrete ways of formatting service-learning programs so that they best facilitate on-going participation by alumni in healthcare projects for underserved communities; and
- ❑ Give participants an overview of one methodology (Child Family Health International's (CFHI) pilot program in Spring/Fall of 2004) for the above.

CFHI will present a unique collaboration with University of California San Francisco (UCSF) as a model combining national and international service-learning partnerships for building healthier communities worldwide. Before students take part in service-learning projects, imparting them with increased knowledge and encouraging them to keep an open perspective can allow them to get the most out of their experience. At the same time, when they complete their program, students often have many experiences to process and a strong desire to enact social and personal change. In 2004, CFHI, in collaboration with UCSF, held its first annual orientation session and debrief session – both designed to give service-learning program participants a context for how to get the most out of their experience. Topics for the orientation included cultural competency at home and abroad, an introduction to social determinants of health status, tips for language acquisition, and how to remain flexible to new ways of thinking about healthcare. The debrief session was a chance for returnees to discuss their experiences together, begin to process what impact their experience has on their career path, and give them concrete ways to take action in their own communities in order to address basic health inequalities here at home and abroad. This conference workshop will highlight project successes and challenges.

WASHINGTON-WILKES COMMUNITY HEALTH PROMOTION PROJECT: COLLABORATION WITH WASHINGTON, GEORGIA, UNIVERSITY OF GEORGIA AND MEDICAL COLLEGE OF GEORGIA

Presenter: Rebecca Mullis, USA

Room: Georgia 11

Goals and Specific Learning Objectives of the Session:

- ❑ To outline the process and specific roles of individuals in building campus-community partnerships and developing a Community Leader Task Force;
- ❑ To give examples of how community and campus resources contribute to the goals of the project;
- ❑ To illustrate campus and community partner roles in translating qualitative and quantitative needs assessment data into community intervention materials and activities;
- ❑ To explain how to use process and outcome evaluation to monitor progress and respond to emerging community needs; and
- ❑ To identify ways that the partnership intervention empowers various community sectors in win-win fashion.

The Washington-Wilkes Community Health Promotion Project is a community-based demonstration of the effects of multiple intervention strategies at the level of the whole population to encourage more healthy behavior to prevent and/or reduce the risk of obesity related chronic diseases, in particular, cardiovascular disease, diabetes and cancer. The rationale for this project is based on the important demonstrated influences of behavior, in particular, eating and exercise behaviors, in reducing these risks and the effect of whole community approaches on health behaviors. The project is a joint effort between the University of Georgia and the Medical College of Georgia with the people of Washington, Wilkes County, Georgia to develop community-wide strategies to promote healthy lifestyles. The uniqueness of

this project lies in several areas. The project is among the first community-wide demonstration projects aimed at reducing obesity and related chronic diseases. It encourages a whole community approach involving both public and private sector partners. It involves and collaborates with existing educational, social, business, and medical care structures rather than creating new ones. It promotes collaboration between the academic centers of UGA and MCG and community leaders, organizations and health agencies to address the issue of reducing obesity and related chronic disease at the community level. We believe this project will serve as a model for building community-campus partnerships for health promotion and disease prevention

STORY SESSION:

HEAL THE COMMUNITY

Presenters: Nedra Bonds, USA, Linda Cloud, USA, Charlotte O'Neal, USA

Room: Georgia 10

Goals and Specific Learning Objectives of the Session:

- ❑ To describe the collaborative program that focuses on building positive contacts, student centered learning experiences and community based education opportunities for urban US youth and those from rural Tanzania;
- ❑ To discuss changes realized as the result of cultural exchange between high school students from US inner-city communities, exposing them to positive uplifting family experiences and attitudes, typical of African families;
- ❑ To describe opportunities for US college students to experience community based, student-centered learning experiences through direct contact with rural Tanzanian students and families;
- ❑ To raise awareness of needs of Tanzanian youth to be engaged in distance learning particularly relating to Health and economic issues; and
- ❑ To examine ways of sharing information and building networks that expand this kind of collaboration.

THEMATIC POSTER SESSIONS:

ADDRESSING SOCIAL DETERMINANTS OF HEALTH: DESCRIPTIONS

Moderator: John Norcini, USA

Room: Georgia 3

Please see pages 156 - 161 for abstracts for this session

In this thematic poster session a great variety of activities to enhance health care professionals' appreciation of the social determinants of health and well-being will be shared, with the goal of developing guidelines for the success of such interventions.

BUILDING REGIONAL AND INTERNATIONAL NETWORKS FOR CHANGE

Moderator: Fernando Mora Carrasco, Mexico

Room: Georgia 4

Please see pages 162 - 168 for abstracts for this session

This conference is itself an international network for change in health professional education, health professional practice and community health. This thematic poster session will explore other examples of regional and international collaborations underway and planned.

CREATING HEALTHY SETTINGS

Moderator: Arthur Fournier, USA

Room: Georgia 5

Please see pages 169 - 178 for abstracts for this session

This thematic poster session will discuss a number of initiatives that have improved the setting in which health care is provided and in which future health professionals are trained.

HEALTH ASSESSMENT

Moderator: Tomlin Paul, Jamaica

Room: Georgia 6

Please see pages 179 - 183 for abstracts for this session

Many fine examples are around of attempts to measure the health of certain groups of the population who may be at risk. These studies are extra relevant because they provide evidence to assumptions. Moreover, they may catalyze policy changes. In this thematic poster session examples of these studies will be discussed and the difficulties in conducting this type of research will be shared.

HEALTH PROMOTION AND DISEASE PREVENTION: INTERVENTIONS

Moderator: Theo Lippeveld, USA

Room: Georgia 7

Please see pages 184 - 188 for abstracts for this session

In this thematic poster session the emphasis is on actual interventions in health care. What has been done? How did it work? Can effects of these interventions be assessed? How have public health and medicine successfully integrated their contributions to promoting health and preventing disease?

INNOVATIONS IN HEALTH PROFESSIONS EDUCATION: MULTIPROFESSIONAL EDUCATION

Moderator: Åke Wasteson, Sweden

Room: Georgia 8

Please see pages 189 - 194 for abstracts for this session

Multi-professional education is an emerging field in health professions education. How do faculty and students from different fields and disciplines teach and learn together? In this session some fine examples of multi-professional educational initiatives will be exchanged and discussed.

COCKTAIL POSTER SESSION AND EXHIBITOR RECEPTION

Saturday, October 9

17:00 – 19:00 hrs

Cocktail Poster Session (See pages 195 - 219 for abstracts for this session) **and Exhibitor Reception**

Location: Grand Hallway and Grand Salon ABC

Come meet conference exhibitors and co-sponsors & learn about important state, national & international organizations! Participants will also have the chance to enter into a raffle for some very valuable prizes (including a free year subscription to The Network: TUFH's journal Education for Health and a free 1 year membership in CCPH). Raffle prize winners will be announced during the closing ceremony on Sunday, October 10th.

Don't miss the chance to submit your vote for **Viewer's Choice Best Poster Award!** Conference participants will submit a ballot to vote for Viewer's Choice Best Poster, and award ribbons will be distributed by breakfast on Sunday morning October 9th and announced at the closing ceremony on Sunday, October 10th.

Poster Presenters – be sure to attend this reception and talk to people interested in your work!

Three things I learned during the conference today that interested me and I would like to learn more about are:

Three things that surprised me during the conference today are:

Three new ideas I would like to try to implement back home are:

Some memorable quotes from today are:

TIME	SUNDAY, OCTOBER 10	LOCATION
07:30 – 14:00 hrs	Registration	Grand Registration Desk
07:30 - 08:30 hrs	Breakfast	Grand Hallway
07:30 – 10:30 hrs	Exhibit Hall	Grand Hallway
07:30 – 14:00 hrs	Poster Hall	Grand Salon ABC
08:30 – 09:30 hrs	Invited Address ~ To be announced	Grand Salon D & E
09:30 – 10:00 hrs	Break	Grand Hallway
10:00 – 12:00 hrs	Parallel Sessions	
	<i>Didactic ~ See page 58 for description</i>	
	<input type="checkbox"/> Everything You Always Wanted to Know about The Network: Towards Unity for Health, but were Afraid to Ask...	Georgia 12
	<i>Mini-Workshops~ See pages 58 - 59 for descriptions</i>	
	<input type="checkbox"/> International Trans-Local Community/University Partnerships: The US/UK Health Equity Dialogue	Georgia 9
	<input type="checkbox"/> Photovoice: A Partnership for Youth Empowerment	Georgia 8
	<i>Story Sessions ~ See pages 59 - 60 for descriptions</i>	
	<input type="checkbox"/> Community Care for People Living With HIV/AIDS and Their Families: Home-Based Care and Counseling Strategies	Georgia 11
	<input type="checkbox"/> Stories of Partnerships in Rural North Carolina and Peru to Reduce Health Disparities	Georgia 10
	<i>Thematic Poster Sessions ~ See page 60 for descriptions/pages 220 - 250 for abstracts</i>	
	<input type="checkbox"/> Addressing Social Determinants of Health: Outcomes	Georgia 3
	<input type="checkbox"/> Innovations in Health Professions Education: Distance Learning and Teaching Tools	Georgia 4
	<input type="checkbox"/> Innovations in Health Professions Education: Process, Descriptions and Opinions	Georgia 5
	<input type="checkbox"/> Integrating Medicine and Public Health: Training and Practice Towards Policy	Georgia 6
	<input type="checkbox"/> Translating Research into Practice	Georgia 7
12:15 - 14:15 hrs	Closing Lunch and Award Presentations	Grand Salon D & E

INVITED ADDRESS
Sunday, October 10
08:30 – 09:30 hrs

INVITED ADDRESS ~ To be announced
Room: Grand Salon D & E

PARALLEL SESSIONS
Sunday, October 10
10:00 – 12:00 hrs

DIDACTIC:

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT THE NETWORK: TOWARDS UNITY FOR HEALTH, BUT WERE AFRAID TO ASK...

Presenters: Jan van Dalen and Gerard Majoor, The Network:Towards Unity for Health Office

Room: Georgia 12

This didactic is intended for those conference participants who feel that they do not have enough understanding of the aims of The Network:TUFH, or the organisation's ways of working. Be sure to be equipped with questions when you come to this didactic, and be prepared to participate in a challenging and interactive session.

We hope that at the end of the session your curiosity is satisfied. Additionally, The Network: TUFH may benefit from the new, creative and innovative suggestions for our ways of working that you may want to share during these inspiring two hours.

MINI-WORKSHOPS:

INTERNATIONAL TRANS-LOCAL COMMUNITY/UNIVERSITY PARTNERSHIPS: THE US/UK HEALTH EQUITY DIALOGUE

Presenters: Kenneth Thompson, USA, Barbara Krimgold, USA, Terri Baltimore, USA, Deny Candy, USA, Duncan Booker, UK, Margaret Hannah, UK, Chris Drinkwater, UK, Gwen Elison, UK

Room: Georgia 9

Goals and Specific Learning Objectives of the Session:

- ❑ Learn about the background and evolution of the UK/US Dialogue on Health Equity in Post De-industrial Cities;
- ❑ Examine community/university initiatives that link disease prevention, health promotion, health services, community building and economic re-development to achieve health equity and community sustainability;
- ❑ Discover the benefits of international trans-local exchange and translations between community/university partnerships- "thinking differently together"; and
- ❑ Discuss methods to build international networks of "trans-local" partnerships

The once great industrial cities of the 19th and 20th century, like Pittsburgh, Pennsylvania and Newcastle, England, have forever been altered by globalization and technological change. Now the factories are gone and these cities can be best described as post-industrial. They must reinvent and re-develop themselves. The achievement of health equity is becoming a critical element of this agenda. In the UK, under the auspices of a major national effort, Newcastle and other similar cities in the UK, local grassroots efforts are partnering with universities and national and local government to promote health, improve health care services and address the social determinants of health through community building and economic re-development. Similar partnerships, on a much smaller scale, are pursuing similar projects in Pittsburgh and other post de-industrial cities in the US. The US/UK Dialogue was launched in Pittsburgh in the spring of 2002 to facilitate the "trans-local" translation of knowledge, ideas and experience between people facing similar problems in different places. The goal is to help people "think differently together", take action and evaluate the results.

PHOTOVOICE: A PARTNERSHIP FOR YOUTH EMPOWERMENT

Presenters: Bethann Witcher Cottrell, USA and Christopher Holliday, USA

Room: Georgia 8

Goals and Specific Learning Objectives of the Session:

- Identify steps to build a health service, campus and community partnership;
- Learn 3 principles and 3 methods of popular education for health promotion and empowerment; and
- Describe the Photovoice process.

An alternative to the health education model is that of popular education as developed by the Brazilian educator, Paulo Freire. Popular Education is an effective strategy for sharing health information, building behavior change skills, and developing empowered advocates to combat health disparities. The philosophy of popular education, its history and its application to health promotion will be discussed and key methods will be demonstrated. Photovoice is an adaptation of the problem-posing, self-discovery and action producing methodology of popular education. The Dekalb County Board of Health, in partnership with Clarkston High School and the Emory University Kenneth Cole Fellowship Program, hired minority, refugee and immigrant youth as Research Assistants for an eight-week part-time summer employment. Using the Photovoice process, youth-identified their priority health issues of pollution, education, teenage pregnancy and substance abuse. After taking pictures, conducting interviews and researching their topics, they put together Power Point presentations for county stakeholders. Semi-structured interviews were conducted with each participant to evaluate the impact of the program on their perceptions of self, health, community, and acquired skills. Photovoice methodology and its outcome for youth self-perception, life skills development and community involvement and the impact on community stakeholders will be discussed.

STORY SESSIONS:

COMMUNITY CARE FOR PEOPLE LIVING WITH HIV/AIDS (PLWHIV) AND THEIR FAMILIES: HOME BASED CARE AND COUNSELING STRATEGIES

Presenter: Julius Ogol, Kenya

Room: Georgia 11

Goals and Specific Learning Objectives of the Session:

- To learn how to involve the community to develop and sustain the home based care with little resources after our departure;
- To train the community in aspects of project administration, financial management, monitoring and evaluation;
- To establish a health information system within the community; and
- To demonstrate the application of a skill i.e. collaboration gained from the network activities to develop collaboration and partnership within the community.

HIV/AIDS is now a major killer in Kenya, decimating over 700 lives daily. Unfortunately since the first reported case in 1984, the disease has continued take lives of many. The situation has been aggravated by poverty and lack of care. We believe that with proper care, people with HIV/AIDS can live long and quality life. Consequently the infected and affected have equal responsibility to ensure the effect of HIV/AIDS in their community is reduced through the assistance of the health service institutions and the faculty members. We hope each home after our departure will be able to continue caring for her victims using the skills gained from our training.

STORIES OF PARTNERSHIPS IN RURAL NORTH CAROLINA AND PERU TO REDUCE HEALTH DISPARITIES

Presenter: Perri Bomar, USA, Sandra Flynn, USA, Bettie Glenn, USA

Room: Georgia 10

Goals and Specific Learning Objectives of the Session:

- Illustrate principles of partnership used in three projects: a) Prostate Cancer Awareness of Rural African-American Men; b) establishing a Rural Academic Health Center; and c) a Healthcare and

Cultural Immersion in Peru by Nursing Students- an international partnership for health for remote villages;

- Examine the role of academia in facilitating projects focusing on disease prevention, primary care, and international healthcare; and
- Demonstrate outcomes of partnerships: health education, healthcare screening in an international rural community, and primary care in rural North Carolina.

Three stories describe University of North Carolina Wilmington School of Nursing's partnerships to improve healthcare and health education with rural communities in the USA and Peru. The first describes a disease prevention partnership with four communities to provide prostate cancer awareness and screening for rural African-American men. The second is about service-learning of nursing students in providing healthcare with a diverse culture in rural Arequipa, Peru. The final story describes our four year journey to create a rural interdisciplinary health center between three communities and four university departments. Partnership concepts include workforce cultural sensitivity, community partners (rural United States and Peru), mutuality, trust, participatory community-based research, and service-learning.

THEMATIC POSTER SESSIONS:

ADDRESSING SOCIAL DETERMINANTS OF HEALTH: OUTCOMES

Moderator: Rati Mpofu, South Africa

Room: Georgia 3

Please see pages 220 - 223 for abstracts for this session

Acknowledgement of social determinants of health and well-being is an issue that can be taught, and health care professionals' understanding of this can be improved. However, there is also a need for evidence in this field. Which interventions work and which don't? Why? What demonstrable effects are around? Outcomes of studies in this field will be shared and discussed during this thematic poster session.

INNOVATIONS IN HEALTH PROFESSIONS EDUCATION: DISTANCE LEARNING AND TEACHING TOOLS

Moderator: Ian Cameron, Australia

Room: Georgia 4

Please see pages 224 - 231 for abstracts for this session

Due to the incredibly fast development of technology, distance education is a rapidly emerging field in health professional education. Many programs are in their infancy, in the process of discovering what works well and what does not. In this thematic poster session, experiences with distance learning will be shared and teaching tools will be exchanged in this innovative face-to-face session.

INNOVATIONS IN HEALTH PROFESSIONS EDUCATION: PROCESS, DESCRIPTIONS, AND OPINIONS

Moderator: John Gilbert, Canada

Room: Georgia 5

Please see pages 232 - 238 for abstracts for this session

Innovation in the health professions curriculum has been described as similar to rearranging the seating in the life-boats of the Titanic. Obviously this is a major organisational endeavour. Many experiences in this process are shared during this thematic poster session, and results of program evaluations and the reactions of faculty, student and staff will be exchanged.

INTEGRATING MEDICINE AND PUBLIC HEALTH: TRAINING AND PRACTICE TOWARDS POLICY

Moderator: Arthur Kaufman, USA

Room: Georgia 6

Please see pages 239 - 244 for abstracts for this session

The global challenges of new and old health problems require an integration of individual and population health care to address them, their determinants and impact. This thematic poster session is focused on successful attempts to integrate medicine and public health.

TRANSLATING RESEARCH INTO PRACTICE

Moderator: Rosa Gofin, Israel

Room: Georgia 7

Please see pages 245 - 250 for abstracts for this session

All too often, the findings of research are viewed as the endpoint of the research. How can we improve the translation of these findings into practice? What are the practical consequences of research findings? How are these translated into improvements in practice? What are the outcomes of evidence-based-interventions? These issues will be addressed in this thematic poster session.

CLOSING LUNCH
Sunday, October 10
12:15 – 14:15 hrs

CLOSING LUNCH

Room: Grand Salon D & E

- ❑ Conference highlights: *G. Majoor, Chair Conference Evaluation Committee*
- ❑ Poster Award and Exhibitor Raffle: *Piper Krauel, CCPH and Pauline Vluggen, The Network: Towards Unity for Health*
- ❑ Presentation of CCPH Annual Award*: *Sarena D. Seifer, CCPH, USA*
- ❑ *Representative of SNO*
- ❑ The Network: Towards Unity for Health Conference in 2005 in Vietnam: *Nguyen Sao Trung, Vice Dean Faculty of Medicine, University of Medicine and Pharmacy, Ho Chi Minh City, Vietnam*
- ❑ Closure of the Conference: *A. Kaufman, Secretary General of The Network: Towards Unity for Health and Sarena D. Seifer, CCPH*

* See the tab "About Conference Cosponsors" for a description of the CCPH Award winner.

NOTES AND REFLECTION ON DAY FIVE

SUNDAY, OCTOBER 10

Three things I learned during the conference today that interested me and I would like to learn more about are:

Three things that surprised me during the conference today are:

Three new ideas I would like to try to implement back home are:

Some memorable quotes from today are:

