

TIME	WEDNESDAY MAY 31	LOCATION
7:30 am – 5:00 pm	Registration	1 st Floor Nicollet Promenade
7:30 am – 5:00 pm	Community Site Visit Sign-Up Desk Open – see pages 43-48 for descriptions	1 st Floor Nicollet Promenade
8:00 am – 9:30 am	Breakfast <i>(Pre-Conference Institute participants only)</i>	1 st Floor Nicollet Ballroom
8:30 am – 4:00 pm	Pre-Conference Institute and Community Site Visit to Willmar, Minnesota: Community-Campus Partnerships and Rural Health Workforce Development <i>(Pre-registration required; lunch provided)</i>	Meet at Registration Desk 1 st Floor Nicollet Promenade
10:00 am - 4:00 pm	Pre-Conference Institutes – see pages 11-17 <i>(Pre-registration required)</i>	2 nd Floor
	<ul style="list-style-type: none"> ▪ Engaging Campuses as Authentic Partners: Tips & Strategies for Community Leaders ▪ Essentials of Service-Learning Partnerships ▪ Community-Based Participatory Research: Developing and Sustaining Partnerships ▪ Practical Guidance for Authors Writing About Community-Based Participatory Research ▪ Making Your Best Case for Promotion and/or Tenure: A Toolkit for Community-Engaged Faculty Members 	Greenway B Greenway C Greenway I Greenway H Greenway D
12:00 noon – 2:00 pm	Lunch <i>(Pre-Conference Institute participants only)</i>	1 st Floor Nicollet Ballroom
5:00 pm – 5:15 pm	Board Buses to the Weisman Art Museum for the Welcome Reception hosted by the University of Minnesota Academic Health Center	1 st Floor Nicollet Promenade
5:30 pm - 7:30 pm	Welcome Reception – see page 18 <i>Connect with colleagues, tour the museum, and enjoy live jazz music by U of M's College of Music!</i>	Weisman Art Museum, Univ of Minnesota
	Welcome <ul style="list-style-type: none"> ▪ Susan Gust, Community Activist; Member, CCPH Board of Directors; Co-Founder, GRASS Routes (Grassroots Activism, Sciences and Scholarship); Member, CCPH 9th Conference Planning Committee ▪ John Finnegan, Dean of the School of Public Health, University of Minnesota 	
7:00 pm – 7:30 pm	Board Buses back to the Hyatt Regency hotel	

PRE-CONFERENCE INSTITUTES
(Pre-Registration Required)
Wednesday, May 31
10:00 am to 4:00 pm

The Pre-Conference Institutes provide participants with in-depth knowledge and skills in a specific content area. Unless otherwise noted, institutes take place on **Wednesday, May 31st** from 10:00 am to 4:00 pm. Pre-registration and an additional fee are required to attend. Breakfast and lunch are provided.

COMMUNITY-CAMPUS PARTNERSHIPS AND RURAL HEALTH WORKFORCE DEVELOPMENT: A PRE-CONFERENCE INSTITUTE AND COMMUNITY SITE VISIT TO WILLMAR, MINNESOTA

Participants must meet at the Registration Desk at 8:30 am on Wednesday, May 31st. The bus to Willmar will leave from the Hyatt Regency and will return around 4:00 pm. Breakfast is available at 8:30 am; lunch will be provided in Willmar.

Description

Visit Willmar, Minnesota, a 2005 All America City, nestled between the lakes and the prairie two hours from the Twin Cities of Minneapolis and St. Paul. With a 136 bed acute care hospital, a large multi-specialty clinic and a smaller family practice clinic, Willmar serves as a secondary health care hub for a 12-county area in West Central Minnesota. Much of the region is a federally designated Health Professional Shortage Area and is faced with an aging population and dramatic growth of ethnic minorities including Latino, Somali and Sudanese populations. Learn about how community-campus partnerships have kept this community staffed with physicians, established a regional Area Health Education Center (AHEC), developed a dental training clinic to improve access for underserved citizens of the region, and created a Simulation Center at the local community college (a simulator is a patient model with a number of body parts that instructors use to enhance teaching and learning).

Acknowledgement

This opportunity has been made possible in part through the generous support of Rice Memorial Hospital, the Southern Minnesota Area Health Education Center and the University of Minnesota Academic Health Center. This site visit is coordinated by Jennifer Kertz of the Minnesota Area Health Education Center and Chamika Hawkins-Taylor of the University of Minnesota Academic Health Center.

ENGAGING CAMPUSES AS AUTHENTIC PARTNERS: TIPS & STRATEGIES FOR COMMUNITY LEADERS

Room: Greenway B

Description

In this interactive skill-building institute, participants will learn about the benefits, pitfalls and the "ins-and-outs" of working with colleges and universities, including administrators, professors, and students. Hear about how to make the most out of a relationship with a nearby (or faraway) academic institution and its workforce. Learn who to approach with ideas, how to develop working relationships, why those relationships will benefit all parties, and when universities will be most receptive to your ideas. Learn how and what to negotiate up-front when initiating these partnerships, or when approached by an academic institution about entering into a relationship.

The institute will draw upon the real-life experiences of community partners across a wide range of partnerships, including those that have involved students as service-learners, faculty members as partners in community-based participatory research, and campus departments in human resources, purchasing and real estate development as partners in community/economic development. Participants will leave with a substantial set of resources.

Presenter

Ann-Gel S. Palermo has worked in the area of community-based public health for more than seven years, with a principal focus on issues related to social determinants of health using a community-based participatory research approach. Since 1999, Ann-Gel has served as the chair of the Harlem Community & Academic Partnership (HCAP), a diverse partnership of representatives from community and academic organizations committed to identifying social determinants of health and implementing community-based interventions in Harlem. HCAP evolved out of the CDC-funded Harlem Urban Research Center, a partnership developed to establish credibility in the Harlem community, demonstrate a true commitment to improving the health of its residents, and create a platform from which to address local health issues. Ann-Gel also serves as a board member of the East Harlem Community Health Committee and is chair of the board of directors for the Manhattan-Staten Island Area Health Education Center. She is a member of the New York Academy of Medicine Institutional Review Board and the New York City HIV Health and Human Services Planning Council of New York.

Previous community research by Ann-Gel includes analyses of diabetes care in East Harlem and of coverage for Medicare recipients. In addition to her public health activities, Ann-Gel is the Associate Director of Operations at the Center for Multicultural and Community Affairs at New York City's Mount Sinai School of Medicine. In this role, she is responsible for overseeing and managing programs in the areas of community relations, patient care, education, and research to improve the health of all populations by diversifying the health care workforce and influencing health policy and research. Ann-Gel earned a Masters of Public Health degree (majoring in health policy) from the University of Michigan in 1999.

ESSENTIALS OF SERVICE-LEARNING PARTNERSHIPS

Room: Greenway C

Description

Service-learning is a structured learning experience that combines community service with preparation and reflection. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as global citizens.

This interactive skill-building institute will introduce participants to the definition and “nuts and bolts” of service-learning through a combination of presentations, case studies and small group discussions. Participants will leave with a substantial set of resources, including worksheets, handouts and reference materials.

Objectives

By the end of the institute, participants will be able to:

1. Discuss and understand the key steps in developing and sustaining service-learning partnerships.
2. Discuss and analyze how these steps and case study examples apply to their own experiences.
3. Identify common challenges faced by service-learning partnerships and suggested strategies and resources for overcoming them.

Presenters

Michaelann Jundt is the director of the Carlson Leadership & Public Service Center at the University of Washington, Seattle. The Carlson Center is committed to connecting classroom-based learning with community-based learning through service learning courses, public service internships, and days of service. Michaelann develops campus and community partnerships, oversees student fellowships and events, and manages internship courses. Michaelann is working toward a PhD in Educational Leadership and Policy Studies at the University of Washington. Carlson Center - <http://depts.washington.edu/leader>

Rachel Vaughn is the Assistant Director for Community-Based Learning at the Carlson Leadership & Public Service Center at the University of Washington. In her role at the Carlson Center, Rachel works with faculty to assist them in integrating service-learning into their course syllabi, assignments, and reflections. In addition, Rachel works with the neighboring University District to develop quality service-learning experiences to meet the needs of community partners, clients, UW students, and faculty. Rachel also directs the University of Washington's Students in Service program, a part-time AmeriCorps program developed by Washington State Campus Compact. As a CCPH Senior Consultant, Rachel currently serves as the coordinator of the 9th Summer Service-Learning Institute taking place July 21-24, 2006 - <http://depts.washington.edu/ccph/servicelearning.html>

Robert (Bob) Bonacci is a consultant in the Department of Family Medicine and Instructor of Family Medicine at Mayo Clinic College of Medicine. He is working with the medical school to develop, implement, and evaluate a service-learning curriculum. Bob graduated from Morehouse School of Medicine in 1997. He is an alumnus of the 2005 CCPH Summer Service-Learning Institute.

Julie Nigon is the manager of the Rochester, Minnesota Public Schools Adult and Family Literacy Program and administrator of Hawthorne Education Center. In the 25 years that she has been with the program, Julie has seen it grow from a small General Educational Development (GED) Preparation and basic literacy volunteer project to a multi-faceted and multi-site program that serves adults from Southern Minnesota and 60 different nations. Julie joined the Literacy Program after teaching in St. Paul and Byron, Minnesota. She has coordinated volunteers, taught basic skills and English. In 1987, she collaborated with IBM on a project to teach adults using computer-assisted instruction. That early work with technology led to integration of computer courseware into all areas of the curriculum. Julie became the program manager in 1992 and now encourages and assists the educational efforts of sixty staff and 2,500 learners per year.

COMMUNITY-BASED PARTICIPATORY RESEARCH: DEVELOPING AND SUSTAINING PARTNERSHIPS

Room: Greenway I

Description

Community-based participatory research (CBPR) is a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities.

This interactive skill-building pre-conference institute is based on the Curriculum Training Module on Building and Maintaining Effective CBPR Partnerships developed by the Community-Institutional Partnerships for Prevention Research Group.

A series of short presentations using case studies and interactive exercises will trigger discussion and equip participants with strategies and tools for developing and sustaining CBPR partnerships. Participants will explore issues relevant to their own CBPR partnerships, including ethical issues; operating norms, infrastructure, and processes for decision-making and resources allocation; tactics addressing concerns about expectations and accountability; and strategies for conflict resolution, appreciation and celebration. Participants will leave with a substantial set of resources, including worksheets, handouts and reference materials.

Objectives

By the end of the institute, participants will be able to:

1. Discuss and understand the key steps in developing and sustaining CBPR partnerships.
2. Discuss and analyze how these steps and case study examples apply to their own experiences.

3. Identify common challenges faced by CBPR partnerships and suggested strategies and resources for overcoming them.

Presenters

Sarah Flicker is the Director of Research at Wellesley Central. In that capacity, she works with community based organizations across Toronto on developing research agendas to answer pressing urban health questions. In addition, Sarah manages a unique certificate program in Community-Based Research (CBR) and a CBR granting program. Sarah recently received her doctorate in Social Science and Health from the University of Toronto's Department of Public Health Sciences. Her dissertation work focused on the complexities of research-consumer dynamics in CBR with a specific focus on collaboration with youth. She has been an active member of the TeenNet Research Group throughout her doctoral studies and is now a Principal Investigator with the Gendering Adolescent AIDS Prevention Project (GAAP) and the Positive Youth Project. Her research interests are in the areas of youth health, health promotion, HIV and community-based participatory research. Sarah holds a MPH in Maternal and Child Health and Epidemiology from UC Berkeley and an honours degree in Anthropology from Brown University. Sarah sits on a number of community boards and believes strongly in community partnerships for research and action. In July of 2006, Sarah will be joining the Faculty of Environmental Studies at York University to become an Assistant Professor.

Maurice Williams is the Community Outreach Coordinator for the Yale-Griffin Prevention Research Center. He has extensive experience in marketing and promotion and has organized such diverse events as corporate dinners, college fairs, health fairs, parades, expos and workshops. Maurice is also the coordinator for Stop the Violence program for his local NAACP branch. Maurice was born and raised in New Haven, CT where he currently resides. He graduated from Eli Whitney Regional Vocational Technical School where he majored in electronics. He has worked as a technical assistant for many years before becoming an outreach coordinator for several companies. Maurice is actively involved in a variety of education and health promotion programs. He is strong advocate of the community and remains committed to addressing social justice and community empowerment issues in the New Haven area.

Hélène Grégoire works as a Research & Evaluation Coordinator at Access Alliance Multicultural Community Health Centre, a centre serving immigrants and refugees in Toronto. Her role involves building the agency's capacity for Community-Based Research and coordinating various projects that explore and address social determinants affecting the health of racialised groups. Much of her work is done in collaboration with academic and community-based partners. Hélène has a PhD in Adult Education from Cornell University. Her earlier studies were in international development and sociology and her past work focused on fostering the participation of women and youth in community development processes in various countries across the Americas.

Acknowledgement

This pre-conference institute is co-sponsored by Wellesley Central, www.wellesleycentral.com. The curriculum training module that forms the basis of this institute was made possible with funding from the Centers for Disease Control and Prevention through a cooperative agreement with the Association of Schools of Public Health. For more information, visit <http://depts.washington.edu/ccph/researchprojects.html#ExaminingCommunityPartnerships>

PRACTICAL GUIDANCE FOR AUTHORS WRITING ABOUT COMMUNITY-BASED PARTICIPATORY RESEARCH

Room: Greenway H

Description

Community-based participatory research (CBPR) is a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities.

CBPR has an important role to play in improving health and health care, but many investigators involved in CBPR have had difficulty getting their work published in peer-reviewed journals. Most peer-reviewed health-related journals accept only a minority of manuscripts and may have little experience reviewing manuscripts about CBPR. As a result, the peer review process may be a significant barrier to dissemination of CBPR. Furthermore, academic and community partners may struggle to reach agreement on how to write up the results of their efforts. Often, the problem in reaching agreement stems from an inadequate understanding of what peer reviewed journals expect.

To help academic and community partners overcome these barriers, recommendations will be presented and discussed for strengthening manuscripts about CBPR studies. The recommendations are based on lessons learned from the review of manuscripts that were submitted for publication in a special issue of a medical journal. Academic and community partners are encouraged to participate in this institute as a co-authorship team.

Objectives

By the end of the institute, participants will be able to:

1. Identify distinguishing features of community-based participatory research (CBPR) that should be described in manuscripts submitted for publication in peer-reviewed journals.
2. Organize and present a report on a CBPR study so that journal editors, reviewers, and readers will understand the unique contributions of the study.
3. Write clearly and succinctly.
4. Anticipate and address concerns that are likely to be raised by journal editors and reviewers in the peer review process.

Presenters

Eric B. Bass is the former Editor of the Journal of General Internal Medicine, and the current Editor of the new journal Progress in Community Health Partnerships: Research, Education, and Action that is being launched by the Johns Hopkins University Urban Health Institute with support from the W. K. Kellogg Foundation. He is a general internist and Professor of Medicine, Epidemiology, and Health Policy and Management at the Johns Hopkins University. For more information on the journal, visit www.press.jhu.edu/journals/progress_in_community_health_partnerships/

S.Darius Tandon is the Deputy Editor of the new journal Progress in Community Health Partnerships: Research, Education, and Action. He is a community health psychologist whose research interests focus on the design and evaluation of community-based preventive interventions in urban populations. He is a Research Associate in the Department of Pediatrics at the Johns Hopkins University, and a Senior Faculty Research Fellow in the Urban Health Institute. As a CCPH Fellow during 2002-2003, he developed a CBPR curriculum for pediatricians-in-training.

Acknowledgement

Eric received support from the W. K. Kellogg Foundation for preparation and presentation of this pre-conference institute.

MAKING YOUR BEST CASE FOR PROMOTION AND/OR TENURE: A TOOLKIT FOR COMMUNITY-ENGAGED FACULTY MEMBERS

Room: Greenway D

Description

The purpose of this pre-conference institute is to enable community-engaged faculty members to develop strong portfolios for promotion and tenure. Community engagement is now widely viewed as fundamental to the mission and purpose of health professional schools. Recruiting and retaining diverse community-engaged faculty members are essential to developing and sustaining the community partnerships that form the foundation for community-based teaching, research, public health practice and service. With the expansion of community engagement in the health professions, a troubling issue has arisen in many schools: Roles and expectations of faculty are changing, but the faculty review, promotion, and tenure system has not kept pace. A frequently cited barrier to sustained faculty involvement in community-engaged scholarship is the risk associated with trying to achieve promotion and tenure.

This interactive skill-building institute will use materials developed for the Community-Engaged Scholarship Toolkit supported by the WK Kellogg Foundation and the US Department of Education. Using interactive small and large group activities, we will present strategies, resources and examples for preparing a strong career statement, curriculum vitae, teaching portfolio, and supporting letters from external peer reviewers and community partners. We will also focus on strategies for working with mentors, developing a vision, and documenting community-engaged scholarship. Participants will leave with a substantial set of resources, including worksheets, handouts and reference materials.

Objectives

By the end of the institute, participants will be able to:

1. Describe a vision for their careers as community-engaged faculty members.
2. Distinguish between community engagement and community-engaged scholarship.
3. Describe how their community-engaged work meets or could meet the criteria for scholarship at their institution.
4. Identify the components of a strong portfolio for promotion and/or tenure.
5. Identify a wide array of resources to support their work in the future, including a learning community of colleagues who are facing similar issues and challenges.

Presenters

Sherril Gelmon is Professor of Public Health in the Mark O. Hatfield School of Government at Portland State University. She is the Coordinator of two masters degree programs in health administration and policy, as well as a faculty member in the doctoral program. She has over 20 years of experience in applied program evaluation, with two areas of particular expertise: community health program assessment and improvement, and design and implementation of models of assessment of community-based learning. As a CCPH Senior Consultant, Sherril currently serves as the national evaluator for the Community Engaged Scholarship for Health Collaborative.

Catherine Jordan, a Pediatric Neuropsychologist by training, is Executive Director of the Children, Youth, and Family Consortium and an Assistant Professor of Pediatrics at the University of Minnesota. Her research has focused on developmental neurotoxicology and her efforts have been concentrated on two large, longitudinal projects; the Phillips Lead Poisoning Prevention Project, which studied the efficacy of a culture-specific peer education model for the primary prevention of lead poisoning, and the DREAMS Project (Developmental Research on Early Attention and Memory Skills), which studied the developmental effects of lead poisoning on attention, memory and behavior regulation in children of the Phillips Neighborhood. She is also on the CCPH 9th Conference Planning Committee.

Georgia Narsavage is an administrator, educator, researcher, and advanced practice nurse who works toward improving care for older patients with chronic lung disease by studying how nurses and other healthcare providers can best use home care to improve quality of life and providing community-based care through education and research. As Associate Dean for Academic Affairs and Professor of Nursing at the Medical College of Georgia (MCG) in Augusta, she focuses primarily on academic program and student development as a means to this end. The School of Nursing at MCG is implementing a doctor of nursing practice (DNP) program, which she calls a “flagship program” equivalent to PharmD or DPT education that will provide parity for advanced practice nursing professionals. She notes that this DNP program, distinct from the Ph.D. program, is one of the first of its kind.

WELCOME RECEPTION
Wednesday, May 31
5:00 pm to 7:30 pm

Welcome Reception at the Weisman Art Museum

Hosted by the University of Minnesota Academic Health Center

Buses will begin departing the Hyatt Regency Minneapolis (the conference venue) at 5:00 pm, with the last bus departing at 5:15 pm. Buses will begin returning to the hotel at 7:00 pm with the last bus departing at 7:30 pm.

Please join us for the conference welcome reception at the **Weisman Art Museum on the University of Minnesota (U of M) campus**. Celebrate the start of the conference by connecting with colleagues, touring the museum, and enjoying live jazz music by **U of M's College of Music**. Museum tours are 30 minutes in length. The first set of museum tours will begin at approximately 5:20 pm and end prior to the welcoming remarks which are scheduled to begin at 6:00 pm. The second set of museum tours will begin after the welcoming remarks at approximately 6:15 pm and conclude at 6:45 pm. If there is interest for a third set of museum tours, they will begin at approximately 7:00 pm and conclude at 7:30 pm.

Welcome Remarks

- Susan Gust, Community Activist; Member, CCPH Board of Directors; Co-Founder, GRASS Routes (Grassroots Activism, Sciences and Scholarship); and Member, CCPH 9th Conference Planning Committee
- John Finnegan, Dean of the School of Public Health, University of Minnesota

Driving Information

If you wish to drive, the Weisman Art Museum is located at 333 East River Road on the East Bank of the University of Minnesota campus (see driving directions below). The parking garage is located beneath the museum on East River Road. Public parking is available in the museum ramp at the rate of \$5 after 5:00 pm. The parking ramp and the museum are both handicapped accessible. A map is available at <http://onestop.umn.edu/Maps/WeismanArt/WeismanArt-map.html>

Eastbound on I-94 from Minneapolis: I-94E to I-35W North: I-35W North to U of M exit; keep right, taking East Bank exit. Cross the Washington Avenue Bridge and take first right to East River Road and the museum garage entrance.

Eastbound on I-394 from western suburbs: I-394 to I-94E to I-35W North to U of M exit; keep right, taking East Bank exit. Cross the Washington Avenue Bridge and take first right to East River Road and the museum garage entrance.

Westbound on I-94 from St. Paul: I-94W to Huron Avenue exit. Follow Huron Avenue to Fulton Street. Turn left on Fulton Street. Follow until East River Parkway. Take a right on East River Parkway. Follow until museum garage entrance.

Southbound on I-35W: I-35W South to Washington Avenue. Take a left on Washington Avenue. Follow through Seven Corners area to Highway 122. Take a left from Washington Avenue to Highway 122 to cross on Washington Avenue Bridge. Cross Washington Avenue Bridge and take first right to East River Road and the museum garage entrance.

From downtown Minneapolis: Take 4th Street east past the Metrodome, following signs to East Bank. Cross the Washington Avenue Bridge and take first right to East River Road and the museum garage entrance.