

TIME	FRIDAY JUNE 2	LOCATION
6:00 am – 7:00 am	Health Walk to the Minneapolis Sculpture Garden - Free CCPH pedometer to first 75 people!	1 st Floor Nicollet Promenade
7:30 am – 7:00 pm	Registration	1 st Floor Nicollet Promenade
7:30 am – 7:00 pm	Poster Hall – see pages 87-109 for poster descriptions	1 st Floor Nicollet Ballroom
7:30 am – 8:30 am	Breakfast	1 st Floor Nicollet Promenade
8:30 am - 9:00 am	Community Site Visit Orientation - required attendance if you are signed up for a site visit	1 st Floor Nicollet Ballroom
9:00 am - 12:00 noon	Community Site Visits ~ see pages 43-48 for site visit descriptions	Off-site
12:00 noon - 1:30 pm	Community Site Visit Lunch & Reflection Session ▪ Facilitator: Chuck Conner, West Virginia Rural Health Education Partnerships & CCPH Board of Directors	1 st Floor Nicollet Ballroom
12:00 noon – 7:00 pm	Exhibit Hall - see inside program covers for descriptions of exhibitors	1 st Floor Nicollet Ballroom
1:30 pm – 2:00 pm	Break	2 nd Floor Greenway Promenade
2:00 pm -3:30 pm	Concurrent Sessions – Workshops, Stories and Thematic Posters – see pages 49-53	2 nd Floor Greenways
	The conference topic area that each session corresponds to is indicated in <i>italics</i>	
	Skill-Building Workshops – see pages 49-50	
	☐ Assessing the Impact of a Medical School Service Learning Course on Advocacy and Partnerships ~ <i>Student Leadership and Activism in Community-Campus Partnerships</i>	Greenway C
	☐ Easy as ABCD! Asset-Based Community Development for Successful Community-Campus Partnerships ~ <i>Community Strategies for Campus Engagement</i>	Greenway D
	Story Sessions – see pages 50-52	
	☐ A Healthy Addiction ~ <i>Community-Campus Partnerships that Address the Major Determinants of Health and Social Justice</i>	Greenway B

	<input type="checkbox"/> Leveraging New York City’s Academic Institutions to Provide Health Care for the Homeless ~ <i>Sustaining Community-Campus Partnerships</i>	Greenway G
	<input type="checkbox"/> Institutional Review Board Insights ~ <i>Ethical Issues Raised by Community-Campus Partnerships</i>	Greenway H
	<input type="checkbox"/> Community-University Partnerships to Bridge the Non-Profit Digital Divide ~ <i>Campus Strategies for Community Engagement</i>	Greenway I
	Thematic Poster Session – see pages 52-53 for descriptions of posters being presented in this session	
	<input type="checkbox"/> Sharing Power and Resources in Community-Campus Partnerships	Greenway A
3:30 pm – 4:00 pm	Break	Nicollet Promenade
4:00 pm – 5:00 pm	CCPH Informational Session – see page 54 for details	Nicollet Ballroom
	This session is an opportunity to learn more about CCPH and how you can get involved!	
5:00 pm – 7:00 pm	Cocktail Poster Session & Exhibitor Reception – Meet our exhibitors, talk with poster presenters, vote for your favorite poster, and enter a raffle to win valuable prizes! <i>Featuring a special performance by the Danza Mexica Cuauhtemoc.</i>	Nicollet Ballroom
	See page 87-109 for poster descriptions & Viewer’s Choice Best Poster Awards See inside program covers for exhibitor descriptions See page 55 for information about the reception	

COMMUNITY SITE VISITS
Friday, June 2
8:30 am to 1:30 pm

*"Community has all of these elements - identity, geography, issue, even institutional relations - but it is also more. Community derives from the Latin *communitas*, meaning "common or shared," and the *ty* suffix, meaning 'to have the quality of.' Sharing is not some demographic datum; it is the dynamic act of people being together. Community is, in effect, organization."*

Ronald Labonte

Community site visits are a unique aspect of the CCPH conference and do not compete with other conference programming. Here's your chance to get out of the hotel and visit innovative community-campus partnerships in the Twin Cities! They provide an opportunity for conference participants to learn in-depth from local partnerships by spending about three hours touring and talking with the partnership's major stakeholders. The 17 site visits represent a variety of definitions of "community," "campus," "partnership," and "health." We encourage conference participants to ask questions and engage in constructive dialogue with their site visit hosts about the meaning of these terms and other issues.

We encourage you to review the descriptions below and visit the websites of the hosting organizations for pictures and more information. Site visits are scheduled on Friday, June 2 from 8:30 am to 12:00 noon, followed by a facilitated group reflection over lunch at the hotel, facilitated by Chuck Conner of the West Virginia Rural Health Education Partnership and the CCPH Board of Directors. Transportation between the conference hotel and the sites is provided by CCPH. **To participate on a site visit, you must sign up at the Site Visit sign-up desk, located near the Registration Desk. The sign-up desk will only be open on Thursday, June 1 from 7:30 am to 5:30 pm.** The number of people that can be accommodated at each site varies, so sign up early to get your first choice! Space is available on a first-come, first serve basis.

Conference participants who are signed up for a site visit must gather in the Nicollet Ballroom on Friday June 2nd at 8:30 am for an 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.** If you do not attend this orientation, your place may be taken by another conference participant. Please note: **Site visit hosts have made a great investment in ensuring a thoughtful visit. Cancellations are highly discouraged.**

The conference topic area that each site visit best corresponds to is indicated in italics.

APPLE TREE DENTAL

~ Assessing, Documenting & Realizing the Benefits of Community-Campus Partnerships to All Partners
www.appletreedental.org

Apple Tree Dental is a non-profit dental organization whose mission is to improve the lives of those with special dental access needs. Apple Tree collaborates with Normandale Community College's Dental Hygiene Program where dental hygiene students provide on-site preventive oral health care services to nursing home residents and elementary school children via Apple Tree Dental's mobile dental equipment. The students are supervised by a combination of Apple Tree dentists and hygienists and Normandale faculty.

CAMPUS KITCHEN AT AUGSBURG COLLEGE

~ Campus Strategies for Community Engagement
www.campuskitchens.org/augsburg

Launched in October 2003, The Campus Kitchen at Augsburg College is a unique partnership between The Campus Kitchens Project, Augsburg College, students, and local community agencies. They make use of volunteer efforts to turn food donations from campus dining operations and local food banks into meals that are delivered to community service agencies. They serve youth, adult, elder, immigrant, and

homeless populations. Their partnerships are located mainly in the Cedar-Riverside and Phillips neighborhoods of Minneapolis. They serve over 12,000 meals per year and all of their operations and programming are powered by student leaders.

COMMUNITY-UNIVERSITY HEALTH CARE CENTER (CUHCC)

~ Community-Campus Partnerships that Address Major Determinants of Health and Social Justice

www.ahc.umn.edu/CUHCC

CUHCC provides comprehensive medical, dental, and mental health services to those who might not have access to mainstream health care services due to socio-economic or cultural barriers. More than 9,000 people each year benefit from CUHCC services, about 75 percent of them are people of color, immigrants, or refugees. The Community-University Health Care Center, as its name implies, is a community and university partnership that began in 1966. Over recent years the clinic has engaged in a transformative process from a university-community partnership to a community-driven-university partnership. This organizational evolution has had many trials and triumphs along the process. A panel of Governing Board members, leadership staff and front-line staff will explore the strengths and lessons learned during this process while keeping the focus on eliminating health disparities for those who are marginalized by the mainstream health care system.

FAMILY OPPORTUNITIES FOR LIVING COLLABORATION (FOLC)

~ Assessing, Documenting & Realizing the Benefits of Community-Campus Partnerships to All Partners

www.folcmn.org

The mission of FOLC is to inspire, connect, administer, and support individuals and organizations as they partner together to provide programs that address the health and family needs of community members living in Cedar Riverside and surrounding Minneapolis neighborhoods. Volunteers help to make their mission a reality! They “take a step out of the box” as they volunteer at current FOLC programs, serving mostly refugees and immigrants, including Multicultural and East African Women’s Health Classes, Oromo and Somali Men’s Health Classes, Multicultural Fit and Friendly Exercise and Conversational English classes (Korean, Oromo, and Somali), Multicultural Youth Soccer Teams, etc. Begun as a volunteer-based organization, FOLC recently received its 501(c)(3) federal non-profit status, making it eligible for more grant funding opportunities. Their need for student volunteers will increase as their programs expand. FOLC has been blessed with many student volunteers who, individually and collectively, have made it possible for current FOLC programs to be implemented effectively. The goal of each FOLC program is to become ethnically sustainable and replicable across ethnicities. They are actively striving to reach that goal as, for example, they train Somali women to be exercise leaders in their classes. They appreciate and treasure every volunteer who finds it in their heart to follow their mission! Student volunteers come from Augsburg College.

HEALTH CAREERS CENTER

~ Community-Campus Partnerships that Address Major Determinants of Health and Social Justice

www.healthcareers.umn.edu

The University of Minnesota Health Careers Center (HCC) works with both community and campus partners to identify, develop and nurture the next generation of health professionals. Beginning with students as early as middle and high school, the HCC identifies students and creates innovative experiential programming that introduces students to the range and options of health careers. Students are given varied opportunities to engage in programs, workshops, on-line activities, and for-credit classes that include volunteer activities in community-based health organizations to begin their exploration of health careers. The HCC continually seeks community partners with “practice wisdom” to engage future health professionals and help them navigate the necessary decision making processes when choosing a health career.

HEALTH CAREERS PROGRAM, ROOSEVELT HIGH SCHOOL

~ Community-Campus Partnerships that Address Major Determinants of Health and Social Justice

http://roosevelt.mpsedu.org/Health_Careers_SLC.html

The Health Careers Program, a partnership between Roosevelt High School and the College of St. Catherine, serves students in the Twin Cities area interested in using their high school experience as a bridge to careers in healthcare. Highlights of the Health Careers Program include job shadowing, mentorships, summer internships, service-learning projects, and career counseling. The Roosevelt High School Health Careers Program is the longest running program (since 1987) in the Twin Cities for students interested in careers in health care. The program is also citywide; if students do not meet retention requirements, they exit at the end of the school year and return to their attendance area school or apply to another program. The program is privately funded for student activities. A variety of grants pay for 0.2 FTE of the coordinator position, student transportation, mailing costs, reserve teachers for program staff, Health Occupations Student Association advisor, occupation fairs, and supplies and equipment for student use. Office space, computers, and printer are kindly provided by Roosevelt. Staffing for the Introduction to Health Careers, Mentorship, and Health Careers Biology courses is also provided by Roosevelt.

HEALTHPARTNERS SIMULATION CENTER FOR PATIENT SAFETY

~ Sharing Power and Resources in Community-Campus Partnerships

www.hpsimcenter.com/ (be sure to look under the “Simulation Center” navigation option)

The HealthPartners Simulation Center at Metropolitan State University is a 3550 square foot area furnished with a variety of human patient simulators and task trainers. The Center, a partnership between a health care institution and a university, is designed as a learning environment for health care providers from a variety of disciplines. Individuals as well as teams can increase the safety, efficacy, and effectiveness of patient care through innovative, interdisciplinary training that integrates cognitive, psychomotor, and critical thinking skills. The Center promotes learning in a safe, controlled environment away from the clinical setting, with an overall goal of increasing patient safety.

JUXTAPOSITION ARTS

~ Sustaining Community-Campus Partnerships

www.juxtaposition.org

Juxtaposition Arts is a 10-year old, youth-focused visual arts center located in Minneapolis, Minnesota’s inner-city Northside neighborhood, which has the largest concentration of youth under 18 years of age in the city. Additionally, 56 percent of Northside residents are African-American and 60 percent are low-income, including a significant number living under established poverty levels. Juxtaposition engages its participants through community collaborations, studio arts workshops, entrepreneurial initiatives, art exhibitions, and public art programs. Juxtaposition’s Remix StreetLife placemaking project is putting a positive light on neighborhood characteristics that are often seen as negative. Through partnerships with the University of Minnesota and other local colleges, Remix engages youth and other community members in streetscape and transit planning along West Broadway Avenue—an important but blighted commercial corridor where Juxtaposition’s facility is located. The vision and plan for using public art to revitalize West Broadway Avenue results from three years of collaborative work between Juxtaposition leaders and participants and college/university research assistants and interns through landscape design workshops and urban studies seminars. The initial projects will be implemented in the summer of 2006.

MINNESOTA INTERNATIONAL HEALTH VOLUNTEERS (MIHV)

~ Community Strategies for Campus Engagement

www.MIHV.org

For the past 25 years, MIHV has worked to fulfill its mission to improve the health of women, children, and their communities by designing, implementing, and evaluating community-based health programs throughout the world. Since 2002, MIHV has applied its international experience to working with refugee and immigrant communities in Minnesota, primarily the Somali community. In accomplishing program

interventions, MIHV relies on and actively seeks community-campus partnerships. This site visit will feature a presentation on the various forms of community-campus partnerships utilized by MIHV, including interns/volunteers, student groups, university-level advisors/consultants and study abroad programs. The presentation will highlight the benefits and barriers associated with these partnerships and will offer viable strategies for navigating these partnerships.

NEW AMERICANS COMMUNITY SERVICES (NACS)

~ Sustaining Community-Campus Partnerships

www.NewAmericans.us

NACS is a member of the Participatory Research Partnership (PRP), which is part of the Minnesota Department of Health's Eliminating Health Disparities Initiative. The PRP is a coalition of researchers from various cultural groups in the Twin Cities as well as academic (University of Minnesota) and other state institutions that carry out community-based participatory research in the participants' respective communities. Both through the PRP and on its own, NACS has carried out several research activities focused on health disparities. In 2003, NACS contributed to the study, Disparities and Barriers to Utilization among Minnesota Health Care Program Enrollees, by conducting focus groups and a community survey with African immigrants to identify the key barriers to preventive health care. In 2004, NACS was selected to conduct the Health Indicator Planning and Identification Process for the African Immigrant Population because of its position in the African immigrant and refugee community as a leader and trusted service provider. In 2005, the agency began the project African Research Network: Project African Assessment. This project unites the skills and expertise of representatives from African communities, academic scholars, and government leaders in developing and carrying out African community-based participatory research. The University of Minnesota is the academic research partner for this project which includes partnerships with four other community-based agencies.

NORTHSIDE FOOD PROJECT (NFP)

~ Sharing Power and Resources in Community-Campus Partnerships

www.northsidefoodproject.org

The NFP is a community-based partnership with the University of Minnesota to address health disparities in North Minneapolis through nutrition education, food availability, and community capacity building. NFP is based in the McKinley neighborhood, with an office in the Fellowship Missionary Baptist Church/Greater Minneapolis Council of Churches Family Center. Community partners include the McKinley Community, Minnesota FoodShare, and the Steps to a Healthier Minneapolis program from the City of Minneapolis Department of Health and Human Services. The partnership's mission is to be a catalyst for resident empowerment for social, economic, and nutritional improvement in the community. The partnership is working on the wording of its vision, but it will be close to this: to create a vibrant food advocacy organization that puts the residents of North Minneapolis at the center of their food system by educating, engaging, and organizing the larger community around the economic, social, and nutritional impact of our food choices.

OFFICE OF PEDIATRIC RESEARCH AND ADVOCACY, DEPARTMENT OF PEDIATRICS AT HENNEPIN COUNTY MEDICAL CENTER (HCMC)

~ Community-Campus Partnerships that Address Major Determinants of Health and Social Justice

www.mmrf.org/research/childrens_issues/index.html

HCMC is one of the largest hospitals in the Upper Midwest, recording more than 600,000 patient visits annually to its hospital, primary care and specialty care clinics. A public teaching hospital that for eight years in a row has been named one of America's Best Hospitals by *U.S. News & World Report*, it's the only public hospital in the United States to receive this honor over such an extended period. HCMC's Department of Pediatrics provides primary care and consultative services for children from birth through adolescent years. The overwhelming majority of patients are children of many colors whose home language is not English. The Office of Pediatric Research and Advocacy provides resources to support projects that address the health challenges of urban children, which include early childhood hunger, poor

dental care, lack of asthma self-management skills, low immunization rates, and limited access to literacy resources. HCMC physicians are members of the faculty at the University of Minnesota Medical School and participate in the medical education of medical students, residents, and fellows in rotation on clinical services at HCMC. In addition, HCMC pediatricians supervise other University of Minnesota students involved in pediatric advocacy and various research studies, supported by the Minneapolis Medical Research Foundation, which oversees research on the HCMC campus. A leader in pediatric literacy, HCMC's Children's Literacy Program uses student volunteers to help design, develop, and maintain a number of innovative projects.

OPEN ARMS OF MINNESOTA

~ Community-Campus Partnerships that Address Major Determinants of Health and Social Justice

www.openarmsmn.org

Open Arms of Minnesota provides nutritional support for people living with HIV/AIDS, breast cancer, multiple sclerosis, and amyotrophic lateral sclerosis (more commonly known as Lou Gehrig's disease) by operating a home-delivered meals program. In 2005, with the help of over 1,300 volunteers, Open Arms prepared and delivered nearly 112,000 meals to 53 zip codes throughout the Twin Cities' Metro. They have established service-learning partnerships with several colleges and universities throughout the Twin Cities and surrounding communities. Their mission: "With open arms we nourish body, mind, and soul. We love food—It is the main ingredient that draws us together in the kitchen. We love to cook and bake, to serve meals, and to eat. So many of life's significant events involve food. Through food we celebrate life."

PEOPLE SERVING PEOPLE (PSP)

~ Community-Campus Partnerships that Address Major Determinants of Health and Social Justice

www.stkate.edu/cwl, **www.peopleservingpeople.org**

PSP is a major provider of emergency housing assistance and related services to homeless children and their families, single adults who are vulnerable, and unaccompanied youth. PSP serviced an average of over 240 persons per night in 2005. Two thirds of the residents housed nightly are children; and 80 percent of those children are age 12 or younger. The average age of a child staying at PSP is 7 years old. What distinguishes PSP is their broad range of programs and services designed to address adult barriers to housing and employment and to address the educational, emotional, and recreational needs of children and families. People Serving People partners with the College of St. Catherine through courses, clinical experiences, and research to meet the needs of the families as well as to meet the academic needs of the college students.

PHILLIPS NEIGHBORHOOD CLINIC

~ Student Leadership and Activism in Community-Campus Partnerships

www.phillips.neighborhoodclinic.com

The Phillips Neighborhood Clinic is a student-run, sliding fee clinic dedicated to providing quality healthcare to the underinsured and unstably housed members of the Phillips Neighborhood in Minneapolis. Students and faculty of the University of Minnesota Academic Health Center, Center for Interdisciplinary Programs, and Community University Health Care Center work together to provide accessible, culturally appropriate, interdisciplinary health care services and education. Through services such as health screenings, physical therapy, pharmaceutical care, STI testing, vaccinations, wound care, family planning we work to reduce the burdens of poor medical access and raise the quality of life for their clients.

PILLSBURY HOUSE

~ Community-Campus Partnerships that Address Major Determinants of Health and Social Justice

www.puc-mn.org

Pillsbury House is one of five neighborhood centers of Pillsbury United Communities whose mission is to Create Choice Change and Connection. The Early Riser program is a targeted early intervention program for first and second graders sponsored by Hennepin County and created and researched by the University of Minnesota. The primary goal is to increase social adjustment, decrease negative behavior, and improve academic performance. The program is located in four different public schools. Early Riser Advocates provide advocacy for the families that participate in the program as well as after-school social skills, reading enhancement groups and extra support for the youth.

POWDERHORN PHILLIPS CULTURAL WELLNESS CENTER

~ Sharing Power and Resources in Community-Campus Partnerships

www.ppcwc.org

The Powderhorn Phillips Cultural Wellness Center (CWC) is the first Minnesota non-profit organization created for the sole purpose of offering a space for cultural communities to come together to study and document their experiences around sickness and disease so they may produce solutions that speak to their respective cultural practices, traditions, and ways of knowing. The operating philosophy behind CWC is that health results from a person's process of active engagement and participation in community life, self-study, and culture. The CWC method of organizing communities is based on the premise that people's experiences are rich sources of knowledge, that when affirmed, can serve as a wellspring for solutions to their problems. The Center faculty teach students at the University of Minnesota's School of Public Health, Medical School, Center for Spirituality and Healing, and the College of St. Catherine, and facilitate dialog with health professionals at neighborhood clinics to be more effective with patients and staff of cultures different than their own.

**WORKSHOPS, STORIES
& THEMATIC POSTERS**
Friday, June 2
2:00 pm to 3:30 pm

"If you think you're too small to be effective, you have never been in bed with a mosquito."

Bette Reese

***Please note – The terms “beginner,” “intermediate,” and “advanced” below the session title indicate the intended skill level(s) of the audience as determined by the presenters.** The conference topic area that the session corresponds to is indicated right after the intended skill level.

SKILL-BUILDING WORKSHOPS

ASSESSING THE IMPACT OF A MEDICAL SCHOOL SERVICE LEARNING COURSE ON ADVOCACY AND PARTNERSHIPS

Intermediate ~ Student Leadership and Activism in Community-Campus Partnerships

Elizabeth Miller, Carl Fleisher and David Urion, Harvard Medical School; Maya Doe-Simkins, Prevention and Access to Care and Treatment (PACT)

Room: Greenway C

Harvard Medical School's Division of Service Learning teaches first year students theory and methods needed to engage in local and international service projects through a yearlong course entitled "Physician in Community." While preparing community based projects, students develop knowledge, skills and attitudes in community-oriented care, specifically awareness of social context and community needs, community partnership building, and advocacy. A challenge in designing this course has been the development of assessment approaches to try to capture the impact of the didactics, tutorials, mentoring, and service experiences on students' understanding of advocacy and partnerships.

Session Goals and Learning Objectives:

- Describe an approach to assessment of medical students' knowledge, skills, and attitudes related to advocacy skills and community partnership building in the context of a service learning course.
- Learn about the design of a year long service learning course for first year medical students intended to help students develop sustainable, meaningful community partnerships.
- Review and critique the range of assessment tools utilized in this course, to examine the impact of the course on students' skills related to advocacy and partnerships, including learning contracts, reflection pieces, grant proposals, analytic papers, and 360 degree assessments.

EASY AS ABCD! ASSET-BASED COMMUNITY DEVELOPMENT FOR SUCCESSFUL COMMUNITY-CAMPUS PARTNERSHIPS

Beginner ~ Community Strategies for Campus Engagement

Elizabeth Sterba, Communities & Physicians Together, University of California-Davis; Linda Lee, Cordova Community Collaborative; Peggy Tapping, Sacramento Engaging Neighborhood Resources for Improving Children's Health, Education and Safety (ENRICHES)

Room: Greenway D

Communities & Physicians Together (CPT) in the Department of Pediatrics at the University of California, Davis, has used Asset-Based Community Development (ABCD) to establish and sustain reciprocal community-campus partnerships in the greater Sacramento region for more than five years, and was recognized for its accomplishments as the 2005 recipient of the Community-Campus Partnerships for Health annual award. McKnight & Kretzman's ABCD model is a particularly effective approach for

institutions – including universities - interested in partnering with communities, because it requires employing the "glass-half full" and all-inclusive ideologies, lending to community buy-in and sustainability.

Session Goals and Learning Objectives:

- Introduce the Asset-Based Community Development (ABCD) model.
- Explain three types of assets present in every community.
- Share real examples of CPT's application of ABCD.
- Gain experience in applying ABCD to projects.

STORY SESSIONS

A HEALTHY ADDICTION

Beginner/Intermediate/Advanced ~ Community-Campus Partnerships that Address the Major Determinants of Health and Social Justice

Gail Terzuola, Santa Fe Community College; Frank G. Magourilos, Santa Fe County Driving While Impaired Program

Room: Greenway B

New Mexico ranks in the top three states for driving while intoxicated. In an effort to involve young people in solving this growing problem, the Driving While Impaired (DWI) program and the Service-Learning Department forged a partnership to develop a solution. Since 2002, the DWI program has given the college a yearly grant of \$10,000 to recruit and train faculty to participate in the program and to monitor and record student behaviors and attitudes towards drinking and driving. Curriculum Infusion (CI) is the process of integrating substance abuse prevention content into regularly offered classes across the curriculum. The partnership has offered CI for the past three years. The program has benefited the community, increased civic engagement opportunities for students, and decreased alcohol use within the target population. This partnership has resulted in both an increased awareness of the seriousness of drug and alcohol abuse in our community and an active interest in finding alternative solutions to the problem.

Session Goals and Learning Objectives:

- Describe key ingredients of a successful partnership between a county agency and a community college.
- Describe the process of curriculum infusion.
- Explore collaborative strategies for addressing the problem of drinking and driving.
- Learn ways to evaluate the multi-faced impacts of community-campus partnerships.

LEVERAGING NEW YORK CITY'S ACADEMIC INSTITUTIONS TO PROVIDE HEALTH CARE FOR THE HOMELESS

Beginner/Intermediate/Advanced ~ Sustaining Community-Campus Partnerships

John Conry, St. John's School of Pharmacy; Dan Siegel, SUNY Downstate Medical Center; Donna Shelley and Bruce Armstrong, Mailman School of Public Health, Columbia University; Hope Ferdowsian, George Washington University Hospital

Room: Greenway G

**AMSA Student Track*

The story session will describe the various methods Project Renewal's medical department has successfully used to partner with various New York City academic institutions to provide comprehensive health care for the homeless. They include but are not limited to partnerships with the institutions represented by the presenters in addition to Beth Israel Hospital, New York University, Hunter College, New York School of Podiatry, and other colleges within Columbia University. These many successful partnerships, both from the view of Project Renewal and its partner academic institutions are a fulfillment of the conference's themes: they are indeed authentic partnerships that benefit both partners. Most of all,

through these partnerships, they are able to provide comprehensive and specialty services to an underserved population that would otherwise not have access to them, eliminating health disparities and promoting careers in community medicine. Students receive educational experience, research opportunities, and fulfill clinical rotations

Session Goals and Learning Objectives:

- Describe successful partnerships between a community-based organization that provides comprehensive health care to New York City's homeless, with an array of area academic institutions in a manner that is mutually beneficial to both parties.
- Describe how to leverage grant monies for a program for academic partnerships.
- Describe the benefits for an academic institution, and its students, of partnering with a community-based organizations.
- Demonstrate a range of effective partnership models.

INSTITUTIONAL REVIEW BOARD INSIGHTS

Advanced ~ Ethical Issues Raised by Community-Campus Partnerships

Sarah Beversdorf and Syed Ahmed, Center for Healthy Communities, Department of Family and Community Medicine, Medical College of Wisconsin

Room: Greenway H

With an increase in community-based participatory research and community-academic partnerships, the worlds of academia and community are intersecting at some precarious points. One of these points is the academic Institutional Review Board, or IRB. IRBs are an academic institution's way of complying with federal laws dealing with human subjects protection in research. For many institutions, this research is primarily centered around basic and clinical sciences. When a community-based project seeks IRB approval, it is often reviewed by an IRB committee with expertise in basic and clinical sciences, not by individuals with experience in community-based research. This leads to some interesting challenges for the IRB, the academic faculty and staff, and the community. This story session will discuss the 'ups and downs' of one IRB process implemented to conduct a grant-required school-based survey and will engage the audience in collective problem-solving around challenges illustrated by the case example and participants' experiences.

Session Goals and Learning Objectives:

- Explore the challenges and successes of doing community-based research within the context of an Institutional Review Board protocol.
- Increase understanding of the Institutional Review Board systems.
- Identify key strategies for effectively implementing IRB protocols in a community.
- Discuss participants' experiences and "lessons learned."
- Brainstorm potential roles that CCPH and its members can take to help address the issues raised.

COMMUNITY-UNIVERSITY PARTNERSHIPS TO BRIDGE THE NON-PROFIT DIGITAL DIVIDE

Advanced ~ Campus Strategies for Community Engagement

Donald Mowry and Thomas Hilton, University of Wisconsin-Eau Claire; Kris Becker, United Way of Greater Eau Claire

Room: Greenway I

This partnership is helping nonprofit institutions bridge the digital divide by combining a capstone course in a discipline with a problem-based, community service-learning approach. This story session demonstrates the careful construction of an ongoing strong and vital community-campus collaboration between five area non-profit agencies, the United Way, and a regional public university's Management Information Systems Department and Center for Service-Learning.

Session Goals and Learning Objectives:

- Demonstrate how to build a community--campus collaboration that strengthens the organizational technology capabilities of community-based organizations (CBOs), expands community information and databases, and develops new applications to better serve CBO constituents and the overall community.
- Explore how academic and administrative units within a university can collaborate together with community-based organizations.

THEMATIC POSTER SESSION

SHARING POWER AND RESOURCES IN COMMUNITY-CAMPUS PARTNERSHIPS

Moderator: Daniel Korin, Lutheran Family Health Centers Network & Member, CCPH Board of Directors

Room: Greenway A

- **CommUniverCity San Jose: Collaborating through Service-Learning for Neighborhood Health**

Debra David, Center for Service-Learning, San Jose State University; Elizabeth Sills, The Health Trust

CommUniverCity San Jose is an initiative that weaves together the resources of university, the city, residents, and community organizations to address residents' priorities in an economically disadvantaged, ethnically and linguistically diverse neighborhood. The "heart" of the initiative involves engaging students from across disciplines through service-learning in collaboration with other stakeholders. One major project area is community health education. The main goal of this poster is to profile this evolving collaborative that is structured to balance the power and share the resources of all stakeholders, with a focus on its implications for the health of the neighborhood. Objectives are to: 1) Outline the evolution, structure, and process of the collaborative; 2) Describe two health projects that involve service-learners from many disciplines - community mapping of the built environment and a semi-annual health fair; 3) Describe how we are utilizing two AmeriCorps programs to support those health projects; and 4) Discuss how we are assessing the impact of our efforts on the health and quality of life of neighborhood residents.

- **Ties the Bind: Communities in Partnership with an Interdisciplinary Service Learning Program**

Nancy Freeborne and Jessica Scheer, George Washington University; Kathy Gold, Health Care for the Homeless

For the past 10 years, the Interdisciplinary Student Community Oriented Prevention Enhancement Service (ISCOPES) has inspired 1,600 student members of over 150 teams working with more than 45 community sites to make a life-long commitment to serving vulnerable populations and to approach patient care with a community-oriented perspective. At the same time, communities and their faculty representatives have valued their relationships with students and the health promotion activities they implement. Some of these partnerships have been sustained for as long as ten years. Principles of adult learning have been the foundation of this George Washington University-George Mason University service learning program since its inception. Unexpectedly, these same principles have also been central in guiding students and staff to successfully sustain community-campus relationships. Understanding how these adult learning principles operate illuminated the range and types of ties that bind.

- **Triple-Layer Chess: A Metaphor for Health Policy**

Karen J. Minyard, Georgia Health Policy Center; Marcia Brand, Office of Rural Health Policy, Health Resources and Service Administration; Charles Owens, Georgia Office of Rural Health Services; Frank Selgrath, Coastal Medical Access Program

What began in 1996 as an intensive approach to understand and facilitate the development of rural health networks in 30 rural health systems has since become a dynamic, iterative process of research, translation, and implementation of policy and practice at the local, state, and national levels - a virtual game of triple-layer chess. This poster will share the authors' experiences in understanding one another's objectives and working in partnership with the Georgia Health Policy Center to achieve the policy and resource alignment needed to create success on all three levels. The poster will impart knowledge about how to sustain a partnership; strategies for diversifying funding and ideas for developing creative revenue streams. It is an example of communities and researchers working and learning together to line up resources to improve health at the local level.

- **Building Capacity through a Community-Driven Mini-Grant Process**

James M. Frabutt and Mary H. Kendrick, Center for Youth, Family, and Community Partnerships, University of North Carolina at Greensboro

The Guilford County Disproportionate Minority Contact project began with the convening of a group of representatives from the local Juvenile Crime Prevention Council in November 2003 and now includes representatives from county organizations that address concerns of children and youth. This poster is centered on sharing experiences and knowledge gained from orchestrating a community-driven mini-grant process as part of this larger initiative designed to reduce disproportionate minority contact in the juvenile justice system. Since this project was supported by federal funding, channeled through a university-based center to local service providers and non-profits, it provides insight into resource sharing and processes of shared accountability. Moreover, the mini-grant process (e.g., writing the proposals, implementing the programs, documenting outcomes) contributed to increased community capacity and community sustainability of this initiative.

- **Using Consumer and Advocates Reference Groups to Develop Research Funding Agendas**

Peter Norman Levesque, Knowledge Exchange Centre, Centre of Excellence for Child and Youth Mental Health, Canada

The goal of this poster is to communicate the use of Consumer and Advocate Reference Groups to assist in the development of research priorities and allocation of appropriate funds in a diverse range of health care specialties. The skill areas this poster focuses on are knowledge exchange, brokering, and translation; community mobilization; effective priority setting; leveraging of existing community resources for research synthesis, meta-analysis, and systematic review to improve the utilization research findings. Allocations of real dollars are often where power issues rise to the surface. By building consumer and advocate reference groups into the operational structure, discussions of priorities better reflect competing needs and desires. Consensus is reached with lower transactions costs. The costs of uptake and utilization are also reduced.

CCPH INFORMATIONAL SESSION

Friday, June 2

4:00 pm to 5:00 pm

Nicollet Ballroom

“CCPH has helped me improve my relationship with our partners. That is probably the most beneficial part of my membership. I plan on being a lifetime member of CCPH!”

-Ruth Nemire, Nova Southeastern University, Plantation, Florida

CCPH Informational Session

Room: Nicollet Ballroom

Join us for an informative and interactive session about Community-Campus Partnerships for Health (CCPH)! Learn how CCPH developed and why, access a wide range of CCPH tools and resources, and find out how to get involved in this dynamic and growing organization! The session will feature a panel of CCPH members and staff followed by plenty of time to answer your questions and respond to your ideas and suggestions. New members and long-time members alike will benefit from the discussion.

COCKTAIL POSTER SESSION & EXHIBITOR RECEPTION

Friday, June 2

5:00 pm to 7:00 pm

Nicollet Ballroom

See pages 43-48 for poster descriptions

See inside program covers for exhibitor descriptions

Come meet CCPH's exhibitors and co-sponsors, learn about valuable programs and resources, and talk with poster presenters about their work! Pick up an **Exhibitor Passport** that can be used to enter a drawing for valuable raffle prizes (including a free registration to next year's CCPH conference in Toronto!) which will be awarded during the Closing Dinner on Saturday June 3rd.

Don't miss the chance to submit your vote for **Viewer's Choice Best Poster Award!** Award Ribbons will be placed on the winning posters on Saturday, June 3rd and announced at the closing dinner that evening from 5:00 pm to 7:30 pm. Poster presenters, please remember to stand by your posters during the reception.

This is also an opportunity to enjoy a special performance by the local Danza Mexica Cuauhtemoc whose traditional dances and costumes are based in the ancient tradition of honoring the earth, youth, and elders, and building community. Each dance is explained before it is danced.

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

Three things that surprised me today are:

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

Some memorable quotes from today are:

