
















Friday April 13, 2007

**Friday April 13, 2007**

6:00 am – 7:00 am	<b>Health Walk</b> , Meet in the Lobby, Hilton – Free CCPH walkman radio to first 50 people!									
7:00 am – 7:00 pm	<b>Registration</b> , Convention Level Foyer, Hilton									
7:00 am – 8:15 am	<b>Breakfast &amp; Presentation of Community-Based Research Award of Merit</b> – Toronto Ballroom, Hilton - see page 79 for more information <i>Sponsored by the Centre for Urban Health Initiatives &amp; the Wellesley Institute, in partnership with University College at the University of Toronto</i>									
7:30 am – 10:30 am	<b>Community Site Visit Sign-Up Desk Open</b> , near the Convention Level elevators, Hilton – see pages 106-115 for descriptions									
7:30 am – 1:00 pm	<b>Exhibit Hall</b> , Convention Level Foyer, Hilton – see inside covers for exhibitor descriptions.									
7:30 am – 10:00 pm	<b>Poster Hall</b> , Toronto Ballroom, Hilton – see pages 151-184 for poster descriptions.									
8:15 am – 8:30 am	Break									
<b>Hotel</b> ➔	Hilton	Hilton	Hilton	Hilton	Hilton	Hilton	Sheraton	Sheraton	Sheraton	Sheraton
<b>Room</b> ➔	Tom Thompson (Convention Level)	Jackson (Convention Level)	Varley (Convention Level)	Governor General (2 <sup>nd</sup> Floor)	Johnston (Convention Level)	Osgoode (3 <sup>rd</sup> Floor)	Conference Room B (Mezzanine Level)	Conference Room C (Mezzanine Level)	Conference Room F (Mezzanine Level)	Conference Room G (Mezzanine Level)
8:30 am – 10:00 am <b>Concurrent Sessions</b> See pages 80-92 for complete descriptions	<i>Thematic Poster Session</i> Partnerships for Aboriginal & Indigenous Peoples' Health 	Faces & Voices in the Struggle to Reduce Health Disparities	Early Childhood Development Community Mapping Project	Setting Up a Peer Review Process for CBOs: Conflicts & Challenges 	Flint Youth at the Intersection of University-Community Partnerships 	Community-Campus Partnerships: The View from the Funder's Balcony	Mobilizing Communities for Social Change through Primary Prevention: The Delta Experience	Mitigating Conflict in Student Research Placements 	A Day in the Life: Stories & Photos of Health & Homelessness in Toronto	Photovoice with Rural African American & Hispanic Adolescents
10:00 am – 10:30 am	Break									
10:30 am – 12:00 noon <b>Concurrent Sessions</b> See pages 93-105 for complete descriptions	<i>Thematic Poster Session</i> Emerging Leaders 	Use of Film to Mobilize Partnerships for Social & Environmental Change	Using Photovoice Methods to Work for Change	Building Capacity for Community Driven Policy Change	The Overtown Community-Campus Partnership: Common Ground	Considerations & Guidelines for Community Reviewers in CBPR	Honouring the Margins: Their Knowledge, Praxis & Realities	Three Case Studies of Partnership Achievements  	Overcoming Differences in the Creation of a Successful Community University Partnership	Aboriginal Community Engagement in Health Prof... 

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**Friday April 13, 2007 (continued)**

12:00 noon – 1:30pm	<b>Lunch &amp; Community Site Visit Orientation</b> , Toronto Ballroom, Hilton Attendance is required at the orientation if you are signed up for a site visit										
1:30 pm – 4:30 pm	<b>Community Site Visits</b> - see pages 106-115 for descriptions										
<b>Community Site Visits</b> →	AIDS Committee of Toronto 	Anishnawbe Health Toronto 	Indigenous Health Research Development Program, University of Toronto 	Injured Workers Consultants	Ontario Federation of Indian Friendship Centres 	Ontario Prevention Clearing-house	Planned Parenthood of Toronto	Regent Park Community Health Centre	Schools Without Borders 	Seaton House Men's Hostel	Sherbourne Health Centre
<b>Community Site Visits</b> →	Street Health	Sunnybrook Osler Center for Prehospital Care	Toronto Christian Resource Centre	Toronto People with AIDS Foundation 	UNICEF Canada and York University 						
4:30 pm - 5:00 pm	Post-Site Visit Reflection (check with your group leader for reflection room assignment)										
6:00 pm – 10:00 pm	<b>CCPH 10<sup>th</sup> Anniversary Celebration: Dinner, Performance &amp; Auction</b> , Toronto Ballroom, Hilton - see pages 116-117 for more information <i>Featuring the performance of "A Right to Care" by Sarah Jones</i>										

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**BREAKFAST & PRESENTATION  
OF COMMUNITY-BASED RESEARCH AWARD OF MERIT**  
Friday April 13  
7:00 am to 8:15 am  
Toronto Ballroom, Hilton

The Centre for Urban Health Initiatives (CUHI) is a Canadian urban health research centre (funded by the Institute of Population and Public Health, Canadian Institutes of Health Research) located in University College at the University of Toronto. CUHI facilitates research that examines how the social and physical conditions in cities affect the health of the people who live there. In close partnership with the Wellesley Institute, their mission is to work with policy makers, community partners and academics from many disciplines to make great urban health research happen – research that leads to social change and improved public policy.

The Centre for Urban Health Initiatives and the Wellesley Institute, in partnership with University College at the University of Toronto, are pleased to announce the winner of the Community Based Research (CBR) Award of Merit. **The award recognizes Principal Investigators who have demonstrated exemplary academic participation in the field of CBR, as defined by Minkler and Wallerstein<sup>1</sup>.**

*CBR is a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBR begins with a research topic of importance to the community with the aim of combining knowledge and action for social change to improve community health and eliminate health disparities.*

The objectives of the award are to:

- Address the community's need for greater academic interest and participation in community research agendas
- Increase academic respect for CBR as a field of research
- Advance the cause of CBR
- Motivate academics to pursue CBR
- Assist recipients in their pursuit of tenure and promotion

For more information, contact: Alexis Kane Speer, Centre Coordinator, Centre for Urban Health Initiatives at [cuhi.admin@utoronto.ca](mailto:cuhi.admin@utoronto.ca) or visit [www.cuhi.utoronto.ca](http://www.cuhi.utoronto.ca)

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<sup>1</sup> Minkler, M., and Wallerstein, N. (2004). Introduction to community-based participatory research. *In* Community-Based Participatory Research for Health. Eds. Minkler and Wallerstein. Jossey-Bass, 2004.

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**CONCURRENT SESSIONS**  
**Friday April 13**  
**8:30 am to 10:00 am**

*"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.** See pages 12-13 for descriptions of session formats (i.e., challenges consultation, film screening & discussion, story, skill-building workshop, thematic poster).

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**8:30 am – 10:00 am Location: Governor General Room, 2<sup>nd</sup> Floor, Hilton**



**SETTING UP A PEER REVIEW PROCESS FOR CBOS: CONFLICTS AND CHALLENGES**

**Session Format:** Challenges consultation session

**Intended Skill Level:** Intermediate, Advanced

**Sub-Theme(s):** Developing the Science of Community-Based or Practice-Based Evidence

**Authors (Presenters in bold):** *Michael T. Wright, Martina Block, Hella von Unger, Research Group Public Health, Social Science Center, Berlin, Germany; Karl Lemmen, Deutsche AIDS-Hilfe, Berlin, Germany*

The Social Science Research Center Berlin is working with the Deutsche AIDS-Hilfe, the national German AIDS Organization, to set up a peer review system for community-based organizations (CBOs). This structure will allow CBOs to receive on a voluntary basis systematic feedback on the quality of their HIV prevention work from others in the same field. Participating in the review process will be CBOs, community representatives, funders, and researchers. The conflicts and challenges associated with setting up this system will be presented, and participants will be asked for their comments and suggestions.

**Session Goals:**

- To describe the theoretical background to the peer review process being set up at the national level for German AIDS Service Organizations.
- To describe how the peer review process is intended to work.
- To describe the challenges and conflicts arising in setting up the peer review process.

**Session Learning Objectives:**

- To examine the theoretical background for setting up a peer review process
- To describe how one model for a peer review process is intended to work
- To consider how the challenges and conflicts associated with a peer review process can be addressed

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**Session Agenda:**

- Introduction of the Presenters
- Description of the Collaboration between the Social Science Research Center Berlin and the Deutsche AIDS-Hilfe
- Description of the Peer Review Process
- Presentation of the Challenges and Conflicts Arising in Setting up the Peer Review Process
- Feedback and Discussion

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**8:30 am – 10:00 am Location: Conference Room C, Mezzanine Level, Sheraton**



**MITIGATING CONFLICT IN STUDENT RESEARCH PLACEMENTS**

**Session Format:** Challenges consultation session

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Communities as Centers of Learning, Discovery and Engagement; Developing the Science of Community-Based or Practice-Based Evidence

**Authors (Presenters in bold):** ***Natalie C. Comeau**, Department of Public Health Sciences, University of Toronto, ON, Canada; **Tomislav J. Svoboda**, Client, Access to Integrated Services and Information (CAISI) Project, Toronto, ON, Canada*

Involving students as researchers can build capacity within community programs. However, conflicts arise between academic and community organizations when they have different timeframes and expectations about their roles, the goals and impacts of the project, the learning objectives, and the value of the work. A responsive, community-based evaluation of the CAISI Project is used as a case study. Clarity and organizational activism are suggested as strategies to minimize conflict and its effects.

**Session Goals:**

- To identify and discuss different types of conflict that can arise when engaging student researchers in community programs.
- To create a set of questions that uncover salient issues to consider when planning or supporting student placements.
- To explore methods of research collaboration that can produce outcomes that meet the needs for both academic rigor and community relevance.

**Session Learning Objectives:**

- To identify areas of potential conflict or misunderstanding between academic and community organizations about student research.
- To identify the impact of these conflicts on students and their work.
- To think of a range of potential solutions for conflict based on clarity and individual, group, and organizational change.

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**Session Agenda:**

- Challenges experienced in completing a responsive evaluation of, and with, the CAISI Project are presented, including a set of key questions for reflection, planning and activism. (30 min)
- As a large group, brainstorm other instances and types of conflict not mentioned. (15 min)
- In small groups, pick 3 conflicts/issues and propose 2 solutions for each. Explain how academic rigor and community relevance are maintained. Report back to large group. (30 min)
- Discussion. (15 min)

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**8:30 am – 10:00 am Location: Jackson Room, Convention Level, Hilton**

**FACES AND VOICES IN THE STRUGGLE TO REDUCE HEALTH DISPARITIES**

**Session Format:** Film screening and discussion

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; From Grassroots Movements to Policy Change

**Authors (Presenters in bold):** ***Martha Monroy**, Center for Health Equality; Mel and Enid Zuckerman College of Public Health, University of Arizona, Tucson, AZ, USA; **Brandon Protas**, Sunnyside Family Resource and Wellness Center, Sunnyside Unified School District, Tucson, AZ, USA; **Maya Castillo**, Valencia Branch Library, Tucson, AZ, USA; **Cecilia Rosales, Brenda Manuelito, Salvador Barajas**, and Kathryn Coe, Mel and Enid Zuckerman College of Public Health, University of Arizona, Tucson, AZ, USA*

This session will present some of the products of an effective campus-community partnership. The stories shared in this session are personal accounts of struggles with diabetes, environmental racism and substance abuse written and produced by the community members dealing with these issues from an underserved community. Digital stories lend a voice and a face to health disparities and the plight of underserved communities. Stories related to the impact of environmental racism, diabetes and substance abuse issues will be presented. Digital stories are powerful tools to overcoming barriers to health, providing competent health education and bridging the gap between policy makers and communities.

**Session Goals:**

- To present the role of digital stories and their power in providing culturally competent information and in community based participatory research
- To provide a basic understanding of how digital storytelling techniques can strengthen community campus partnerships
- To provide a basic understanding of how digital stories can be used in the struggle to reduce health disparities in underserved communities

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**Session Learning Objectives:**

- To understand the value of digital stories in disseminating culturally competent health education
- To understand the role digital stories play in providing a voice for the community
- To understand the value of digital stories in community advocacy and policy change

**Session Agenda:**

- Brief introduction to digital stories and the Community Campus Partnership
- Screen No Es Una Clase Cualquiera in Spanish and English and discussion
- Screen What the Water Gave Me and discussion
- Screen The Road to Loneliness and discussion

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**8:30 am – 10:00 am Location: Conference Room F, Mezzanine Level, Sheraton**

**A DAY IN THE LIFE: STORIES AND PHOTOS OF HEALTH AND HOMELESSNESS IN TORONTO**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** *Nancy Viva Davis Halifax, Ontario Institute for Studies in Education, University of Toronto, ON, Canada; **Erika Khandor & Jim Meeks**, Street Health Community Nursing Foundation, Toronto, ON, Canada; Fred Yurichuk, A Day in the Life Collective Members, Toronto, ON, Canada*

The A day in the life community-based research (CBR) project explores 3 social determinants of health: housing/homelessness, income/poverty and social exclusion. The project facilitated a strong academic-community partnership, mentored underserved people in arts-informed CBR, and created photographs and stories that bring to life the conditions faced by homeless people in Toronto. Our session will present these photos and stories, share experiences from the project, and explore the benefits and challenges of using an arts-informed approach to CBR.

**Session Goals:**

- To present project members' stories and photographs representing their lived experiences of the social determinants of health (housing/homelessness, income/poverty and social exclusion)
- To discuss our experiences of using an arts-informed approach to community-based research through presentation, multimedia and facilitated discussion
- To share our experiences of the processes of project development and partnership building in arts-informed community-based research, using our project as a case study

**Session Learning Objectives:**

- To have an understanding of the benefits, opportunities, challenges and limitations of an arts-informed, community-based approach to research

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- To have increased insight into the process of project development, building partnerships and sustaining and maintaining these projects and partnerships
- To consider how this approach to arts-informed community-based research could apply to the conference participants' own contexts, communities and groups

**Session Agenda:**

- Introduction
- Who we are (History, Process, Partnership, Funding)
- Why Photography and Story: Exploring the Social Determinants of Health Using The Arts (Project Examples: health stories and photographs from Toronto streets, Challenges and Limitations of Arts-informed CBR)
- Conversations with Conference Participants (Sharing Stories: small group breakout, large group discussion)
- Endings and Beginnings: How to use it in your community
- Final comments and feedback

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**8:30 am – 10:00 am Location: Osgoode Room, 3<sup>rd</sup> Floor, Hilton**

**COMMUNITY-CAMPUS PARTNERSHIPS: THE VIEW FROM THE FUNDER'S BALCONY**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** From Grassroots Movements to Policy Change; Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** **Sandra R. Lopacki**, *Local Initiative Funding Partners, Princeton, NJ, USA*; **Carol A. Friesen**, *Family and Consumer Sciences, Ball State University, Muncie, IN, USA*; **Anne Willaert**, *Health Education Industry Partnership, Minnesota State University, Mankato, MN, USA*

Local Initiative Funding Partners (LIFP), a national program office of the Robert Wood Johnson Foundation (RWJF), has an 18-year history of supporting innovative programs to improve health outcomes for vulnerable populations. Projects are selected through a highly competitive process and require a funding match from local philanthropy. A subset of LIFP's portfolio represents community-campus partnerships. Many are successful and have sustained for years. Others have been less successful, and these have also provided valuable lessons. This session will focus on engaging grassroots support for health programs, including the authentic voice of the community in developing programs, and in monitoring key differences between research in the laboratory and service in the neighborhood.

**Session Goals:**

- To present successful campus-community partnerships supported by Local Initiative Funding Partners, a national program of the Robert Wood Johnson Foundation.
- To identify major obstacles to successful partnerships and funding applications.
- To share and discuss best practices to sustain, adapt, and replicate innovative community programs.

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**Session Learning Objectives:**

- To describe the role of non-traditional partners in community-campus partnerships
- To identify core competencies in strong community-campus partnerships
- To appreciate the role and limitations of philanthropy in sustaining, adapting, and replicating programs developed as community-campus partnerships

**Session Agenda:**

- Overview of the role of philanthropy in community-campus partnerships
- Discussion of 5 best practices illustrated by LIFP projects and 5 practices best avoided
- Small group discussions of case study elements and sharing comments with the larger audience follow
- Operation Wellness will be presented (community input, university expectations, building of trust)
- Community Health Worker program (partnerships and sustainability)
- Q and A and summarization.

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**8:30 am – 10:00 am Location: Varley Room, Convention Level, Hilton**

**EARLY CHILDHOOD DEVELOPMENT COMMUNITY MAPPING PROJECT**

**Session Format:** Story session

**Intended Skill Level:** Beginner

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; From Grassroots Movements to Policy Change

**Authors (Presenters in bold):** **Susan A. Lynch**, *Community University Partnership for the Study of Children, Youth and Families, University of Alberta, Edmonton, AB, Canada*; *Michelle King & Leanne DiMarcello, Early Childhood Development Community Mapping Project, Edmonton, AB, Canada*

The Early Childhood Development Community Mapping Project gathered data on how well the preschool children of Edmonton are developing, examined the nature of the community supports for families with young children, and explored ways to help communities improve the support for families in achieving optimal early childhood outcomes. The project responds to both of the first two themes of the CCPH call for proposals: Early childhood development as a determinant of health; and community mobilization for change.

**Session Goals:**

- To show how a cross-sectoral team came together to map the early childhood development (ecd) outcomes in the city of Edmonton and used those maps to inform and mobilize to improve ecd outcomes.
- To show how population data on ecd and ecd support services can be displayed on geographic maps and used to reveal patterns in that development at the neighbourhood level

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- To describe how neighbourhood maps can be used by those living in the neighbourhoods to ground discussions around improving early childhood outcomes and anchor the planning for improved outcomes.

**Session Learning Objectives:**

- To describe how the Early Development Instrument (EDI) can be used to collect early childhood development population data.
- To describe how early childhood development outcomes can be displayed on geographic maps to inform and focus discussions
- To describe how the partnering agencies and policy makers in Edmonton used the early childhood data to inform policy at the provincial and municipal levels of government.

**Session Agenda:**

- Introduction to the project (10 minutes)
- Introduction to the Early Development Instrument (EDI) and its use in the project (10 mins)
- Overview of maps of EDI data (20 mins)
- Small group analysis of the maps (20 mins)
- Report on the results of the project and community mobilization (20 mins)
- Question and answer (10 mins)

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**8:30 am – 10:00 am Location: Conference Room G, Mezzanine Level, Sheraton**

**PHOTOVOICE WITH RURAL AFRICAN AMERICAN AND HISPANIC ADOLESCENTS**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** *Michael A. Yonas, Department of Health Education and Health Behavior, University of North Carolina at Chapel Hill; Cedric Lee, Community Advocate/Volunteer; Michael Cotton & Vanessa Jeffries, Chatham County Public Health Department, Pittsboro, NC, USA*

This collaborative project focused on exploring, illustrating, and ultimately designing an intervention to address the conflict that African American and Hispanic adolescents, focusing on racism and prejudice. Our methods, process and findings address such social determinants of health and illustrate how academic and a county health department partners can collaborate to explore such dynamics. This CBPR effort involved an extensive relationship building component and illustrates clearly how communities may serve as centers of learning, discovery and engagement.

**Session Goals:**

- To illustrate a health department's focus to end institutional racism and the development of a community and academic partnership to address the experience of adolescents

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- To illustrate the CBPR process with adolescents, and developing a project to explore dynamics of race, culture and ethnicity
- To illustrate the photovoice process and related discussion sessions with youth to explore issues of conflict and the creation of an arts-based intervention model

**Session Learning Objectives:**

- To anticipate the types of conflict associated with utilizing a CBPR approach within a rural organizational and community setting
- To anticipate the process for organizing and conducting a participatory research project which incorporates the photovoice methodology
- To describe the process for bringing exploratory research findings together quickly to develop a culturally sensitive intervention

**Session Agenda:**

- Introductions (5 minutes)
- Stand and declare exercise to get a feel for how people feel about CBPR and working with communities and youth and what their experiences have been (10 minutes)
- Interactive session describing our organization and community efforts and process to date, highlighting challenges and how these have been negotiated (15 minutes)
- Facilitated discussion of key points (10 minutes)
- Discussion/examples of the participatory photovoice process (20 minutes)

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**8:30 am – 10:00 am Location: Conference Room B, Mezzanine Level, Sheraton**

**MOBILIZING COMMUNITIES FOR SOCIAL CHANGE THROUGH PRIMARY PREVENTION:  
THE DELTA EXPERIENCE**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** From Grassroots Movements to Policy Change; Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** **Joshua B. Edward**, Alaska Network on Domestic Violence and Sexual Assault, Juneau, AK, USA; **Rhonda Johnson**, Health Sciences, University of Alaska, Anchorage, AK, USA; **Shannon Major**, Advocates for Victims of Violence, Valdez, AK, USA; **Julia Smith**, Sitkans Against Family Violence, Sitka, AK, USA

Four Alaska communities have been funded for coordinated community response based primary prevention efforts since 2003. Content will address how local, community-based knowledge and wisdom has succeeded in fostering locally developed “practice based evidence” related to community mobilization and primary prevention of intimate partner violence. Presenters will review activities, curriculums, and capacity development efforts that have proven successful in fostering community-level social change over the life of the project.

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**Session Goals:**

- To provide participants with useful tools and strategies for community capacity development related to primary prevention of intimate partner violence
- To review “lessons learned” in community mobilization and grass roots organization as a result of long-term funding for community based social change
- To discuss efforts to make primary prevention and community mobilization efforts sustainable, including funding and state-level capacity development

**Session Learning Objectives:**

- To gain specific strategies to use within local communities to increase individual and community capacity as social change agents
- To increase knowledge related to existing resources and activities for working with youth in intimate partner violence prevention
- To understand development and implementation of a coordinated community response model for prevention of intimate partner violence

**Session Agenda:**

- Presenters will facilitate an activity designed to encourage conceptualization of primary prevention of intimate partner violence (15 min.);
- Review the history of the DELTA project, and local, state, and national efforts related to coordinated community response development within the project (45 min);
- Facilitate small group exercises related to community capacity development and primary prevention of intimate partner violence (15 min.); and
- Close with participant questions (15 min.)

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**8:30 am – 10:00 am Location: Johnston Room, Convention Level, Hilton**



**FLINT YOUTH AT THE INTERSECTION OF UNIVERSITY-COMMUNITY PARTNERSHIPS**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** **Ebony Sandusky**, School of Public Health, University of Michigan, Ann Arbor, MI, USA; Dana Thomas, University of Michigan, Ann Arbor, MI, USA; **E. Hill De Loney**, Flint Odyssey House: Health Awareness Center, Flint, MI, USA; Yvonne Lewis, Faith Access to Community Economic Development, Flint, MI, USA; Lee Bell, Youth Violence Prevention Center, Flint, MI, USA; **Renee Bayer**, University of Michigan, Ann Arbor, MI, USA; **Ella Green Moton**, Community Academic Consultant, Flint, MI, USA

The Ruth Mott Community Health Careers Program is a partnership between the school of public health, the local health department, and community-based organizations (CBOs) in Flint, Michigan. Since 2002, African-American high school students have worked with public health graduate students and CBO staff to carry out projects addressing CBO-identified priority health

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issues, such as tobacco advertising to teens, HIV/AIDS awareness, and youth violence. Youth participate as true partners in addressing these issues by engaging in public health research, education and advocacy, and in disseminating their knowledge to their families, community leaders, funders, and policymakers. Youth can provide a unique voice in framing what and how questions are asked.

**Session Goals:**

- To describe Ruth Mott Community Health Careers pipeline program
- To gain perspectives on how youth view themselves in the community as collaborators
- To learn how collaborative relationships between a university, community-based organizations and high school students can be successful in generating, disseminating and using knowledge in the community

**Session Learning Objectives:**

- To describe how universities and CBOs partner to create programming to empower youth while they explore public health careers and prepare for higher education
- To formulate a basic strategic plan that uses community assets, culture, mentoring, whole learning, and technology to engage youth in contributing to community solutions to public health problems
- To illustrate how youth can be effective advocates in disseminating knowledge back to their families, community leaders, funders, and policymakers

**Session Agenda:**

- Introduction
- Presentation: Program Overview from Different Partner Perspectives
- Presentation: The HIV 'Zine: A Model for Engaging Youth in Research, Advocacy and Practice
- Discussion: The Challenge of Engaging Youth in Community-Academic Collaborations
- Concluding Remarks and Evaluation

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**8:30 am – 10:00 am Location: Tom Thompson Room, Convention Level, Hilton**



**PARTNERSHIPS FOR ABORIGINAL AND INDIGENOUS PEOPLES' HEALTH**

**Session Format:** Thematic Poster Session

**Session Moderator:** Ryan Meili, Family Medicine, University of Saskatchewan, Saskatoon, SK, Canada

**Intended Skill Level:** Beginner, Intermediate, Advanced

This thematic poster session is comprised of the 6 posters (AIPH#1-#6) below:

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### **AIPH#1: SETTING OUR MINDS TO DO IT: COMMUNITY CENTRED RESEARCH FOR HEALTH POLICY**

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; From Grassroots Movements to Policy Change

**Authors (Presenters in bold):** ***Karen Edwards**, University of Alberta, Edmonton, AB, Canada; **Ginger V. Gibson**, University of British Columbia, Vancouver, BC, Canada; **Nancy L. Gibson**, CIETcanada, University of Ottawa, ON, Canada; **Jim Martin**, Tâîchô Community Services Agency, Yellowknife, NT, Canada*

The four Dogrib communities held two workshops: the first was held in 2004 to identify the indicators of healthy daily living as a Dogrib. Then their agreement with the federal government was signed, and a second workshop was held to carry the indicators through a qualitative analysis process that was enhanced by analysis of traditional songs and stories. The outcome was draft policies for the environment and for the Tâîchô Community Services Agency.

### **AIPH#2: DEFINING THE CBPR APPROACH THROUGH THE PERSPECTIVES OF TRIBAL PEOPLE AND LEADERS**

**Sub-Theme(s):** Communities as Centers of Learning, Discovery and Engagement; Developing the Science of Community-Based or Practice-Based Evidence

**Authors (Presenters in bold):** ***Randy E. Elliott & Janice V. Brendible**, Northwest Indian College, Bellingham, WA, USA; **Rosalina D. James**, University of Washington, Seattle, WA, USA*

Community based participatory research has emerged as an important approach for framing academic/Tribal collaborations. The extent of Tribally shared control over research, however, has not been well established, and is rarely found in published literature resulting from these collaborations. The goal of this project is to use qualitative methods to define the perspectives of American Indian and Alaska Native members and leaders on how the CBPR process works best when partnering with academics to do health research.

### **AIHP#3: PATHWAYS INTO HEALTH**

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** *James M. Galloway, Native American Cardiology Program, College of Public Health, College of Medicine, Pathways Into Health, University of Arizona, Indian Health Service, Flagstaff, AZ, USA; Jenette Benham, Pathways Into Health, Flagstaff, AZ, USA; Carl Fox, Montana State University, Bozeman, MT, USA; Gerald Yutrzenka, Minority Affairs, Medical School, University of South Dakota, Vermillion, SD, USA; Sean Clendaniel, Department of Health Sciences, Northern Arizona University, Flagstaff, AZ, USA; **Rhonda Johnson**, University of Alaska-Anchorage, AK, USA*

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“Native American students are frequently forced to endure educational environments that violate their rights to equal educational opportunity and ignore their cultural identities.” (From the U.S. Commission on Civil Rights, “A Quiet Crisis”, July 2003). Requirements that mandate on-site education at academic institutions far distant from home communities and cultural responsibilities hamper the professional education of American Indian and Alaska Natives.

**AIHP#4: OUR LIFE: A COMMUNITY PARTNERSHIP TO PROMOTE NATIVE HEALTH BY ADDRESSING HISTORICAL TRAUMA AND EMPHASIZING TRADITIONAL CULTURAL HEALING**

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** *Jessica R. Goodkind, Center for Health Promotion and Disease Prevention, Department of Pediatrics, University of New Mexico, Albuquerque, NM, USA; Sage Walters, To'Hajiilee Behavioral Health Services, To'Hajiilee, NM, USA; Eugene Tsinajinnie, Lance Freeland & Christopher Lee, Center for Health Promotion and Disease Prevention, University of New Mexico, Albuquerque, NM, USA; Harrison Platero, New Mexico Voices for Children, Albuquerque, NM, USA*

The Our Life project is a CBPR partnership between a Native Community Coalition and University of New Mexico. Our objective is to promote the mental health of Native families by addressing root causes of community trauma and violence. Our goal is to analyze the effects of 500 years of oppression and genocide and to build a community-wide effort to heal and strengthen family relationships through traditional cultural practices, culturally appropriate parenting strategies, and equine activities.

**AIHP#5: INTEGRATING 'COMMUNITY ETHICS' IN ABORIGINAL COMMUNITY-BASED RESEARCH PARTNERSHIPS**

**Sub-Theme(s):** Developing the Science of Community-Based or Practice-Based Evidence

**Authors (Presenters in bold):** *Jann Ticknor, Renee Masching, and Randy Jackson, Canadian Aboriginal AIDS Network, Ottawa, ON, Canada*

This poster addresses questions regarding meaningful community-based research (CBR) community-academic partnerships and the standards that guide them in the context of work with Aboriginal peoples. Experiences from the Canadian Aboriginal AIDS Network Research Unit will ground dialogue about the influence of history and culture in research. More culturally competent approaches to engaging in and conducting research that meets 'community ethics' protocols, while still maintaining institutional guidelines, will be presented with special emphasis on working with Aboriginal communities. Principles of Aboriginal research ethics, recommendations and tools for negotiating ethics agreements will be offered.

**AIHP#6: FROM PROCESS TO PRODUCT: A PARTICIPATORY ACTION APPROACH TO EXPLORING BRAIN INJURY IN ABORIGINAL COMMUNITIES**

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; Developing the Science of Community-Based or Practice-Based Evidence

*Friday April 13, 2007*

**Authors (Presenters in bold):** ***Michelle L. Keightley**, Department of Occupational Science and Occupational Therapy, University of Toronto, ON, Canada; Angela Colantonio, Toronto Rehabilitation Institute, Toronto, ON, Canada; Bruce Minore and Mae Katt, Centre for Rural and Northern Health Research, Sudbury, ON, Canada; Anita Cameron, Randy White and Claudine Longboat-White, WASSAY•GEZHIG NA•NAHN•DAH•WE•IGAMIG, Keewatin, ON, Canada*

This poster describes the journey of University of Toronto researchers and northwestern Ontario Aboriginal communities during the implementation of a participatory-action approach to explore brain injury from an Aboriginal perspective. The presentation will share reciprocal and transformative learning experiences through personal narrative. It will also present preliminary data and discuss how community research findings can be both embedded in context and generalized to other communities. The poster describes community-based participatory research, with special emphasis on methods for establishing community-researcher relationships. It also provides an example of how a community-campus relationship is attempting to understand the lived experiences of Aboriginal people recovering from brain injuries, and how particular community characteristics (e.g. geographical isolation) influence outcomes.

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**CONCURRENT SESSIONS**  
**Friday April 13**  
**10:30 am to 12:00 noon**

*"Never...stop at the boundaries of what you think your knowledge or training would suggest. If a problem grabs you, run with it and try to better understand it from beginning to end, even if that means learning new techniques or developing them yourself."*

*Judith Rodin, President, Rockefeller Foundation*

**\*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.** See pages 12-13 for descriptions of session formats (i.e., challenges consultation, film screening & discussion, story, skill-building workshop, thematic poster).

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**10:30 am – 12:00 noon Location: Jackson Room, Convention Level, Hilton**

**USE OF FILM TO MOBILIZE PARTNERSHIPS FOR SOCIAL AND ENVIRONMENTAL CHANGE**

**Session Format:** Film screening and discussion

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; From Grassroots Movements to Policy Change

**Authors (Presenters in bold):** **Dorothy Goldin Rosenberg**, Ontario Institute for Studies in Education, University of Toronto, Women's Healthy Environments Network (WHEN), Toronto, ON, Canada); **Helen Ziral & Lana Choi**, Women's Healthy Environments Network (WHEN), Toronto, ON, Canada

Toxic Trespass: Children's Health and the Environment is a documentary film that poses important questions about a world that is becoming increasingly toxic for our children and future generations. The film explores social and environmental determinants of health. The film and its related resources will help to inform audiences of the complex web of connections between environmental degradation and its impact on children's health, while highlighting what people can do to bring about personal, social and policy change toward sustainability.

**Session Goals:**

- To introduce and screen film, and engage in discussion – a process to be emulated by 'multipliers' and other potential presenters.
- To engage participants and apply participatory learning approaches to mobilize knowledge and opinion for personal, social and structural change.
- To strengthen community partnerships by making new contacts for future activism, using the film for education in participants' respective communities.

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**Session Learning Objectives:**

- To build bridges between communities and academia; create awareness of the complex connections between air, land, water pollution and children's health.
- To stimulate group insights and highlight safe alternatives to most toxic processes and products, using toxic use reduction strategies.
- To identify ways that people can help bring about personal, social, community change and thereby ensure healthy communities and ecological sustainability.

**Session Agenda:**

- Introductions and a go-around to find out where people are at in terms of children's environmental health
- Introduce and screen Toxic Trespass: Children's Health and the Environment (48 min)
- Q and A following the film
- Discuss how the film has impacted participants; brainstorm actions for creating personal, social, and structural change; foster a support network for following up on proposed actions; and strengthen ties to larger entities.

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**10:30 am – 12:00 noon Location: Johnston Room, Convention Level, Hilton**

**THE OVERTOWN COMMUNITY-CAMPUS PARTNERSHIP: COMMON GROUND**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; From Grassroots Movements to Policy Change

**Authors (Presenters in bold):** **David Brown**, Department of Family Medicine and Community Health, University of Miami School of Medicine, Miami, FL, USA; **Denise Perry**, PowerU Center for Social Change, Miami, FL, USA

Overtown was a thriving center for Greater Miami's African-American community. Tragically, the construction of a highway through the heart of Overtown, and subsequent public policies has negatively impacted the health, economy and culture of the community. This story session will outline the steps taken by a community-campus partnership to halt another state sponsored transportation plan in Overtown and the lessons learned regarding social determinants of health. It will discuss the process of facilitating community awareness, action and a protocol for preventing future health risks.

**Session Goals:**

- To describe the negative health implications transportation initiatives have created in a historic African American community in South Florida.
- To describe the case study of community-campus partnership to oppose a state transportation project.
- To explain how a community-campus partnership was able to accurately assess and communicate health risk and translate resident awareness into action.

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**Session Learning Objectives:**

- To understand how to use community-campus partnerships to assess policies that may negatively impact social determinants of health.
- To be able to assess health impacts of transportation initiatives and how to develop evidence based counter-recommendations.
- To be able to develop a protocol to inform policy makers of potential health risks associated with health and non-health related policy.

**Session Agenda**

- Understand - 20 minute slide presentation (embedded video interviews of community partners and residents)
- Address - Open discussion of the community-campus partnership (Share lived experiences and Q and A)
- Advocate - Review the Overtown Community-Campus Partnership toolkit

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**10:30 am – 12:00 noon Location: Conference Room F, Mezzanine Level, Sheraton**

**OVERCOMING DIFFERENCES IN THE CREATION OF A SUCCESSFUL COMMUNITY UNIVERSITY PARTNERSHIP. THE EXPERIENCES OF THE RESEARCH ACTION ALLIANCE ON THE CONSEQUENCES OF WORK INJURY**

**Session Format:** Story session

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** From Grassroots Movements to Policy Change; Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** **Steve A. Mantis**, *Research Action Alliance on the Consequences of Work Injury (RAACWI), Ontario Network of Injured Workers Groups (ONIWG), Kaministiquia, ON, Canada;* **Emile Tompa**, *Population/Workforce Studies, Institute for Work and Health, Toronto, ON, Canada;* **Marion Endicott**, *Injured Workers Consultants, Toronto, ON, Canada;* **Sabrina Pacini & Pat Vienneau**, *Research Action Alliance on the Consequence of Work Injury, Toronto, ON, Canada*

Our presentation will follow the development of our community/University research alliance from the Fall of 2003 at a community meeting to the building of our team of 35 members, to developing our research agenda, to creating our terms of reference, principles and partnership structure. We will cover some of history leading to this partnership and highlighting the challenges we faced and how we overcame them as well as the challenges ahead. We will share some of our successes so far including securing over \$1.5 million, publishing our first articles before funds were approved, building trust in our team and engaging academic researchers in our social struggle.

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**Session Goals:**

- To promote a greater understanding of the challenges facing community/University partnerships including the negative perceptions of research in the (injured) worker community.
- To encourage sharing our experiences in building partnerships between vulnerable communities and researchers in order to strengthen future partnerships and build effective social movements.
- To explore how to use a research partnership to build capacity in the community to address public policy issues.

**Session Learning Objectives:**

- To begin to understand the assumptions, attitudes and values that both University and vulnerable community partners bring to a developing partnership.
- To share the lessons learned building the community/university partnership and explore the process and dynamics of learning those lessons.
- To identify ways to building sustained involvement of the community as the initiative matures and research intensifies.

**Session Agenda:**

- Overview of the session including goals
- Introduction of presenters (and audience participants if numbers permit)
- Background of our partnership project
- Presentation from the injured/disabled worker point of view
- Discussion – flip chart
- Presentation from the community agency point of view
- Discussion – flip chart
- Presentation from the University researcher point of view
- Discussion – flip chart
- Summarize discussion, lessons learned and questions to be answered.
- Wrap up and thanks

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**10:30 am – 12:00 noon Location: Conference Room B, Mezzanine Level, Sheraton**

**HONOURING THE MARGINS: THEIR KNOWLEDGE, PRAXIS AND REALITIES**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** ***Chrystal Ocean**, WISE - Wellbeing through Inclusion Socially and Economically, Duncan, BC, Canada; **Daphne G. Moldowin**, WISE - Wellbeing through Inclusion Socially and Economically, Shawnigan Lake, BC, Canada*

Led by women in poverty, WISE is a BC group that is growing nationally. In this session, we'll share our experiences of trying to mobilize for change while challenged to function without

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money or the recognition and respect for our capacity to effect that change. We'll focus on the policies and climate working against our efforts and how we're dealing with them. Potential

topics: Autonomy vs the Charity Act; Funding - research vs action; universities as the purported holders of Truth.

**Session Goals:**

- To improve the understanding by academics of the realities groups face in working to address the social determinants of health in their communities.
- To have community groups respected by participant funders and academics for their knowledge, skills and praxis, and to gain new allies.
- To have community groups granted the same legitimacy as academics in terms of funding and respect for their autonomy and leadership.

**Session Learning Objectives:**

- To have an understanding of the realities facing marginalized groups that are trying to address the social determinants of health in their communities.
- To have an appreciation for the knowledge, skills and talent – the existing capacity – of groups working in communities.
- To have an understanding of how the lack of respect and the funding climate undermine the health promotion efforts of community groups.

**Session Agenda:**

- Introductions, 10 mins.
- Interactive PowerPoint presentation, 30 mins. WISE introduction. Challenges: policy, lack of respect, funding climate. Successes. Will use Internet, if available.
- Small group activity with handouts, 20 mins. What can community groups and their academic allies do about policy? lack of respect? funding climate? 1 topic per group.
- Large group discussion, 20 mins. Creating our collective ACTION plan.
- Wrap up, 10 mins. ACTING on our action plan.

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**10:30 am – 12:00 noon Location: Governor General Room, 2<sup>nd</sup> Floor, Hilton**

**BUILDING CAPACITY FOR COMMUNITY-DRIVEN POLICY CHANGE**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** From Grassroots Movements to Policy Change

**Authors (Presenters in bold):** **Victor Rubin**, PolicyLink, Oakland, CA, USA; **Pamela Moore**, University of Minnesota, Minnesota Youth Community Learning Initiative, Konopka Institute for Best Practices in Adolescent Health, Minneapolis, MN, USA; Robin Berger, Minnesota Youth Community Learning Initiative, Learning Links, Worthington, MN, USA; **Kisha Braithwaite**, Department of Psychiatry Morehouse School of Medicine, Community Voices, Atlanta, GA, USA; Sarah Treuhaft, Program Associate, PolicyLink, Oakland, CA, USA

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Grantmakers and university researchers increasingly recognize that community-informed policy change is essential to improving community health. This session presents the experiences of two multiyear, multisite foundation initiatives, each of which engages a University-based

intermediary and seven community-based partners in an effort to build community capacity to effect policy change around community health. Speakers will include two University-based

participants, two community-based participants, and an evaluator that works with both initiatives. This session complements the conference theme "From Grassroots Movements to

Policy Change," focusing on the competencies and support structures necessary to achieve policy changes that benefit communities.

**Session Goals:**

- To present the goals and structures of two multi-site foundation initiatives aimed at building community capacity to effect systems and policy change to improve health.
- To enable community and University participants in two multi-site initiatives to share their experiences and engage in cross-site learning.
- To discuss the findings of national evaluators on the dimensions of policy capacity and methods that intermediaries can use to increase community policy capacity.

**Session Learning Objectives:**

- To identify different dimensions of community capacity to effect policy change and understand some challenges faced by communities in doing this work.
- To explain methods used by University-based intermediaries to build the capacity of communities to work toward policy and systems change.
- To understand how grantmakers and intermediaries can reorient their activities toward community-driven policy change.

**Session Agenda:**

- 0-10 minutes: Moderator frames session topic of building policy capacity and introduces the panelists from two national initiatives.
- 10-40 minutes: Each of four panelists makes a 5 to 8 minute presentation about their experience with developing community policy capacity.
- 40-90 minutes: Moderator asks targeted questions about challenges and lessons learned through participation in the initiative. Session attendees are also invited to ask questions of the panelists and share relevant experiences.

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10:30 am – 12:00 noon Location: Conference Room G, Mezzanine Level, Sheraton



## ABORIGINAL COMMUNITY ENGAGEMENT IN HEALTH PROFESSIONAL EDUCATION

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** ***Elizabeth K. Stacy**, Faculty of Medicine, Continuing Professional Development and Knowledge Translation, University of British Columbia, Vancouver, BC, Canada; **James Andrew**, Faculty of Medicine, Division of Aboriginal Peoples'*

*Health, University of British Columbia, Vancouver, BC, Canada; **Leanne Kelly**, Ts'ewulhtun Health Center, Cowichan Tribes, Duncan, BC, Canada; **Leah May Walker**, Faculty of Medicine, Division of Aboriginal Peoples' Health, University of British Columbia, Vancouver, BC, Canada; **Charlotte Williams**, Ts'ewulhtun Health Center, Cowichan Tribes, Duncan, BC, Canada; **Robert F. Woollard**, Faculty of Medicine, Department of Family Practice, University of British Columbia, Vancouver, BC, Canada*

This session will present a "lived experience" of how a University-community partnership was incorporated into conventional University of British Columbia health curriculum, bringing a much needed Aboriginal perspective to health professional training. Course content was developed and delivered by Aboriginal community members - in recognition of their expertise in Aboriginal health. The focus of this course highlighted the importance of cross-cultural understanding in balance with clinical skills.

### **Session Goals:**

- To provide key insights into challenges and rewards of establishing positive working relationships between universities and Aboriginal communities.
- To share strategies for implementing practice-based, interprofessional education and service learning within an Aboriginal community context.
- To provide an example of the importance of culture as a social determinant of health for Aboriginal wellness.

### **Session Learning Objectives:**

- To appreciate the impact of diverse values, priorities and perspectives when developing collaborative, University-community relationships.
- To reflect on an example of community-capacity building, and the roles and responsibilities of each partner in developing those outcomes.
- To gain an appreciation of how University systems can be adapted to enable improvements in health professional education through community engagement.

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**Session Agenda:**

- The 'letter home' (first 25 minutes of the session) will provide a personal account of the project while situating the context of the project. The project's goals, method, outcomes, and lessons learned will be detailed while sharing photos and student materials.
- The two community partners will recount their experiences in the course (20 minutes each).
- Remaining time (20 minutes) will be devoted to audience members' suggestions and experiences as well as a question and answer period.

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**10:30 am – 12:00 noon Location: Governor General Room, 2<sup>nd</sup> Floor, Hilton**

**USING PHOTOVOICE METHODS TO WORK FOR CHANGE. THE STORY OF "LOOKING OUT/LOOKING IN: WOMEN, POVERTY AND PUBLIC POLICY"**

**Session Format:** Story session

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; From Grassroots Movements to Policy Change

**Authors (Presenters in bold):** **Vanessa Charles**, *Saskatoon Anti Poverty Coalition, Saskatoon, SK, Canada*; **Kay Willson**, *Prairie Women's Health Centre of Excellence, Saskatoon, SK, Canada* and *Members of the Saskatoon Photovoice Committee*

Low income women are often subject to surveillance and scrutiny by others. In this project, we were behind the lens, not under it. We describe our community campus partnership and how we created a successful photovoice exhibit "Looking Out/Looking In: Women, Poverty and Public Policy." We share part of the exhibit and discuss ways it has contributed to personal empowerment and social change. Our session gives voice to the knowledge and creativity of marginalized women and profiles grassroots actions that contribute to the development of healthy public policy.

**Session Goals:**

- To describe how low income women used a photovoice process to work for social change in the group, the wider community and public policy.
- To raise awareness of the effect of public policies on women's poverty and their health and wellbeing.
- To demonstrate how those directly affected by poverty and other conditions of marginalization can use creative strategies to voice their concerns.

**Session Learning Objectives:**

- To identify some of the necessary steps and challenges in developing a successful community-based photovoice project with support from community and University partners.
- To deepen their understanding of the connections between women's health, poverty and public policies.

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- To explore various ways to use photovoice methods to empower community members and influence public opinion, service providers and policymakers.

**Session Agenda:**

- Presentation: How we worked together to develop a photovoice project: partnership, participation and empowerment.
- Invite questions and group discussion.
- Powerpoint Presentation of images from Looking Out/Looking In: Women, Poverty and Public Policy.
- Participant discussion of responses to the images
- Presentation on ways we've used photovoice to work for social change
- Participant discussion of how they might apply this in their own communities.

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**10:30 am – 12:00 noon Location: Conference Room C, Mezzanine Level, Sheraton**



**THREE CASE STUDIES OF PARTNERSHIP ACHIEVEMENTS: CREATING COMMUNITY AND INSTITUTIONAL PARTNERSHIPS FOR SOCIAL CHANGE IN ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH**

**Session Format:** Story session

**Intended Skill Level:** Beginner

**Sub-Theme(s):** From Grassroots Movements to Policy Change; Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** **Sharon Bonython-Ericson**, School of Public Health, Sydney University, Manly, NSW, Australia; **Annabelle Hartnell**, School of Public Health, Sydney University, Sunshine Coast, QLD, Australia; **Sophia Leon de la Barra**, School of Public Health, Sydney University, Sydney, NSW, Australia

Three research projects were generated by post-graduate students at Sydney University, and utilised community partnerships to identify and address areas of need within the community. By working collaboratively with community members, organizations, and academic institutions, these students were able to generate pathways for healthy communities through research. All three projects incorporate capacity building, community engagement and ownership, and sustainability in principle and practice.

**Session Goals:**

- To share information about how students facilitate partnerships and create pathways for research into communities
- To illustrate how research students mobilise communities as partners in descriptive and intervention-based research
- To demonstrate how mentoring programs can foster the development of early career professionals in public health

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**Session Learning Objectives:**

- To demonstrate how students can become engaged in meaningful partnership projects.
- To demonstrate how students can develop partnerships by building bridges between academic institutions, organizations and communities.
- To demonstrate the importance of experiential learning opportunities such as mentoring relationships and work placement experiences

**Session Agenda:**

- (20min) introduce case study of medication compliance
- (20min) descriptive study of community knowledge about diabetes among ATSI adolescents
- (20min) mentoring program developed for early career professionals
- (30min) discussion

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**10:30 am – 12:00 noon Location: Osgoode Room, 3<sup>rd</sup> Floor, Hilton**

**CONSIDERATIONS AND GUIDELINES FOR COMMUNITY REVIEWERS IN COMMUNITY-BASED PARTICIPATORY RESEARCH**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Communities as Centers of Learning, Discovery and Engagement; Developing the Science of Community-Based or Practice-Based Evidence

**Authors (Presenters in bold):** **Darius Tandon & Crystal Wiley**, Johns Hopkins University School of Medicine, Baltimore, MD, USA; **Pamela Brown**, Baltimore Medical Systems: Highlandtown Community Health Center, Baltimore, MD, USA; **Miyong Kim**, Johns Hopkins University School of Nursing, Baltimore, MD, USA; **Kathleen Cagney**, University of Chicago, IL, USA

Publishing manuscripts in peer reviewed journals such as Progress in Community Health Partnerships (PCHP, the journal represented by the presenters) is important to advance the field of CBPR. PCHP also provides opportunities to advance the field of CBPR by enhancing the skills of editors and reviewers who can provide feedback to community and academic partners conducting CBPR. Because the journal seeks to strengthen academic and community partnerships and ensure that published work is relevant to community partners, community reviewers are necessary collaborators in the review process. By giving feedback to authors, reviewers help to clarify expectations and strengthen the quality of manuscripts.

**Session Goals:**

- To be a co-learning process where together we will develop strategies to make effective use of community input in PCHP's review process.
- To contribute to the guidelines and instructions for community reviewers for the new journal, "Progress in Community Health Partnerships: Research, Education, and Action."
- To provide feedback to the editorial board regarding this workshop and to prepare a manuscript for publication.

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**Session Learning Objectives:**

- To describe the peer review process and identify unique contributions of community reviewers.
- To describe different options for obtaining community input/review.
- To discuss the pros and cons of different options and critique current reviewer guidelines, and design “new” guidelines/strategies.

**Session Agenda:**

- Introductions (5 min)
- Elements of a Peer Review Process (15 min)
- Unique Contributions of Community Reviewers (Audience Discussion) (15 min)
- Break out Groups: Critique Guidelines and Design New Guidelines or Strategies (discuss pros and cons of new approaches) (30 min)
- Group Reports (25 min)

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**10:30 am – 12:00 noon Location: Tom Thompson Room, Convention Level, Hilton**



**EMERGING LEADERS: LEADERSHIP AND ACTIVISM**

**Session Format:** Thematic Poster Session

**Session Moderator: Marco Gomes**, Global Youth Coalition on HIV/AIDS, Mississauga, ON, Canada

**Intended Skill Level:** Beginner, Intermediate, Advanced

This thematic poster session is comprised of the 6 posters (EL#1-#6) below:

**EL#1: AGENCY-BASED COURSES FOR STUDENTS IN PUBLIC HEALTH: STEPPING STONES TO UNIVERSITY-COMMUNITY PARTNERSHIPS**

**Sub-Theme(s):** Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** **Natasha A. Brown**, *Eric Hulse*, *Yvette Wing*, *Anna Hall*, *Shruti Ramachandram*, *Mara DeLuca* & *Jessica Burke*, *University of Pittsburgh Graduate School of Public Health, Pittsburgh, PA, USA*

The Department of Behavioral and Community Health Sciences at the University of Pittsburgh recently began a partnership with Hosanna House, Inc., a local community center. We used student journals, course evaluations and key informant interviews to describe attitudes and perspectives towards holding a departmental community development course at Hosanna House. Overall, the experience positively affected students’ personal and professional development and was well-received by faculty and staff at both organizations.

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## **EL#2: HEALTH OF PHILADELPHIA PHOTO-DOCUMENTATION PROJECT (HOPPP)**

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; Developing the Science of Community-Based or Practice-Based Evidence

**Authors (Presenters in bold):** ***Rachel Xiaolu Han, Jeannette Schroeder, Jeremy Kaplan, Michelle Holshue & Ahmed Whitt**, College of Arts and Sciences, University of Pennsylvania, Philadelphia, PA, USA; Nora Becker, Pomona; Amina Massey, Brown; Eve Weiss, Consultant; Liz Sullivan, Consultant; David Asch and Janet Weiner, Leonard Davis Institute, Philadelphia, PA, USA; Carolyn Cannuscio, University of Pennsylvania, Philadelphia, PA, USA*

HOPPP is a documentary initiative that employs community-generated images and interviews to examine Philadelphia residents' health priorities and concerns. The purpose is to ask, "Is Philadelphia a healthy place to live?" and to visualize answers through the eyes of Philadelphians. Three types of photos are used to record the physical and social environments: staff ("outsider") images, residents' ("insiders") images, and collaborative staff-resident images.

## **EL#3: COLLABORATION IN ACTION - THE BEDLAM LONGITUDINAL CLINIC: MEETING A NEED IN THE COMMUNITY**

**Sub-Theme(s):** Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** ***Emma J. Kientz**, College of Nursing, The University of Oklahoma, Tulsa, OK, USA; **Ron Saizow, Benjamin I. Panter & Elizabeth Klenda**, College of Medicine, The University of Oklahoma, Tulsa, OK, USA; **Jennifer Skaistis & Brenda Brooks**, College of Nursing, The University of Oklahoma, Tulsa, OK, USA*

Tulsa, OK has a high rate of uninsured/underinsured populations, many living below poverty level. Strategies to follow-up care and management of the population with chronic disease and illness, combined with student learning needs, provided the impetus to the Bedlam Longitudinal Clinic. Goals include: 1. Greater student understanding of patient population and impact on care 2. Participation in a creative application of innovative community oriented systems of care and 3. Enhanced communication.

## **EL#4: PREPARING REHABILITATION STUDENTS FOR COMMUNITY DEVELOPMENT**

**Sub-Theme(s):** Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** ***Heidi M. Lauckner**, School of Rehabilitation Therapy, Queen's University, Kingston, ON, Canada; Lisa Delany, Hotel Dieu Hospital/Queen's University, Kingston, ON, Canada; Terry Krupa, Queen's University, Kingston, ON, Canada*

In order to better prepare occupational therapy students to work with communities, a new occupational therapy course on community development, with a fieldwork component, was developed. Community development placements enabled students to learn about the complex interplay between health and the environment while working on community-identified projects. The placements also fostered the development of an emerging partnership between the school of rehabilitation and these community agencies

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### **EL#5: THE LAST STRAW: A SOCIAL DETERMINANTS OF HEALTH BOARD GAME!**

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; From Grassroots Movements to Policy Change

**Authors (Presenters in bold):** ***Kate Rossiter**, Department of Public Health, University of Toronto, Toronto, ON, Canada; **Kate Reeve**, School of Medicine, McMaster University, Hamilton, ON, Canada*

This board game was created by two graduate students at University of Toronto as a tool for teaching the social determinants of health (SDOH). "The Last Straw" is designed to help players experience social roles other than their own in order to understand broad factors that influence health. The game reflects current research on the SDOH, including the importance of race, gender and SES. The game's underlying values stem from a position of social justice and equity. Over the last 2 years, The Last Straw has been played as an interactive workshop with many community health agencies across Toronto who aim to utilize an SDOH approach. In this poster, following the game itself, discussion will revolve around the incorporation of academic

SDOH research into community work and the role of creativity in campus/community partnerships.

### **EL#6: MEDICAL STUDENTS BRIDGING THE GAP IN A COMMUNITY CAMPUS PARTNERSHIP TO IMPROVE HEALTH IN AN OVER-BURDENED URBAN NEIGHBORHOOD**

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; Communities as Centers of Learning, Discovery and Engagement

**Authors (Presenters in bold):** ***Sharon L. Younkin**, **Travelle Franklin-Ford**, Oluyemisi Adeyemi & Odinakachukw Ehie, University of Wisconsin School of Medicine and Public Health, Madison, WI, USA; **Jessica Connor**, University of Wisconsin, Madison, WI, USA*

This presentation will describe the development over the past three years of a partnership between an academic health center and a neighborhood wellness center. Medical students gathered information from community members and area service agencies in order to develop health education programming designed to meet the needs and address the barriers of an urban underserved community. The objective of the partnership is to address the broad determinants of health and improve community well being.

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## COMMUNITY SITE VISITS

Friday April 13

12 noon to 4:30 pm

*Orientation starts at 12 noon in the Toronto Ballroom, Hilton*

*Defining community in a community-campus partnership is more about the process of asking and answering key questions than about a strict definition of who is community or represents community: Are those most affected by the issue being addressed at the table? Are those who have a stake in the issue being addressed at the table? Are community members at the table? Do they play decision making roles?*

CCPH Board of Directors

**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 and other partnerships in Toronto! Site visits 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. Transportation between the conference hotel and the sites is provided by CCPH.

**Sign up for a site visit at the Site-Visit Sign Up Desk** (located near the Convention level elevators at the Hilton). 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-served basis and **you must sign up no later than Friday April 13 at 10:30 am**. The sign-up desk will be open on Wednesday April 11 from 10:00 am to 5:00 pm; Thursday April 12 from 7:30 am to 7:30 pm; and Friday April 13 from 7:30 am to 10:30 am (or until all spaces are filled).

Conference participants who are signed up for a site visit must gather in the Toronto Ballroom on Friday April 13, at 12 noon for an orientation over lunch 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. Participants will return to the hotel around 4:30 pm for small group reflection.

Please review the site visit descriptions below and visit the websites of the hosting organizations for pictures and more information. The site visits represent a variety of definitions of "community," "campus," and "partnership." We encourage you to ask questions and engage in constructive dialogue with site visit hosts about the meaning of these terms and other issues.

Please note: **Site visit hosts have made a great investment in ensuring a meaningful visit. Cancellations at the last minute are highly discouraged.**

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### **AIDS COMMITTEE of TORONTO (ACT)**

**Sub-theme(s):** Understanding and Addressing the Social Determinants of Health; Communities as Centers of Learning, Discovery and Engagement; Developing the Science of Community-Based or Practice-Based Evidence

**Website:** [www.actoronto.org](http://www.actoronto.org)

The AIDS Committee of Toronto (ACT) is a community-based AIDS service organization that provides support, HIV prevention and education services for people living with and affected by HIV/AIDS. ACT also has a substantial and well regarded community-based research (CBR) program. This program includes research studies, knowledge transfer and exchange activities, and capacity building to support the continued development of the agency's services and the implementation of its strategic priorities. Research and research-related activities are conducted through partnerships with the respective stakeholders, including university-based researchers, policy makers, service providers, other community-based organizations and community members. ACT is the largest community-based AIDS service organization in Canada, and has been in existence since 1983. Our mission is to deliver responsive, effective, and valued programs that promote the health, well-being, worth and rights of individuals and communities affected by HIV/AIDS, and increase awareness of HIV/AIDS.



### **ANISHNAWBE HEALTH TORONTO**

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; Communities as Centers of Learning, Discovery and Engagement

**Website:** [www.aht.ca](http://www.aht.ca)

Anishnawbe Health Toronto is a primary health care organization and accredited community health centre funded by the Ministry of Health and Longterm Care. Our mission is to improve the health and well being of Aboriginal People in spirit, mind, emotion and body by providing Traditional Healing within a multi-disciplinary health care model.

The model of health care at Anishnawbe Health Toronto is based on our culture and traditions. Direction is provided by a volunteer Board made up of community members. Our centre is accredited by Community Organizational Health Inc. Health care services at Anishnawbe Health Toronto are provided by a wide range of professional and dedicated providers including traditional healers, elders, medicine people, physicians, nurses, chiropractors, naturopaths, massage therapists, traditional counsellors, Enaadamged Kwe (woman's helpers), Babishkhan, dentists, nurse practitioners, community health workers and others.

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## INDIGENOUS HEALTH RESEARCH DEVELOPMENT PROGRAM, UNIVERSITY of TORONTO

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; Communities as Centers of Learning, Discovery and Engagement; Developing the Science of Community-Based or Practice-Based Evidence

**Website:** [www.ihrdp.ca](http://www.ihrdp.ca)

The Indigenous Health Research Development Program (IHRDP) is a member of a national network of “Aboriginal Capacity and Developmental Research Environments” that are funded through the Institute of Aboriginal Peoples’ Health, Canadian Institutes of Health Research. The IHRDP is committed to a student-centered approach to community-based health research in Ontario. It focuses its resources on community-driven research projects that will identify health-related issues in First Nations communities. The partnerships between academic research institutions and Aboriginal communities and organizations also have a direct, positive impact on the conduct of community-based health research by developing culturally appropriate and ethical research methodologies, and improving the dissemination of research findings to Aboriginal communities; assisting Aboriginal communities in addressing important health priorities through research; and promoting dissemination and translation of research results to relevant decision-makers.

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## INJURED WORKERS CONSULTANTS

**Sub-Theme(s):** From Grassroots Movements to Policy Change; Communities as Centers of Learning, Discovery and Engagement

**Website:** [www.injuredworkersonline.org/Organizations/iwc/iwc.html](http://www.injuredworkersonline.org/Organizations/iwc/iwc.html)

Injured Workers Consultants (IWC) is one of approximately 79 community legal clinics funded by Ontario's Legal Aid Plan. The clinic's work involves representation of injured workers having difficulty with their compensation claims, participation in law reform, and community development. As part of our community development we host a number of injured worker groups at the clinic: The Bright Lights, the Women of Inspiration, the Chinese Injured Worker Group, the RSI (Repetitive Strain Injuries) Injured Worker Group, the Loss of Retirement Income Injured Worker Group. These groups receive information, engage in peer support, and plan law reform initiatives.

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## ONTARIO FEDERATION OF INDIAN FRIENDSHIP CENTRES

**Sub-Theme(s):** From Grassroots Movements to Policy Change

**Website:** [www.ofifc.org](http://www.ofifc.org)

The Ontario Federation of Indian Friendship Centres (OFIFC) is a provincial Aboriginal organization representing the collective interests of 27 member centres across Ontario. The OFIFC is part of the National Association of Friendship Centres. The vision statement of the Friendship Centre movement is to "improve the quality of life for Aboriginal people living in an urban environment by supporting self-determined activities which encourage equal access to and participation in Canadian Society and which respects Aboriginal cultural distinctiveness." OFIFC member Friendship Centres specifically meet the social services needs of urban Aboriginal people in the social, cultural, economic, and community development areas by offering a wide variety of supportive programs and special projects.

The site visit will highlight the Indigenous Knowledge Networks for Infant, Child and Family Health project. The goal of the project is to enhance First Nations, Inuit and Metis infant, child and family health policy and practice in Ontario and Saskatchewan by developing, implementing and evaluating multi-jurisdictional, culture-based Indigenous knowledge networks in each province. A research plan and proposal for the larger project were submitted to the Canadian Institute for Health Research (CIHR) in September 2006. This project is headed by Dr. Janet Smylie working out of St. Michael's Hospital, an academic health centre fully affiliated with the University of Toronto. The research will be done in collaboration with the OFIFC and other partner organizations, including Seventh Generation Midwives and Tungisavingut Inuit Family Resources Centre in Ontario. In Saskatchewan, partner organizations include the Federation of Saskatchewan Indians, Canoe Lake First Nation and the Sagitawak Metis Council.

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## ONTARIO PREVENTION CLEARINGHOUSE (HEALTH PROMOTION AFFILIATE, CANADIAN HEALTH NETWORK)

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health;  
Communities as Centers of Learning, Discovery and Engagement

**Website:** [www.opc.on.ca](http://www.opc.on.ca)

The Ontario Prevention Clearinghouse (OPC), established in 1985, is one of Canada's longest-standing health promotion organizations. OPC services, offered in both official languages (English and French), are offered through five programs that focus on knowledge transfer and skill development, offering specialized training, consultation, resource creation and dissemination, and collaboration. OPC works in flexible partnerships, cross-sectoral coalitions and networks to bring about change and engage individuals, organizations and communities to improve population health at all levels. Through a partnership with the Centre for Health Promotion (CHP), University of Toronto, a Health Promotion Affiliate was established in 2004 for the Canadian Health Network (CHN). The Affiliate works with CHN to strengthen the health

[www.ccpb.info](http://www.ccpb.info)

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promotion focus of this bilingual, non-commercial and authoritative consumer health website (<http://www.canadian-health-network.ca>). Site visit participants will hear from, and engaged with, students, staff and community partners on collaborative projects, try online tools and website tours, and take part in four project activities in OPC's Open House.

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## **PLANNED PARENTHOOD of TORONTO**

**Sub-Theme(s):** Communities as Centers of Learning, Discovery and Engagement; Developing the Science of Community-Based or Practice-Based Evidence

**Website:** [www.ppt.on.ca](http://www.ppt.on.ca)

Planned Parenthood of Toronto (PPT) is a pro-choice community health centre committed to the principles of equity and to providing accessible and inclusive services which promote healthy sexuality and informed decision-making to the people of the City of Toronto. PPT provides primary and sexual health care and counselling for youth aged 13 to 29; outreach, educational workshops and health promotion initiatives in the community; sexual health information for teens through Internet, email, MSN instant messaging, telephone and outreach; anti-homophobia peer education workshops in community settings; community-based research; service provider training; sexual health programming for women, and peer-to-peer education volunteer opportunities.

PPT has recently begun to build its capacity to undertake research to support the implementation of strategic priorities. The site visit will focus on our current research project, the Toronto Teen Survey (TTS), a teen-led community-based participatory research study. Using a peer-to-peer model, the aim is to gather information from teens on assets, gaps, and barriers to sexual health services and will result in the development of a comprehensive, coordinated city-wide strategy to improve and target sexual health services for diverse youth communities. The project is a partnership between PPT, the University of Toronto, York University, the Ontario HIV/AIDS Treatment Network (OHTN), and Toronto Public Health. During this site visit, research team members will share experiences, challenges and best practice suggestions when working with diverse groups of youth on research and will include an exciting hands-on research activity component.

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## **REGENT PARK COMMUNITY HEALTH CENTRE**

**Sub-Theme(s):** From Grassroots Movements to Policy Change; Communities as Centers of Learning, Discovery and Engagement

**Website:** [www.regentparkchc.org/index.htm](http://www.regentparkchc.org/index.htm)

This site visit will feature a community-based research project with homeless women using a staged-photography method entitled, "Coming Together: Homeless Women, Housing, Social

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Support.” The project is a collaboration of the University of Toronto Faculty of Social Work (PI: Professor Izumi Sakamoto), Regent Park Community Health Centre, and Sistering: A Woman’s

Place, working closely with an advisory board of women who have experienced homelessness. The site visit will take place at the Regent Park Community Health Centre (RPCHC), which is a community-based health organization that promotes health and disease prevention through community ownership, accessible care, advocacy, and comprehensive care. RPCHC has provided services for people who are homeless since 1990 and is one of the three community health centres (of 23) in Toronto funded to work specifically with the homeless population. The site visit will consist of a tour of RPCHC, and a presentation from the “Coming Together” project. Participants will receive posters and a report from the project.



## SCHOOLS WITHOUT BORDERS

**Sub-Theme(s):** From Grassroots Movements to Policy Change; Communities as Centers of Learning, Discovery and Engagement

**Website:** [www.swb.ca/SWB](http://www.swb.ca/SWB)

Schools Without Borders is a youth-run organization that responds to the need to make learning accessible for today’s youth and provide them with the space and tools to make responsible and effective change. Recent programs include Creativity Unleashed: Community Innovations to Build Urban Peace and, currently in development, the Young Leaders program.

Creativity Unleashed was launched as part of the City of Toronto’s inaugural Humanitas Festival. In the week following, Creativity Unleashed took to the streets of the Greater Toronto Area (GTA) with a series of arts-based workshops, open dialogues, youth-led exchanges, school/community visits and performances by Movimento Na Rua – a band that comes from one of Rio de Janeiro’s most violent and marginalized communities. The purpose of this exchange was to share their creative responses to urban violence.

The main component of the citywide Young Leaders program is a 6-month curriculum that brings together 25 youth from various “at-risk” neighbourhoods who are dynamic community leaders. For the six months following the program, youth will have continued access to the Resource Centre, workshops, be paired with a professional and peer mentor, devise strategies to strengthen their community investment, and be provided with employment and life opportunities.

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## SEATON HOUSE MEN'S HOSTEL

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; Communities as Centers of Learning, Discovery and Engagement

**Website:** [www.caisi.ca](http://www.caisi.ca)

Seaton House Men's Hostel, the largest shelter in Canada, includes the Annex Harm Reduction Program (North America's first shelter program serving people who are homeless and alcohol addicted) and the Rotary Club of Toronto's Infirmary (the first shelter-based infirmary for those

with high medical and palliative care needs). The Client Access to Integrated Services and Information (CAISI) Project, which aims to end chronic homelessness and increase the well-being of people who are homeless by integrating care between multiple sites using an electronic information system, is the latest innovation developed out of Seaton House. While the Infirmary is a site of mandatory rotation for University of Toronto Family Medicine residents, both the Annex program and the CAISI Project have benefited from the diverse involvement of students and faculty from the University. The visit will include a tour of Seaton House, a discussion about these programs, and an opportunity for participants to try using the CAISI system.

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## SHERBOURNE HEALTH CENTRE

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; From Grassroots Movements to Policy Change

**Website:** [www.sherbourne.on.ca](http://www.sherbourne.on.ca)

Sherbourne Health Centre is a downtown, community-based primary health care centre. The Centre's services are focused on marginalized people including homeless people, newcomers to Canada and the lesbian, gay, bisexual and trans communities. Sherbourne has rapidly become a leader in Lesbian, Gay, Bisexual, Transgender and Transsexual (LGBT) health care and has a range of medical, counselling, health promotion and community development programs. The Centre has worked with the trans community in the development of its hormone protocols and support services, but generally in Ontario this community faces severe discrimination and has great difficulty accessing appropriate, sensitive health care services. The tour will include a short presentation of TranPULSE research project — a collaborative effort to create knowledge about the effects of social exclusion in this community and, ultimately, to influence health and social policy.

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## **STREET HEALTH**

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; From Grassroots Movements to Policy Change

**Website:** [www.streethealth.ca](http://www.streethealth.ca)

Street Health is an innovative, community-based health care organization that provides services to homeless and underhoused women and men in downtown Toronto. Street Health's program areas include nursing care, mental health support, street outreach, HIV/AIDS prevention, Hepatitis C support, and identification replacement and storage. A large part of Street Health's work also includes advocacy. Street Health staff work as advocates for individual clients, helping them to access and navigate the existing health care and social service systems. Much of Street Health's work includes advocacy for systemic solutions that address the root causes of homelessness. Street Health staff participate in a wide range of health and social justice coalitions aimed at improving the social determinants of health. Community-based research and education are also key components of our work.

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## **SUNNYBROOK OSLER CENTER for PREHOSPITAL CARE (SOCPC)**

**Sub-Theme(s):** From Grassroots Movements to Policy Change; Developing the Science of Community-Based or Practice-Based Evidence

**Website:** [www.socpc.ca](http://www.socpc.ca)

Medical direction and oversight for emergency medical services (EMS) in Ontario is provided by designated base hospitals. In Toronto, Sunnybrook Health Sciences Centre, an academic hospital affiliated with the University of Toronto, has fulfilled this role since 1984. The Sunnybrook Osler Center for Prehospital Care (SOCPC) is a regional program which has worked with Toronto Emergency Medical Services (since 1984) and Peel Region Paramedic Service (since 2004) in providing community-based EMS, operationally, educationally and in research. Through Toronto EMS we have partnered with Toronto Public Health in vaccinating and sheltering hard to reach populations in the city. Projects include clinical studies in resuscitation, termination of resuscitation, identification and interventions in domestic violence against women and critical incident stress in paramedics. Attendees will participate in presentations and discussions with representatives from EMS, public health and our research team about examples of the projects cited above.

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## TORONTO CHRISTIAN RESOURCE CENTRE (CRC)

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; From Grassroots Movements to Policy Change; Communities as Centers of Learning, Discovery and Engagement

**Website:** [www.tcrc.ca](http://www.tcrc.ca)

Created in 1964 as a mission agency of the United Church of Canada, CRC is a community agency involved in the areas of housing, food access and security, community initiatives and advocacy. The purpose of the Centre is not to work *for* — but *with* people to help them discover a sense of their own self-worth. CRC is situated in Regent Park in Downtown East Toronto and is involved in community development in a number of ways, including the Asset Mapping Research Project (AMRP), which brings participants together locally to share their assets (skills, talents, gifts, abilities, interests, experiences, knowledge and dreams) and other resources to build individual and community capacity. AMRP collaborated with key partners on the Inclusion Research project, *Key to Women's Health*. Site visitors will engage with the project partners - Inclusion Researchers, AMRP, Centre for Health Promotion, India Rainbow Community Services, Ontario Prevention Clearinghouse, Ontario Women's Health Network, Region of Peel - Peel Public Health, and Sudbury Women's Centre and Toronto Public Health – and will be walking the neighbourhood in a community mapping exercise.

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## TORONTO PEOPLE WITH AIDS FOUNDATION

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; Communities as Centers of Learning, Discovery and Engagement

**Website:** [www.pwatoronto.org](http://www.pwatoronto.org)

The Toronto People With AIDS Foundation exists to promote the health and well-being of all people living with HIV/AIDS by providing accessible, direct, and practical support services. People living with HIV/AIDS play a crucial role in the governance and operation of the Toronto People With AIDS Foundation, but, most important, are its heart and soul. Although the Foundation seeks supportive partnerships in fulfilling our mission, our response to HIV/AIDS is, more than anything else, inspired by the voices and experience of people living with HIV/AIDS.

In 2006 we served 5000 clients, have a staff team of 17 and a volunteer team of 200. Services include: Benefits and Assistance Case Management, Financial Assistance, Speakers Bureau, Food4Life Frozen Meal Delivery Program, Food Bank, Health and Wellness Programs, Treatment Access and Resource Services.

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**UNICEF CANADA and YORK UNIVERSITY – An Experiential Education Endeavour**

**Sub-Theme(s):** Understanding and Addressing the Social Determinants of Health; From Grassroots Movements to Policy Change; Developing the Science of Community-Based or Practice-Based Evidence

**Website:** [www.yorku.ca/akevents/academic/ee/index.html](http://www.yorku.ca/akevents/academic/ee/index.html)

UNICEF is working with 50 York University students in a fourth year market research course. York University students are gathering research information and assessing Greater Toronto Area high school students' perceptions of UNICEF to identify factors that would induce high school students' participation in fundraising and advocacy in support of UNICEF HIV/AIDS campaign.

The site visit will occur at York University and feature a range of participants involved with the UNICEF initiative. Site visit delegates will also have the opportunity to learn from Experiential Education (EE) students regarding a variety of aspects of Atkinson's quickly growing EE program, which in the spring semester alone sees 650 students and nearly 100 organizations working together on a wide array of campus-community activities. This number is expected to grow to 1200/200 (respectively) in the fall semester of 2007.

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**CCPH 10<sup>TH</sup> ANNIVERSARY CELEBRATION  
DINNER, PARTY & AUCTION**

**Friday April 13**  
**6:00 pm to 10:00 pm**  
*Toronto Ballroom, Hilton*

Join us for a special celebration of a decade of promoting health through community-campus partnerships! The evening features Tony Award-winning playwright, actor and poet **Sarah Jones** as she performs her one-woman show *A Right to Care*. This will also be your chance to win fantastic prizes while supporting student and community participation in CCPH through the **Pick-A-Prize Raffle & Silent Auction**.

**Schedule of Events (subject to change)**

5:45 pm – 6:30 pm: Reception and Pick-A-Prize Raffle & Silent Auction bidding  
6:30 pm – 7:30 pm: Dinner & Celebration of CCPH  
7:30 pm – 9:00 pm: Sarah Jones' performance of *A Right to Care*  
9:00 pm – 10:00 pm: Dessert buffet, drawing of Pick-A-Prize Raffle winners and call for last bids on Silent Auction items

**Pick-A-Prize Raffle & Silent Auction to Support Student & Community Participation in CCPH** - Help raise money to support student and community participation in CCPH. All funds raised by the raffle and auction will be used for student and community scholarships to attend future CCPH conferences and workshops.

Pick-A-Prize Raffle: In this raffle, each prize will have its own "raffle" bowl next to it. Simply pick a prize you want and put a raffle ticket in the bowl. For example, if you purchase three raffle tickets, you can put all three in one bowl to increase your chances of winning that prize, or you can spread the tickets between three different prizes to increase your chances of winning more than one prize. Raffle tickets can be purchased from any staff member or volunteer holding raffle tickets. Winners will be announced at the end of the evening. **Tickets are \$5 each or you can purchase 3 tickets for \$10 or 10 for \$20!** We will accept Canadian dollars or you can purchase tickets with a credit card.

Silent Auction: We have selected a number of items for the silent auction. Each item has a bidding sheet in front of it with a starting bid. Simply write your full name on the lowest line and indicate the amount you would like to bid for that item. The names of the winners will be posted on the Message board on Saturday morning April 14 and you can claim your prize at the Conference Registration Desk. We will accept payment in Canadian dollars or you can purchase items with a credit card.

Raffle and silent auction prizes were generously donated by conference participants, exhibitors and cosponsors – thanks to all involved!

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### “A Right To Care” Performance by Sarah Jones



**SARAH JONES** is a Tony Award® winning playwright, actor, and poet. She attended Bryn Mawr College where she was the recipient of the Mellon Minority Fellowship, then returned to her native New York and began writing and performing. Called "a master of the genre" by *The New York Times*, Jones is known for her creative approach to exploring social justice issues from a multicultural perspective.

Her solo shows include ***Surface Transit***, ***Women Can't Wait***, and ***Bridge and Tunnel***, which was originally produced Off-Broadway by Oscar-winner Meryl Streep and went on to become a critically acclaimed, long-running hit on Broadway.

Jones' career has taken her from a sold-out run at The Kennedy Center to tours of India, Europe and South Africa to performances for such audiences as the United Nations, members of the U.S. Congress and the Supreme Court of Nepal. Her multiethnic cast of characters has always been a reflection of her diverse audiences.

Jones has received grants and commissions from Lincoln Center Theater, The Ford Foundation, and theater honors including an Obie Award, a Helen Hayes Award, two Drama Desk nominations, and HBO's US Comedy Arts Festival's Best One Person Show Award.

***A Right To Care*** is a new piece written and performed by Jones and commissioned by the W.K. Kellogg Foundation. This work explores the ways in which ethnic, racial, and economic health disparities impact people's daily lives. Through Jones' critically acclaimed style of character portrayal, she utilizes the voices of modern America, both female and male, Native American, Black, Latino, Asian and White, young and old, to illuminate key public health topics.

The daughter of two physicians, Jones has a longstanding, passionate interest in raising awareness of social inequalities, such as those in the realm of public health. She is proud to have partnered with the W.K. Kellogg Foundation on ***A Right To Care***.

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**NOTES AND REFLECTION ON DAY TWO**

**FRIDAY April 13**

**Three things I saw or heard today that interested me and I'd 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:**

*Community-Campus Partnerships for Health 10<sup>th</sup> Anniversary Conference  
Mobilizing Partnerships for Social Change*

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**NOTES AND REFLECTION ON DAY TWO**

**FRIDAY April 13**

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