



**A CCPH Member's Guide  
to the APHA 2004 Conference**  
November 6-10, 2004 • Washington, DC

Below is a listing of sessions at the American Public Health Association (APHA) 2004 conference related to community-campus partnerships, including presentations by CCPH members. CCPH will also have an exhibit at booth #746. See below for exhibit hours.

The list is not exhaustive and there may be other sessions that will take place at the conference related to community-campus partnerships or presented by CCPH members. For a complete list of sessions at the APHA conference, please visit the APHA website at [www.apha.org/meetings/schedule.htm](http://www.apha.org/meetings/schedule.htm). For a complete list of sessions at The Society of Public Health Education (SOPHE) conference that will take place in Washington, D.C. from November 5-7, 2004, please visit the SOPHE website at [www.sophe.org](http://www.sophe.org).

If you are aware of any other sessions that should be listed here which are related to community-campus partnerships or are being presented by CCPH members, please send an email to Annika Robbins at [AnnikaLR@u.washington.edu](mailto:AnnikaLR@u.washington.edu).

**CCPH Exhibit – *We'd like to meet you!***

CCPH will have an exhibit booth (#746) at the APHA conference. Please stop by to introduce yourself.

**Official Exhibit Hours**

Sunday, November 16, 2:00 pm – 7:30 pm (Including New Connections Reception)

Monday, November 17, 8:30 am – 6:00 pm

Tuesday, November 18, 8:30 am – 6:00 pm

Wednesday, November 19, 8:30 am – 12:30 pm

To learn more about Community-Campus Partnerships for Health, visit us online at [www.ccph.info](http://www.ccph.info) or by phone at 206.543.8178 or email at [ccphuw@u.washington.edu](mailto:ccphuw@u.washington.edu).

Explanation of Acronyms in First Column

CBPR – Community-Based Participatory Research focus

CCP - Community-Campus Partnerships focus

SL – Service-Learning focus

## The CCPH Member's Guide to the 2004 APHA Conference

Sunday, 11/7/04	
2:30-6:00 P.M.  (CBPR)  \$85/3 hours	<p><b>Pre-Convention Continuing Education Institute 2022.0:</b></p> <p><b>Community-Based Participatory Research: Working with communities to analyze data and get to outcomes</b></p> <p>Presented by Eugenia Eng, Nicholas Freudenberg, Barbara Israel, Meredith Minkler, Nina Wallerstein, Jason Corburn, Suzanne Cashman, Alex J. Allen III</p> <p>The purpose of this Institute is to help participants who are familiar with and possibly have some experience in community based participatory research (CBPR) deepen their understanding of and skills related to collaborative data analysis and use of findings as part of the CBPR process. We have elected to focus on data analysis and use of findings--particularly as related to policy change--because this area has been explored least and requires careful thought.</p>

Monday, 11/8/04	
8:30 A.M.  (CBPR)  Poster 1	<p>Poster Session 3001.0:</p> <p><b>Educating for advocacy: A thematic approach to informing public health practice</b></p> <p>by Marsha Hurst, Rachel N. Grob, Constance Peterson, and Laura Weil</p> <p>The Sarah Lawrence College Health Advocacy Program's (HAP) multi- and interdisciplinary curriculum model the ecological approach to analysis and practice recommended by the IOM. Thematic perspectives on advocacy – including voice in advocacy, and a rights-based approach to advocacy – have utility not just in the traditional arenas of policy and law, but as central tenets undergirding public health theory, education and practice.</p>
8:30 A.M.  (CBPR)	<p>Scientific Session 3021.0:</p> <p><b>Summarizing community-based participatory research: Background and context for the review</b></p> <p>by Lucille Webb</p> <p>Learning Objectives: At the conclusion of the session, the participant in this session will be able to: 1. Define CBPR and describe critical elements of CBPR 2. Summarize the implementation of CBPR with respect to research methods and level of community involvement 3. Apply funding criteria to evaluate CBPR projects.</p>
8:30 A.M.  (SL)  Poster 5	<p>Poster Session 3036.0:</p> <p><b>Impacts of an intergenerational transmissive reminiscence intervention on the perceived health of seniors living independently in the community</b></p> <p>by Phillip J. Waite</p> <p>The intent of this study was to determine the impact five, one-hour, weekly sessions of one-on-one transmissive reminiscence therapy (TRT), implemented by University of Toledo service-learner students with non-institutionalized seniors, and had on the participating seniors' perceived health status.</p>

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<b>Monday, 11/8/04 <i>continued</i></b>	
8:30 A.M.  (CBPR)	<p>Scientific Session 3080.1: <b>Wellness for a Lifetime: Reducing health disparities through community partnerships</b> by Laura Anderko, Claudia Bartz, and Sally Lundeen</p> <p>The Midwest Nursing Centers Consortium Research Network (MNCCRN) is a practice-based research network (PBRN) funded by the Agency for Health Care Research and Quality and is unique in that it is the only nationally funded research network comprised of community nursing centers. This presentation will highlight “lessons learned” during the first MNCCRN practice-based research project entitled, Wellness for a Lifetime funded by the Robert Wood Johnson Foundation to improve the nutrition and physical activity levels of underserved populations.</p>
8:45 A.M.  (CBPR)	<p>Scientific Session 3016.0: <b>Native American women’s perceptions of provider services during a Pap test</b> by Adina Smith, Suzanne Christopher, Victoria LaFromboise, and Alma Knows His Gun McCormick</p> <p>Messengers for Health, is a four year community-based participatory research/lay health advisor program aimed at educating Apsáalooke (Crow) women about cervix health and increasing the number of women participating in yearly Pap tests.</p>
8:45 A.M.  (CBPR)	<p>Scientific Session 3021.0: <b>What defines community-based participatory research: A review and synthesis</b> by Eugenia Eng, Scott D. Rhodes, Derek M. Griffith, Alice Ammerman, Meera Viswanathan, PhD, and Lucille Webb</p> <p>Learning Objectives: At the conclusion of the session, the participant in this session will be able to: 1. Define CBPR and describe critical elements of CBPR 2. Summarize the implementation of CBPR with respect to research methods and level of community involvement 3. Apply funding criteria to evaluate CBPR projects.</p>
9:00 A.M.  (CBPR)	<p>Scientific Session 3021.0: <b>Community-based participatory research: A summary of the evidence on research methodology and community involvement</b> by Meera Viswanathan, Alice Ammerman, Gerald Gartlehner, Eugenia Eng, and Kathleen N. Lohr</p> <p>Objectives: AHRQ commissioned the RTI-UNC Evidence-Based Practice Center to conduct a systematic evidence review on community-based participatory research (CBPR) approaches to improved health.</p>

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<b>Monday, 11/8/04 <i>continued</i></b>	
9:15 A.M. (CBPR)	<p>Scientific Session 3021.0: <b>Community-based participatory research: Recommendations for funders, applicants, and reviewers of community-based participatory research proposals</b></p> <p>by Alice Ammerman, Meera Viswanathan, Eugenia Eng, Gerald Gartlehner, Kathleen N. Lohr, and Lucille Webb</p> <p>Objectives: This paper focuses on the following questions addressed in a systematic review of CBPR:</p> <ul style="list-style-type: none"> <li>a) What criteria should high quality grant applications meet?</li> <li>b) What guidance can be offered to funding organizations and applicants?</li> <li>c) Who should be involved in the review process, including the role of the community?</li> <li>d) What are current approaches by funders to soliciting and reviewing CBPR grant proposals?</li> </ul>
9:30 A.M. (CBPR)	<p>Scientific Session 3021.0: <b>How Choosing Different Models of Participatory Research Influences Ratings on Scales Proposed for Peer Review and Funding Decisions</b></p> <p>by Janice R. Devier, Shawna L. Mercer, Vanessa J. Brown, Margaret Potter, R. Scott Olds, and Lawrence W. Green</p> <p><b>Learning Objectives:</b> At the end of this session participants will be able to: (1) Describe one approach for reviewing and assessing Participatory and Non-Participatory Research applications; (2) Identify dimensions of participatory research that lead to the greatest agreement or disagreement among raters; (3) Discuss how funding agencies might best use rating scales to guide applicants in preparing grant applications, and peer reviewers in rating them.</p>
9:30 A.M. (CBPR)	<p>Scientific Session 3059.0: <b>Environmental influences on physical activity among urban African-American adolescents and their caregivers: Findings from a community-based participatory research project</b></p> <p>by Siobhan C. Maty, Lucille Webb, Wyokemia N. Joyner, Megan P. Boose, Megan E. Trautman, Kacey Hanson, and Janice M. Dodds</p> <p>We conducted a community-based participatory research project that identified factors in the social and physical environment which influence eating and physical activity behaviors of urban, African-American adolescents and their caregivers. Community involvement was maintained throughout problem identification, protocol development and study implementation.</p>

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<b>Monday, 11/8/04 <i>continued</i></b>	
10:30 A.M. (CBPR)	<p>Scientific Session 3090.0: <b>Academic productivity and career progression from community-based and participatory research: Are there rewards?</b></p> <p>by Margaret Potter, Shawna L. Mercer, Elvis E. Fraser, Jacob Devine, Reena Borwankar, and Lawrence W. Green</p> <p>The purpose of this study was to document the perceptions of researchers who received peer-reviewed funding for CBR as to whether and how their projects contributed to academic productivity.</p>
10:30 A.M. (CBPR)  Table 8	<p>Roundtable Session 3126.0: <b>HIV among urban Latino males in northwestern North Carolina: Formative results and recommendations for primary and secondary prevention interventions</b></p> <p>by Patrick Bowden, Scott D. Rhodes, Aimee Wilkin, and Monica Brown</p> <p>Results: Socioeconomic factors, male gender socialization, language barriers and perceived racism were identified as barriers to prevention and service utilization. Latino men with HIV/AIDS feel “invisible” while living with the virus, not having the advantages of social and community support and care and treatment that currently are available. Besides the stigma associated with HIV/AIDS, participants reported not feeling they need to be seen by a doctor, and not knowing their T-cell counts and their viral loads.</p>
10:30 A.M. (CBPR)  Table 10	<p>Roundtable Session 3126.0: <b>HoMBReS: A lay health advisor approach to HIV and STD prevention for Latino men in rural North Carolina</b></p> <p>by Scott D. Rhodes, Eugenia Eng, and Ivan M. Remnitz</p> <p>Results: Participants have mobilized and organized for change. The HoMBReS intervention, which focuses on: increasing access to culturally-relevant educational and prevention services; exploring internalized feelings of temporary status; and, addressing racial discrimination and prejudice and pressures to conform to norms around hegemonic masculinity through multiple levels and strategies, is promising based on preliminary process data analysis.</p>
10:45 A.M. (CBPR)	<p>Scientific Session 3108.0: <b>Observer Training Strategies and Interrater and Test-Retest Reliability: The Neighborhood Observational Checklist</b></p> <p>by Shannon N. Zenk, Amy Schulz, Graciela Mentz, James S. House, Patricia Miranda, Clarence Gravlee, Pat Miller, and Srimathi Kannan</p> <p>In this presentation, we provide an overview of the content of the Neighborhood Observational Checklist (NOC), a tool we used to assess aspects of the physical, built, and social environments of neighborhoods. It was developed using a community-based participatory research process by the Healthy Environments Partnership.</p>

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10:50 A.M. (CBPR)	<p>Scientific Session 3090.0: <b>Advancing the scholarship of public health practice: A faculty toolkit for developing strong portfolios for promotion and tenure</b></p> <p>by Diane C. Calleson, Sarena D. Seifer, and Jen Kauper-Brown</p> <p>This presentation highlights an innovative toolkit developed from an educational study involving interviews with faculty, practitioners and a detailed review of the faculty member's portfolio. The toolkit was developed as part of <b>CCPH's</b> Community-Engaged Scholarship in the Health Professions Initiative, with funding from the WK Kellogg Foundation.</p>
10:50 A.M. (CBPR)	<p>Scientific Session 3111.0: <b>Allies Against Asthma: Community-based interventions</b></p> <p>by James W Krieger, Fran Butterfoss, and Jane W. Peterson,</p> <p>At the end of the session, participants will be able to (1) describe successful community-sited strategies for controlling asthma, (2) understand how community-sited interventions can contribute to asthma coalition strength and (3) explain how linkage of community-based interventions to asthma control activities in other sectors provides benefits for reducing asthma morbidity.</p>
11:10 A.M. (CBPR)	<p>Scientific Session 3090.0: <b>Commission on community-engaged scholarship in the health professions: Advancing a promotion and tenure system to realize the promise of community-based participatory research and service learning</b></p> <p>by the Commission on Community-Engaged Scholarship in the Health Professions c/o Sarena Seifer</p> <p>The Commission is comprised of a diverse group of leaders from academic institutions, professional associations, community-based organizations, philanthropy and government that is elevating discussion and action around the issue of community-engaged scholarship. The Commission has, thus far, examined the role of community and practice partners in the faculty promotion and tenure process; the role of scholarly products that are not peer-reviewed journal articles in the faculty promotion and tenure process; and tools that faculty can use to better document their community-engaged scholarship for promotion and tenure reviews.</p>
12:30 P.M. (CBPR)	<p>Scientific Session 3165.0: <b>The Black Young Professionals' Public Health Network: How Young Professionals Can Contribute To The Elimination of Racial and Ethnic Health Disparities</b></p> <p>by Natasha Davis, James C. Shay, and Maceo Thomas</p> <p>Learning Objectives: To explore successful "Best Practices" in eliminating health disparities in African American communities. To recognize public health professionals that have dedicated their careers to the elimination of racial and ethnic health disparities and explore their respective career pathways.</p>

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<b>Monday, 11/8/04 continued</b>	
12:30 P.M.  (CBPR)  Poster 2	<p>Poster Session 3173.0: <b>Community-based prevention marketing: Lessons learned in developing and testing a framework to facilitate participatory research</b></p> <p>by Carol Bryant, Kelli R. McCormack Brown, Melinda S Forthofer, Elizabeth C. Bumpus, Susan Calkins, Lauren B. Zapata, Paul Monaghan, and Robert J. McDermott</p> <p>The Florida Prevention Research Center (FPRC) has created and is testing a framework for conducting community participatory research known as community-based prevention marketing (CBPM). CBPM is a community directed process for social change that applies marketing theories and techniques to the design, implementation, and evaluation of health promotion and disease prevention programs.</p>
12:30 P.M.  (CBPR)  Poster 4	<p>Poster Session 3173.0: <b>Extending the community leg of the three-legged partnership stool: Examples from Flint, Michigan</b></p> <p>by Charlene Acker, and Yanique A. Redwood-Jones</p> <p>This presentation will describe the Broome Team, a community-academic-practice partnership (often likened to a three-legged stool) organized in 1992 in Genesee County, Michigan. The Broome Team is the nucleus of a cluster of partnerships addressing community health issues organized 12 years ago as part of the Community-Based Public Health Initiative of the W.K.</p>
12:30 P.M.  (CBPR)  Poster 9	<p>Poster Session 3173.0: <b>Training clinicians for health disparity reduction and elimination: The integration of community-based participatory research (CBPR) into a Master of Medical Sciences Curriculum for Physician Assistants</b></p> <p>by Debra Benfield and Scott D. Rhodes</p> <p>Examples of CBPR projects that Physicians Assistant students have participated in, include: an action-oriented community diagnosis to examine health care challenges facing uninsured community members and to direct community-led action in Boone, NC; the use of photovoice to explore and build community capacity within resource-limited Latino housing communities in Winston-Salem, NC; the use of photovoice to assist in the establishment of a patient-community advocacy board for an HIV clinic; and, the use of key-informant interviews and focus groups to understand socio-cultural contexts of HIV risk and AIDS service utilization within a Latino community and guide community-driven interventions.</p>

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12:30 P.M.  (CBPR)  Poster 10	<p>Poster Session 3180.0: <b>Health on the Menu: A partnership approach to increasing the availability of healthy foods in Detroit-area restaurants</b> by Crystal L. Meyer, Allison Carey-Bonilla, Edith C. Kieffer, Paris Watson, Rochelle Hurst, and Quentin Moore</p> <p>Promoting Healthy Eating in Detroit (PHED) is a community-based participatory research project that seeks to develop and sustain supportive community environments and policies aimed at increasing access to, and use of, healthy foods (e.g., fruits and vegetables, low-fat dairy, and whole grain products) by residents of Eastside and Southwest Detroit.</p>
12:45 P.M.  (CBPR)	<p>Scientific Session 3169.0: <b>Evaluation design for the Brazos Valley Health Partnership, an HCAP community</b> by Monica L. Wendel, Angie L. Alaniz, James N. Burdine, Michael R.J. Felix, Sanu Somachandran, and Jay Jezierski</p> <p>The Health Resources Services Administration selected the Brazos Valley Health Partnership (BVHP) as a national Healthy Communities Access Program (HCAP) in 2003. The project targets uninsured/underinsured residents of the six rural counties of the Brazos Valley in Central Texas.</p>
12:50 P.M.  (CBPR)	<p>Scientific Session 3179.0: <b>Community Research Ethics for Environmental/Public Health</b> by Dianne Quigley, Linda Silka, Steve Wing, and Douglas K. Taylor</p> <p>These specific topics will be discussed: (1)The need to extend individual research protections to communities (proposed guidelines and moral complexities still to be worked). (2)New models of scientific research paradigms that incorporate community knowledge and contexts in research investigations (indigenous holistic research models for health risk assessment and environmental restoration - research models which highlight the interconnected, relational impacts of environmental contamination/degradation).(3) New recommendations on improving community participation in IRBs; changes that are needed nationwide. (4) Problems and training needs that were offered by the conference's culturally-diverse participants for improving CBPR partnerships; overcoming linguistic communication barriers and power and privilege dynamics when scientists and community members work together.</p>
1:50 P.M.  (CBPR)	<p>Scientific Session 3199.0: <b>Effect of the Laubach health education program on knowledge regarding pregnancy, breastfeeding, and diarrhea in Dominican Republic women</b> by Lynley Rowan</p> <p>Worldwide, epidemiologic data have documented a correlation between low education levels of mothers and an increase in illness, disease, morbidity, and mortality rates among families. The purpose of this study was to determine the effect of the Laubach health education program on knowledge regarding issues of pregnancy, breast-feeding, and diarrhea among Dominican Republic women.</p>

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2:30 P.M.  (CBPR)  Poster 8	<p>Poster Session 3226.0: <b>REACH 2010 Charleston and Georgetown Diabetes Coalition community health information assessment and action plan for online diabetes education</b> by Barbara A. Carlson, Beverly Highland, Florene Linnen, Gayenell Magwood, and Carolyn M. Jenkins</p> <p>This poster will present the REACH 2010 Charleston and Georgetown Diabetes Coalition partnership with African American community organizations in two SC counties to learn more about health information-seeking behaviors, health related Internet and library use, and educational preferences for building information technology skills and capacities to better diabetes education.</p>
2:30 P.M.  (CCP)	<p>Scientific Session 3254.0: <b>Healthy Hearts model for practice program for cardiovascular risk reduction in a culturally diverse rural community</b> by Mary Anne Shepherd and Sandra Daniel</p> <p>The Healthy Hearts cardiovascular risk reduction program aimed to minimize modifiable risk factors for CVD in a culturally diverse rural community through community-academic partnerships.</p>
2:45 P.M.  (CBPR)	<p>Scientific Session 3253.0: <b>Engaging Community Residents in Assessing their Social and Physical Environments and their Implications for Health</b> by Amy Schulz, Barbara A. Israel, Lorena Estrada, Shannon N. Zenk, Edna A. Viruell-Fuentes, Antonia Villarruel, and Carmen Stokes</p> <p>Engaging community members in efforts to understand and address contributions of the social and physical environments to health is a high priority for public health researchers and practitioners. In this presentation, we describe an innovative technique implemented by the Healthy Environments Partnership [funded by the National Institute for Environmental Health Sciences R01 ES10936-01], a community-based participatory research project involving academic, and public health and community partners in Detroit, Michigan.</p>
2:48 P.M.  (CBPR)	<p>Scientific Session 3296.0: <b>Salud comunitaria: Action research for Hispanic health</b> by Mary Kay Anderson, Carol L. Macnee, Kathleen Rayman, Gary Kukulka, Alma Vazquez, Holly Melendez, Lynn Carroll, Karen R Childress, and Jeanie Evans Walker</p> <p>The purpose of this report is to present the process and results of recent research efforts to examine one community approach to health in Appalachia. The Hispanic community has formed a partnership with university researchers to explore an alternate approach to disease prevention. Working together, with funding from the CDC Community-Based Participatory Prevention Research efforts, the research team is working to understand and design effective diabetes prevention programs.</p>

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<b>Monday, 11/8/04 continued</b>	
3:10 P.M.  (CBPR)	<p>Scientific Session 3294.0: <b>Project BRAVE: A Participatory Approach to Addressing Youth Violence</b> by Adam B. Becker and Jim Randels</p> <p>Project BRAVE involves public high school students, teachers, community artist-activists, and public health researchers in a participatory process to understand and address youth violence in an economically marginalized, racially segregated neighborhood in New Orleans. This paper describes one pilot class.</p>
3:26 P.M.  (CBPR)	<p>Scientific Session 3280.0: <b>A blueprint for improving birth outcomes in Los Angeles County</b> by Los Angeles Best Babies Collaborative</p> <p>Conclusion: A comprehensive, collaborative, multi-level, evidence-based, and community-driven approach is proposed for improving pregnancy and birth outcomes in Los Angeles County.</p>
4:30 P.M.  (CBPR)  Poster 2	<p>Poster Session 3321.0: <b>Development of a comprehensive resource manual as a training and reference guide for a Community Outreach and Education Program (COEP): The Healthy Environments Partnership resource manual</b> by Sheryl Weir, Sachiko Woods, Kathryn Phillips, Mary Koch, Patricia Miller, William J. Ridella, Indira Arya, Amy J. Schulz, and Srimathi Kannan</p> <p>The resource manual is a comprehensive compilation of information related to the Healthy Environments Partnership, a community-based participatory research project designed to enhance understanding of factors in the social and physical environments that influence risk of cardiovascular disease among Detroit residents.</p>
4:30 P.M.  (CBPR)  Poster 1	<p>Poster Session 3326.0: <b>Building Capacity Among Minority Community-Based Agencies to Improve HIV/AIDS Service Delivery</b> by Demetrius Porche and Robert Swayzer</p> <p>Conclusions: Minority serving organizations must have the organizational infrastructure and capacity to implement sound and effective HIV prevention programs. Assessment results were utilized to develop individualized capacity building assistance plans for each organization.</p>
4:30 P.M.  (CBPR)  Poster 2	<p>Poster Session 3326.0: <b>Guided discussions as a method to focus community assessment</b> by Tyson Dudley, Kim Batchelor, Anne Freeman, Shirley Broussard, Ann Robbins, and James Koch</p> <p>In May of 2003, HIV prevention community planning groups in Texas began the process of creating area action plans that establish priority populations and include interventions meeting the prevention needs of those populations. Beginning with this planning cycle, community planners use guided discussions, which are structured discussions that lead to the formation of refined population-based needs assessment plans.</p>

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<b>Monday, 11/8/04 continued</b>	
4:30 P.M. (CBPR) Poster 3	Poster Session 3326.0: <b>AIDS prevention among homeless men in the south</b> by J. Gary Linn, BA Husaini, and Rosemary Theriot  This project assessed an intervention to reduce sexual risk behaviors in a high risk population: homeless African American and Caucasian men with mental impairment.
4:30 P.M. (CBPR) Poster 4	Poster Session 3326.0: <b>Using Consultants to Deliver Technical Assistance to Faith and Community Based HIV/AIDS Programs</b> by Deborah A. McGill, Antigone Hodgins, Andrea Zombeck, and Barney Singer  Consultants are frequently used by programs to deliver technical assistance. Results from an HIV/AIDS technical assistance (TA) project designed to reach faith and community based organizations (F/CBO) will be presented.
4:30 P.M. (CBPR) Poster 5	Poster Session 3326.0: <b>Strategies for involving IMGs in community-based TB control activities: Formative research to identify innovative approaches to increase access to foreign-born populations</b> by Kelly Detsch, Bill L. Bower, Kenneth Holley, and Paul Colson  International medical graduates (IMGs) have the potential to benefit TB control efforts as they provide better access to foreign-born populations, which are at increased risk for TB infection and disease.
4:30 P.M. (CBPR) Poster 6	Poster Session 3326.0: <b>Gap analysis of an HIV/AIDS service organization's programs in relation to member needs</b> by Marina MacNamara, Marie Harris, Michael Giconi, Michael Rosencrantz, Peter Bowler, Gauri Dwivedi, and Farnoosh Hashemian  The purpose of this study was to conduct a gap analysis of an HIV/AIDS service organization's programs and services in relation to client needs.
4:30 P.M. (CBPR) Poster 7	Poster Session 3326.0: <b>CBO HIV evaluation toolbox: A practical approach to facilitate technology transfer</b> by Melanie Ogleton and Susan Rogers  The Greater Newark AIDS Initiative (GNAI), funded by the Prudential Foundation, provides resources to twelve organizations in the Newark, NJ area to provide HIV prevention services.

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4:30 P.M.  (CBPR)  Poster 8	<p>Poster Session 3326.0: <b>Environmental supports necessary for real community planning: Lessons learned from HIV prevention community planning in San Francisco, 1994-2004</b></p> <p>by Kathleen M. Roe, Kevin Roe, Steven Tierney, Tracey Packer, Valerie Rose, Dara Coan, Gwen Smith, and Israel Nieves-Rivera</p> <p>Collaborating evaluators, health department staff, Planning Council leaders, and community members have identified 8 key environmental assets present in the San Francisco model and relevant to others.</p>
4:30 P.M.  (CBPR)  Poster 9	<p>Poster Session 3326.0: <b>Innovative practices in research: Multi-level, systematic education and technical assistance for enhanced data utilization</b></p> <p>by Pamela C. Ogata and Michael A. Janson</p> <p>The Los Angeles County Office of AIDS Programs and Policy, in collaboration with the HIV prevention planning committee developed and conducted an annual Countywide Risk Assessment Survey (CRAS) as one source of data to evaluate the linkage between HIV prevention priorities, the County's HIV Prevention Plan, and resource allocation.</p>
4:30 P.M.  (CBPR)  Poster 10	<p>Poster Session 3326.0: <b>Building capacity through evaluation consulting services with CBOs of color: A model for Participatory Evaluation Collaboration</b></p> <p>by Miguel A. Chion, Angel Fabian, and Matt G. Mutchler</p> <p>Formative and program evaluation is increasingly important in HIV/AIDS prevention and service programs. The research and evaluation core at AIDS Project Los Angeles provides consulting services to other CBOs in order to help them build their evaluation capacity.</p>
4:30 P.M.  (CCP)	<p>Poster Board 8 in Session 3342.0: <b>An exploration of an immigration social network scale to examine aspects of the social environment as predictors of cardiovascular disease risk among urban Latinos</b></p> <p>by Patricia Miranda, Amy Schulz, Shannon N. Zenk, Antonia Villarruel, Patricia Miller, and Srimathi Kannan</p> <p>In this presentation we examine the differential predictive value of what we call the immigration social network scale (ISNS) and a language-based measure of acculturation (Marin &amp; Marin 1987) for measuring several aspects of mental and physical health that are also risk factors for cardiovascular disease (e.g. body mass index, blood pressure, depressive symptoms).</p>

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## The CCPH Member's Guide to the 2004 APHA Conference

<b>Monday, 11/8/04 continued</b>	
5:00 P.M.  (CBPR)	<p>Scientific Session 3328.0: <b>Partnering for Community Health and Recovery in Spartanburg, SC</b> by John E Vena, Freda Wilson, Harold Mitchell, Donald J. Goodwin, and Reginald S Avery</p> <p>The ReGenesis Community, Health, Environmental, Educational and Research Connection (RCHERC) is a community, environmental injustice, health, education and research partnership. The RCHERC partnership was forged to create a working alliance between healthcare professionals, researchers in environmental health and citizens affected by environmental hazards in Spartanburg, SC. A critical element of the partnership is to provide connectivity and opportunities for collaboration between impacted citizens, public health, environmental scientists, educators and community.</p>
<b>Tuesday, 11/9/04</b>	
8:30 A.M.  (CBPR)  Poster 6	<p>Poster Session 4024.0: <b>Handheld computers for systematic observation of the social and physical environment: The Neighborhood Observational Checklist</b> by Clarence Gravlee, Shannon N. Zenk, Sachiko Woods, Zachary Rowe, and Amy J. Schulz</p> <p>This presentation evaluates the use of handheld computers for collecting systematic observational data on the characteristics of neighborhood environments.</p>
8:30 A.M.  (CBPR)  Poster 5	<p>Poster Session 4029.0: <b>Sustainability of community education programs: From focus groups to community-based participatory research</b> by Ellen M. Dawson and Lyzette Ryan</p> <p>The purpose of this research was two fold: (a) to survey agencies in the Northern Virginia area who provided health promotion activities and enlist them in a countywide project, and (b) to identify by their focused participation variables that facilitate and/or limit community health outreach workers.</p>
8:30 A.M.  (CCP)  Poster 1	<p>Poster Session 4055.0: <b>Public Health Training for the Rural Workforce in Arkansas: A Hybrid Model of University/Health Department Collaboration, Distance Education, and Community-Based Public Health</b> by John B. Wayne</p> <p>Learning Objectives: After this presentation participants will be able to: 1) describe effective academic/agency collaborations that facilitate rural public health workforce development; (2) discuss the advantages and disadvantages of methodologies used to deliver education to rural areas; and 3) apply community-based-public-health policies to teaching, research and service activities.</p>

Explanation of Acronyms in First Column

CBPR – Community-Based Participatory Research focus

CCP - Community-Campus Partnerships focus

SL – Service-Learning focus

## The CCPH Member's Guide to the 2004 APHA Conference

<b>Tuesday, 11/9/04 continued</b>	
8:35 A.M.  (CBPR)	<p>Scientific Session 4082.0: <b>Teaching engaged scholarship through community based participatory research</b> by Meredith Minkler</p> <p>The Institute of Medicine recently named community-based participatory research (CBPR) as one of 8 new areas in which schools of public health should offer training. Combining education, systematic inquiry and action for community and social change, CBPR both increases the relevance of research for studying and addressing complex health problems and offers a fertile new area for teaching engaged scholarship as an approach to addressing health disparities. This session will describe a seminar in CBPR for health at UC Berkeley and its use of field internships, critical case studies and other approaches to enable students to understand and experience this approach. Pedagogical efforts to address ethical and methodological dilemmas in CBPR and the challenges of using short internships in ways that respect and contribute to ongoing CBPR efforts also will be discussed.</p>
8:45 A.M.  (CBPR)	<p>Scientific Session 4022.0: <b>Columbus Congregations for Healthy Youth: A collaborative project for research and action</b> by Kenneth J. Steinman, Elizabeth Cooksey, Linda James Myers, Townsend Price-Spratlen, and Ron Ryles</p> <p>Despite their rich history of health outreach and ministry, faith-based organizations often neglect academic research as a tool for developing health promotion efforts. For their part, public health researchers often avoid studies of religion and risky behavior (e.g., sexuality) because of the intensely personal and political nature of the topic. In 2003, several congregations in Columbus, Ohio along with The Ohio State University and local agencies organized to form Columbus Congregations for Healthy Youth (CoCHY). CoCHY has two aims: (1) To conduct rigorous research into how teenagers' religiosity may protect them from risky sexual behavior; and (2) To build the capacity of religious congregations to understand these findings and use them to develop their own efforts to protect and improve their children's well-being.</p>
9:10 A.M.  (CBPR)	<p>Scientific Session 4016.0: <b>Choosing the next direction of a community-based participatory cancer project</b> by Suzanne Christopher, Adina Smith, and Alma Knows His Gun McCormick</p> <p>Messengers for Health on the Apsáalooke Reservation is a 4-year community-based participatory cervix health project based in Southwest Montana. The project uses female community members, called Messengers, to spread cervix health information and provide encouragement and support to community women to receive Pap tests.</p>

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<b>Tuesday, 11/9/04 <i>continued</i></b>	
12:30 P.M.  (CBPR)  Table 1	<p>Roundtable Session 4030.0: <b>Developing and implementing a curriculum to assist in building and maintaining effective community-institutional partnerships for prevention research: Lessons learned from the pilot testing phase</b></p> <p>by Community-Institutional Partnerships for Prevention Research Group Curriculum Work Group c/o Robert J. McGranaghan and Gary Tang</p> <p>The Community-Institutional Partnerships for Prevention Research Group (partner organizations include <b>CCPH</b>, Prevention Research Centers (PRC), Urban Research Centers, Kellogg Community Health Scholars Program, APHA Caucus on Community-Based Public Health, CDC PRC National Community Committee) created the Curriculum Training Module on building and maintaining effective community-institutional partnerships for prevention research translates the group's work into a series of short presentations using case studies and interactive exercises designed to trigger discussion and equip participants with strategies and tools for building and sustaining their partnerships.</p> <p>Related website:  <a href="http://depts.washington.edu/ccph/researchprojects.html#ExaminingCommunityPartnerships">http://depts.washington.edu/ccph/researchprojects.html#ExaminingCommunityPartnerships</a></p>
12:30 P.M.  (CBPR)  Table 2	<p>Roundtable Session 4030.0: <b>Ruth Mott Health Scholars/Explorers: A partnership approach to engaging youth in local and national policy/advocacy</b></p> <p>by Yanique A. Redwood-Jones and Lee Bell</p> <p>The Ruth Mott Health Scholars/Explorers Program (RMHS/EP) is one project of a longstanding partnership between The University of Michigan School of Public Health (UM-SPH), The Genesee County Health Department, and community-based organizations (CBO) in Flint, Michigan. The program brings the educational resources of the University together with Flint community resources to prepare youth for careers in public health.</p>
12:30 P.M.  (CBPR)  Table 3	<p>Roundtable Session 4030.0: <b>Art and science of building sustainable partnerships: A practice research collaborative exploring HIV/AIDS prevention strategies</b></p> <p>by Anita Hawkins and Ron Simmons</p> <p>This presentation will describe the collaborative efforts of two community-based organizations, a city public health agency and an independent research firm to design and implement a community-based participatory research study on HIV risk behaviors and attitudes among African American men and to enhance the prevention and intervention strategies in the affected community.</p>

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<b>Tuesday, 11/9/04 <i>continued</i></b>	
12:30 P.M. (CBPR)  Table 4	<p>Roundtable Session 4030.0: <b>Toolkit for community-engaged scholarship: Successfully navigating the faculty promotion and tenure process</b> by Diane C. Calleson, Sarena D. Seifer, and Jen Kauper-Brown</p> <p>A frequently cited barrier to faculty conducting community-based participatory research, service-learning and other forms of "community-engaged scholarship" is the risk associated with trying to achieve promotion and tenure. Health professional faculty can overcome these challenges in part by creating strong portfolios that document their community-engaged scholarship. This presentation highlights an innovative toolkit that faculty can use to successfully navigate their institution's promotion and tenure process.</p> <p>The toolkit was developed as part of <b>Community Campus Partnership for Health's</b> Community-Engaged Scholarship in the Health Professions Initiative, with funding from the WK Kellogg Foundation. The toolkit can be used for faculty development, or individually by faculty.</p> <p>Related Web page: <a href="http://www.ccpH.info">http://www.ccpH.info</a></p>
12:30 P.M. (CBPR)  Table 7	<p>Roundtable Session 4030.0: <b>Partnering with Minnesota's Somali refugees to implement a community-based health survey</b> by Nathaly Herrel, Andrea Leinberger, Diana DuBois, Qamar Ibrahim, Saeed Fahia, Khadija Sheikh, and Faduma Abdi</p> <p>Today, Minnesota is home to the largest population of Somali refugees in the United States. Minnesota International Health Volunteers launched the Somali Health Care Initiative in close partnership with two Somali community organizations. Because health data about Somali refugees are so scarce (yet crucial to the development of appropriate public health programs), we implemented a Somali Health Survey using a community-based participatory approach. The focus of our survey was to document health needs, knowledge, and practices through 300 in-person interviews.</p>
12:30 P.M. (CCP)  Poster 9	<p>Poster Session 4105.0: <b>Healthcare in a multicultural context: A call for sensitivity and pluralism</b> by Lorraine M. Krofssik</p> <p>Although migration has been present throughout history, the impact is greater than ever. Migration (or immigration) brings similar and dissimilar cultures together, changing the way goods and services are exchanged. Healthcare is a service and the impact of cultural change is significant, requiring adjustments on the part of primary healthcare providers and health educators alike.</p>

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<b>Tuesday, 11/9/04 continued</b>	
12:30 P.M. (CCP) Poster 3	<p>Poster Session 4117.0: <b>Addressing health care disparities: Promising practices in Maryland</b> by Carlessia A. Hussein, Shirley Nathan-Pulliam, and LaVeda E.D. Bacetti</p> <p>Learning Objectives: Through attendance of this presentation, participants (1) will learn the process required to introduce and enact legislation to work toward the elimination of disparate health care service delivery among historically underrepresented minorities; and (2) will be able to launch an implementation strategy that incorporates community participatory planning.</p>
12:30 P.M. (CBPR) Poster 10	<p>Poster Board 10 in Session 4118.0: <b>Evolution of collaborative methodologies for participatory action health research in Southeast LA</b> Raul Lejano, Erualdo R. Gonzalez, Yuki Kidokoro, Bahram Fazeli, and Ross F. Conner</p> <p>The Southeast LA PAR Project is a collaboration of a CBO, residents, and an university team studying aspects of health and well-being of the South East Los Angeles region. The CBE PAR Project began with a one year planning effort, based on PAR principles and the theme of environmental justice. This paper describes the model and methodologies that evolved within this collaboration (multi-modal recruitment, community forums, resident and leader interviews, content analysis, and community research methods workshops) in developing a research design plan and the elements that contributed its evolution.</p>
12:30 P.M. (CBPR)	<p>Scientific Session 4122.0: <b>Community-Based Participatory Action Research and Approaches: The Genetics Education Needs Evaluation (GENE) Project</b> by Aida L. Giachello, Fredericka Wolman, and EmyLou Solomon</p> <p>This presentation will provide an overview of community-based participatory action research (PCAR) and its application to the Genetics Education needs Evaluation (GENE) Project.</p>
12:30 P.M. (CBPR) Table 3	<p>Roundtable Session 4123.0: <b>Community health worker (CHW) mental health training: Teaching CHWs how to recognize mental disorders and provide access to mental healthcare services</b> by Melanie M. Biggs, Mark J. DeHaven, Shannon Lee, and Kambria Kennedy</p> <p>Project Access is a CDC-funded community-based participatory research project providing access to care for the uninsured working poor. The project uses a Community Health Worker (CHW) model to supplement care coordination and has developed a special emphasis for patients with mental health needs.</p>

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<b>Tuesday, 11/9/04 continued</b>	
12:30 P.M. (CBPR) Poster 5	<p>Poster Session 4126.0: <b>Using Community-Based Participatory Action Research (CBPAR) in promoting preventive service utilization for adults with physical disabilities</b> by Melinda T. Neri, Thilo Kroll, Gwyn C. Jones, Marcie Goldstein, and Sally Michael</p> <p>Learning Objectives: 1. To illustrate the relevance of CBPAR strategies in the area of health promotion for people with physical disabilities. 2. To introduce different CBPAR methods and strategies. 3. To determine the content of Preventive Services Resource Kits from a consumer-defined perspective.</p>
12:30 P.M. (CBPR) Poster 6	<p>Poster Session 4126.0: <b>Designing community-based strategies to improve primary prevention for people with physical disabilities in Virginia: Focus Group findings</b> by Thilo Kroll, Melinda Neri, Gwyn C. Jones, Marcie Goldstein, and Sally Michaels.</p> <p>This study determines barriers for access to and use of primary preventive services in Northern Virginia and develops strategies and resource materials to improve primary prevention for people with physical disabilities.</p>
12:30 P.M. (SL) Poster 8	<p>Poster Session 4128.0: <b>Cancer awareness and health promotion for persons with disabilities: A strategic partnership to develop the Relay for Life event using the university service-learning resource model</b> By Pauline J. Kelzer</p> <p>This study examines the innovative approach tried in one low-income California community. Using a strategic partnership and the university service-learning model to assetize the community, a Relay for Life event was produced. Data and results are presented from the pilot year (2003) and the first operating year (2004).</p>
12:30 P.M. (CCP)	<p>Scientific Session 4142.0: <b>Community/Academia partnership: Building career ladders for Public Health Professionals</b> by Riché C. Zamor</p> <p>Learning Objectives: At the end of the session, participants will be able to: - Identify skill areas needed by Public Health Managers - Develop a training program for their staff - Recognize the need for Community-based agency/Academia partnership.</p>
12:30 P.M. (CCP) Poster 3	<p>Poster Session 4153.0: <b>Sowing the Seeds: Cultivating College Dreams</b> by Maricela Mercado Ureño</p> <p>Sowing the Seeds, a Public Health Solutions project with support from Community-Campus Partnership for Health, is project aimed at initiating the conversation about the importance of a college education among immigrant parents and their pre- and elementary school aged children.</p>

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12:30 P.M.  (CBPR)  Table 5	<p>Roundtable Session 4170.0: <b>Future Shock: A high school practicum in public health research and health activism</b> by Lan T. Jenner, Betsy A. Grady, Karen Ann Hacker, and Michelle R. Castaneda</p> <p>Future Shock is designed as an action curriculum providing students with an opportunity to become researchers and change agents in community health. This course came into being in 1997 and has been sustained through the collaborative efforts of students and teachers at Cambridge Rindge and Latin High School, Harvard School of Public Health, Institute for Community Health and Cambridge Public Health Department. It seeks to capitalize on students' fascination with predicting and envisioning the future, hence the title "Future Shock."</p>
12:45 P.M.  (CBPR)	<p>Scientific Session 4122.0: <b>Participatory evaluation of the GENE Project: Processes and results</b> by Teresa Doksum, Susan Foster, Turahn Dorsey, Gabriela García, and Susanna Ginsburg</p> <p>We are using a participatory evaluation framework to evaluate the Genetics Education Needs Evaluation (GENE) Project. Key stakeholders provided input to the evaluation design after receiving a primer on evaluation concepts and logic models. Challenges included changing organizational representatives and lack of organizational structures to identify appropriate local representatives to partner with the communities.</p>
1:00 P.M.  (CBPR)	<p>Scientific Session 4122.0: <b>Michigan GENE Demonstration Project: What do African Americans want to know about genetics?</b> by Othelia W. Pryor, and Rosalyn Y Beene-Harris</p> <p>Purpose: To demonstrate a community-based, participatory, needs assessment model implemented in two African American communities.</p> <p>Background: In, 2003, Michigan State University received funding to conduct a genetic needs assessment in the African American community. A Community Advisory Board (CAB) governs the Michigan GENE Demonstration Project that operates in Flint and Lansing, Michigan.</p> <p>Conclusion: The data collected is currently being used to develop culturally appropriate genetic education materials, identify possible interventions and foster continued partnerships around genetics education.</p>

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<b>Tuesday, 11/9/04 continued</b>	
1:15 P.M.  (CBPR)	<p>Scientific Session 4124.0:  <b>Pursuing an advocacy agenda with the use of community-based participatory research principles: Lessons from the Harlem Urban Research Center</b>            by Cassandra Ritas, State Senator Liz Krueger, Ann-Gel Palermo, and Sister Mary Nerney</p> <p>In this presentation we will build on our own and other's experience to provide advocacy strategies that target all three branches of government, while highlighting some of the challenges to partnership inherent in policy work.</p> <p>We will identify a range of decision-makers who impact health policy and make recommendations about the most effective advocacy strategies to influence them. In short, we will guide participants through the process of Participatory Policy Work from issue identification through evaluation.</p>
1:30 P.M.  (CBPR)	<p>Scientific Session 4122.0:  <b>Community-based Participatory Approaches: The Experience of Washington Heights/Inwood Genetics Education Needs Evaluation (GENE) Coalition</b>            Maria R Zoquier, Aida L. Giachello, Rosita M Romero, Nicole Hollingsworth, Jesus A Sanchez, EmyLou Solomon, and Fredericka Wolman</p> <p>Since the Fall of 2002, a diverse spectrum of community-based organizations from Washington Heights/Inwood has promoted the development of a coalition designed to increase awareness and education for genetics with the ultimate goal of increasing preventive genetic services utilization.</p>
1:30 P.M.  (CBPR)	<p>Scientific Session 4124.0:  <b>Youth engaged in research and policy action: Lessons learned from three community-based participatory research projects to influence public policy at the local and state levels</b>            by Victoria Adela Vásquez Breckwich and Meredith Minkler</p> <p>This session will feature stories from youth advocates in diverse communities who have attempted to impact on public health policy at the local and state levels. Their use of CBPR techniques in their work with researchers and health departments has contributed to the development of strong policy initiatives informed by their own community-based research.</p>
1:30 P.M.  (CBPR)	<p>Scientific Session 4144.0:  <b>Evidence of impact of the Harlem ESAP intervention on IDUs, pharmacists and community residents in New York City: A community-based participatory research model</b>            by Wendy Caceres, Sarah Sisco, Sandro Galea, Shannon Blaney, Ann Boyer, Eric Canales, Ely Fontanez, Laurell Lasenberg, Gail Love, Ann-Gel Palermo, and Crystal Fuller</p> <p>The purpose of this study was to compare attitudes, awareness and practices of IDUs, pharmacists, and community residents in the target community (Harlem) and control community (South Bronx) before and after the ESAP intervention. Data was collected through community surveys among IDUs (N=717), and telephone surveys among pharmacists (N=132) and community residents (N=1391).</p>

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<b>Tuesday, 11/9/04 continued</b>	
3:10 P.M.  (SL)	<p>Scientific Session 4238.0: <b>Partnerships in graduate nursing education: Voices of the community</b> by Deborah Lindell</p> <p>Very little is known about community-academic partnerships from the community partner's perspective. The purpose of this presentation is to describe the findings of a study of community partners' experiences with graduate nursing students.</p>
3:36 P.M.  (CCP)	<p>Scientific Session 4229.0: <b>Community DentCare Network: Community-academic partnerships as a model in identifying, addressing, and reducing oral health disparities</b> by Eva Matos, Stephen Marshall, Jacqueline Martinez, Allan Formicola, and Kim D'Abreu Herbert</p> <p>Poor oral health was identified as the number 1 complaint in a population-based survey of Central Harlem conducted in 1992-1994. In response, the Columbia University School of Dental and Oral Surgery (SDOS), in partnership with community-based organizations, implemented the Community DentCare Network.</p>
4:30 P.M.  (CCP)  Table 2	<p>Roundtable Session 4256.0: <b>Community-academic partnerships: Teaching medical students public health</b> by Jan K Carney, Dana Walrath, and Yvette Pigeon</p> <p>The Vermont Integrated Curriculum (VIC) of the University of Vermont College of Medicine was implemented in fall 2003, integrates sciences and clinical medicine from the beginning of medical school, and develops skills needed for life-long education. Public health projects have been added as a requirement for all students beginning in fall 2004.</p>
4:30 P.M.  (CBPR)	<p>Scientific Session: 4260.0: <b>W.K. Kellogg Community Health Scholars Program: Community-based research projects</b> by Derek M. Griffith</p> <p>Learning Objectives: 1. To develop awareness about the skills necessary for creating a community-based participatory project 2. To develop an understanding of process of community-based participatory research</p>
4:30 P.M.  (CBPR)	<p>Scientific Session 4288.0: <b>Latino Community and Researchers -- Tackling Lead Poisoning Prevention</b> by Shireen Rajaram and Lourdes Gouveia</p> <p>This paper outlines the principles of community-base participatory research (CBPR) and illustrates how this approach can be effective in bringing together community based organizations serving the Latino community together with researchers at the local urban university in tackling environmental justices issues relating to childhood lead poisoning prevention facing the Latino community in Omaha, a metropolitan urban area in the Mid-west.</p>

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<b>Tuesday, 11/9/04 continued</b>	
4:30 P.M.  (CBPR)	<p>Scientific Session 4313.0: <b>Choosing The Healthy Path: Using an innovative learning map to increase enrollment of uninsured children on Detroit's eastside into state insurance programs</b></p> <p>by Richard L. Lichtenstein, Ellen Lopez, Alonzo Lewis, Rev. Rochelle Allen, Penni Johnson, Scherry Riley, and Cheryl Lewis</p> <p>The primary aim of the Eastside Access Partnership (EAP), a community-based participatory research collaboration, is to increase enrollment of uninsured children into state insurance programs. To achieve this aim, one of the approaches EAP is using is the innovative learning map, Choosing the Healthy Path, which was developed in collaboration with Root Learning®, Inc.</p>
4:30 P.M.  (SL)  Poster 41	<p>Poster Session 4319.0: <b>Community partnerships and interdisciplinary education: Building public health nursing competencies</b></p> <p>by Hendrika J. Maltby</p> <p>This paper will describe a community-campus partnership for health established through the collaborative effort of faculty, students, and the community. Beginning with nursing placements and health fairs based on issues of concern to the community agency, the partnership has expanded to include nursing, social work, physical therapy, and medical students in a shared learning experience through the presentation of health fairs in collaboration with four different agencies in Burlington, Vermont.</p>
4:30 P.M.  (CBPR)  Poster 44	<p>Poster Session 4319.0: <b>Expanded home health aide roles: A nursing school--home health agency partnership to test impact of home health aide CHF and diabetes disease management coaches</b></p> <p>by Catherine Kelleher, Margaret A. Terry, Penny Carlo, and Veronica S. Longstreth</p> <p>The University of Maryland School of Nursing at Baltimore-MedStar Health VNA community-based participatory research (CBPR) partnership, and its first joint project, an ongoing 4-year AHRQ funded study, will be described with special emphasis on how use of principles of CBPR is likely to produce sustainable change in agency practice based on study results.</p>
4:30 P.M.  (CCP)  Poster 6	<p>Poster Session 4321.0: <b>Going statewide with on-line RN-BSN education: Lessons learned in building community-campus educational partnerships</b></p> <p>by Marilyn G. King</p> <p>At the Medical University of South Carolina, all coursework for the RN-to-BSN completion program is now offered online. To facilitate appropriate experiences for students enrolled in this course, faculty began the work of developing partnerships with the Area Health Education Consortium (AHEC) student coordinators and local health departments in rural and urban areas of the state during the summer prior to the fall class. The purpose of this presentation is to share lessons learned in developing and implementing this partnership.</p>

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4:45 P.M. (CBPR)	<p>Scientific Session 4257.0: <b>Teen Photovoice: An educational empowerment program for Los Angeles area adolescent high school students</b></p> <p>by Jonathan W Necheles, Kenneth Wells, Jennifer Hawes-Dawson, Emily Chung, Raphael Travis, and Mark A. Schuster</p> <p>The Teen Photovoice program is a community-based participatory research project that seeks to explore community influences on adolescent health behaviors. It uses the Photovoice methodology and is interpreted within a Grounded Theoretical framework.</p>
4:45 P.M. (CBPR)	<p>Scientific Session 4260.0: <b>Strength in Diversity: A Community-based Participatory Health Assessment of the Latino Community in Baltimore City</b></p> <p>by Iveris L. Martinez and Carmen Nieves</p> <p>This research is being led by Centro de la Comunidad, Inc., a community-based organization providing comprehensive social services to Latino immigrants in Baltimore City, in conjunction with researchers at Johns Hopkins University.</p>
4:50 P.M. (CBPR)	<p>Scientific Session 4288.0: <b>A community-state agency-university partnership for assessment, demonstration and improvement of the environment in a new Latino growth area</b></p> <p>by Eduardo R. Ochoa, Elias Robles, Phillip J. Breen, Elaine Bieber, Marsha L Eigenbrodt, and Cesar M. Compadre</p> <p>Based on results, grant applications, promotion of smoke-free restaurants, community-based participatory research and public health student preceptorships are developing La Casa Health Network as a public health demonstration site.</p>
5:00 P.M. (CBPR)	<p>Scientific Session 4260.0: <b>Sharing Research Findings Through Interactive Community Forums: Examples from Community Action Against Asthma</b></p> <p>by Ellen D. S. Lopez</p> <p>Community Action Against Asthma (CAAA), a CBPR community-academic partnership focused on identifying and reducing environmental triggers of childhood asthma in Detroit, recognizes the ethical obligation to share research findings.</p>
5:10 P.M. (CBPR)	<p>Scientific Session 4272.0: <b>Student perceptions of the school environment and its influence on nutrition and physical activity</b></p> <p>by Erica V. Lamson, Donna B. Johnson, and Dawn B. Neill</p> <p>The purpose of this qualitative study was to understand how the school environment impacts students' nutrition and physical activity. The results informed development of environmental interventions in a community-based participatory research study.</p>

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<b>Tuesday, 11/9/04 <i>continued</i></b>	
5:15 P.M.  (CBPR)	<p>Scientific Session 4260.0: <b>A community-based intervention for high-risk African-American adolescent males</b> by Michael Lindsey, Duane Thomas, and Alan Green</p> <p>This presentation will describe the feasibility of partnering with key community stakeholders (parents, youth, school personnel, community-based organizations) to develop a psychoeducational intervention for African American male adolescents. A central feature of the intervention was developing the youths' critical consciousness regarding societal factors (i.e., racism, oppression) that impact their daily experiences, attitudes, and behaviors.</p>
5:30 P.M.  (CBPR)	<p>Scientific Session 4260.0: <b>Community Based Participatory Research in Churches: The process of beginning a faith-based health intervention</b> by Karen Hye-cheon Kim</p> <p>Church-based health interventions have been conducted in various ways. However, few interventions have used a participatory approach. A community-based participatory framework was used in the creation of a faith-based health intervention in one North Carolina community.</p>
5:42 P.M.  (CCP)	<p>Scientific Session 4312.0: <b>Addressing obesity among hard-to-reach and minority populations: The Family Van's "What's My BMI?" program</b> by Alba Cruz, Heather Kaufman Stein, Jason D. Copeland, Sam Engelstad, Toni K. Williams, Rainelle White, Claire Hebenstreit, Sandra Crump, PhD, and Lee M. Kaplan</p> <p>This pilot program empowers community residents to take control of their weight through health education, body mass index (BMI) assessment, and nutritional counseling as part of a holistic approach to improving the health of the community. The program's multilingual educational curriculum highlights components that explain, within a culturally-sensitive context, the risks of obesity and its co-morbidities including cardiovascular disease, diabetes, and several types of cancer.</p>
5:45 P.M.  (CBPR)	<p>Scientific Session 4260.0: <b>W.K. Kellogg Community Health Scholars Program</b> by Shani Peterson</p> <p>Learning Objectives: 1. To develop awareness about the skills necessary for creating a community-based participatory project 2. To develop an understanding of process of community-based participatory research.</p>

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SL – Service-Learning focus

## The CCPH Member's Guide to the 2004 APHA Conference

Tuesday, 11/9/04 <i>continued</i>	
5:45 P.M.  (CBPR)	<p>Scientific Session 4278.1: <b>EXPORT Health: Linking community partners and researchers to eliminate health disparities</b></p> <p>by Rachael J. Berget, Stephen B. Thomas, Sandra Crouse Quinn, and Richard Schulz</p> <p>EXPORT (Excellence in Partnerships for Community Outreach, and Research on Disparities in Health and Training) Health is a \$6M program project grant awarded by the NIH to the University of Pittsburgh's Center for Minority Health, in the Graduate School of Public Health. EXPORT Health is an interdisciplinary project aimed at strengthening the University of Pittsburgh's research and training infrastructure for the study and elimination of racial and ethnic minority health disparities.</p>
9:24 P.M.  (CBPR)	<p>Scientific Session 4339.0: <b>Multi-method community based participatory action research: The REACH 2010 Charleston and Georgetown Diabetes Coalition Model</b></p> <p>by Marilyn G. King, Carolyn M. Jenkins, Gayenell Magwood, and Charles L. Hossler</p> <p>This presentation will use one Community-Based Participatory Action Research project to explore the strengths, limitations, and future potential of multi-method research strategies for community development and evaluation.</p>

Wednesday, 11/10/04	
8:30 A.M.  (CCP)	<p>Scientific Session 5000.0: <b>Eliminating health disparities through community and academic partnerships</b></p> <p>by Saundra Glover, Andrea Williams, Gwen Preston, and Winifred W. Thompson</p> <p>The Institute for Partnerships to Eliminate Health Disparities at the Arnold School of Public Health was created to allow the University of South Carolina to enhance its public and private partnerships focused on improving the health status of communities statewide and worldwide.</p>
8:30 A.M.  (CBPR)	<p>Scientific Session 5022.0: <b>Tools for change: Building the participatory road to a healthy Georgia (TFC)</b></p> <p>by Jessica A. Henry and Marvin A. Crafter</p> <p>This presentation will highlight successes and challenges in the first year of the TFC project. Specially, we will discuss efforts to build a sustainable network of community organizations, practitioners from Historically Black Colleges and Universities (HBCUs), and government and non-governmental organizations in health, with the goal to reduce health disparities. Our effort is animated by participatory methods and focuses on enhancing leadership of HBCUs in health research and intervention, and in building capacity in African American communities to establish sustainable health agendas. Community representatives and researchers will provide their insights on the value and obstacles to creating sustainable partnerships as a path to eliminating health disparities.</p>

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<b>Wednesday, 11/10/04 <i>continued</i></b>	
8:30 A.M.  (CBPR)  Poster 3	<p>Poster Session 5026.0: <b>Environmental health capacity building in the Eastern Agency on the Navajo Nation</b> by Johnnye L. Lewis, Chris Shuey, Edward Carlisle and Thomas Manning</p> <p>In Church Rock Chapter of the Navajo Nation, community members have teamed with scientists from tribal, state and federal agencies and NGOs to measure radiation levels in soils in residential areas affected by uranium mines, collect and analyze water samples from unregulated wells, measure radon levels in homes, and measure airborne particulates.</p>
8:30 A.M.  (CCP)  Poster 3	<p>Poster Session 5030.0: <b>Independent and Cumulative Effects of Neighborhood Characteristics, Airborne Particulate Matter, Indicators of Psychosocial Stress, and Nutritional Intakes on Variations in Cardiovascular Risk in Detroit: Preliminary Findings from the Healthy Environments Partnership</b> by Amy Schulz, Srimathi Kannan, J. Timothy Dvonch, Alison Benjamin, Paul Max</p> <p>Participants will be able to identify several factors in the social and physical environment that contribute to risk of cardiovascular disease, and describe implications for public health interventions to reduce racial and socioeconomic disparities in cardiovascular disease risk.</p>
8:30 A.M.  (CBPR)  Poster 9	<p>Poster Session 5030.1: <b>Environmental Justice and the Built Environment</b> by Jason Corburn</p> <p>This paper offers both a conceptual model and empirical examples of how the built environment and public health can incorporate the principles of environmental justice.</p>
8:50 A.M.  (CBPR)	<p>Scientific Session 5000.0: <b>Teaching community-based participatory research: A model for practice-based teaching and practice-based learning</b> by Joyce Moon-Howard and Ian Lapp</p> <p>Develop a local model for a Community-Based Participatory Research initiative that fosters academic and practice based partnerships</p>
9:00 A.M.  (CBPR)	<p>Scientific Session 5022.0: <b>Strategies for Community Involvement in Research to Reduce Health Disparities in Rheumatic Diseases: Perspectives from Community Partners</b> by Kelli L. Carrington, Janet S. Austin, Nicole Schuett, Robert Miranda-Acevedo, Reva C Lawrence, and Barbara B. Mittleman</p> <p>Through the Health Partnership Program, coordinated by the National Institute of Arthritis and Musculoskeletal and Skin Diseases at the National Institutes of Health, we benefit from community involvement in a research program designed to increase scientific understanding of health disparities in rheumatic diseases among minority populations.</p>

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<b>Wednesday, 11/10/04 <i>continued</i></b>	
9:15 A.M.  (CBPR)	<p>Scientific Session 5011.0: <b>Evolution of a Community-Based Minority Health Research Center</b> by Nancy Jewell, Kathleen M Russell, Terrell Zollinger, Robert M. Saywell, and Nancy A Jewell</p> <p>This presentation will provide a description of the significant historical milestones in the creation of the Racial and Ethnic Minority Epidemiological Center, its evolution in setting up the governance and infrastructure, and the current projects in which Center staff are engaged as a result of inclusive strategic planning. Key to its mission is the integration of a participatory research approach in its projects, and a priority to disseminate and promote the utilization of results back to minority communities as well as to other audiences.</p>
9:30 A.M.  (CBPR)	<p>Scientific Session 5022.0: <b>Working in partnership and applying community-based participatory research principles to sustain a community-based project</b> by Precilla Lorene Belin and Lloyd Stanton</p> <p>This presentation will highlight the process of creating an effective community-based project and the components of an effective community-based project. Also, this presentation will discuss partnerships and the application of community-based participatory research principles to assist in creating sustainability for an effective community-based project.</p>
9:30 A.M.  (CCP)	<p>Scientific Session 5058.0: <b>Sustaining child care health consultation to promote child well-being</b> by Sherry Gaines, Judith Wold, Margaret Bean, and Janie M. Leary</p> <p>In partnership with the Childcare Advantage Network at Georgia State University, nurses from one of nineteen health districts are creating a revenue-generating child care health consultation system. This partnership focuses on adding value in child care while strategically and financially supporting consultation.</p>
12:30 P.M.  (CBPR)	<p>Scientific Session 5097.0: <b>"I'll do it if I get I paid" - Do incentives play a role in leadership retention?</b> by Lori Miller Nascimento, Ana C. Canjura, C. Kevin Malotte, Michael Cousineau, and Claudia Marin</p> <p>This CDC-funded, community-based participatory research study is comparing feedback from approximately 30 volunteer community health workers (“leaders”) in Long Beach (study group), who will receive both monetary and non-monetary incentives for their work, with 28 leaders in the San Gabriel Valley who are not given an incentive (control group). We are also examining the “natural history” of health leader retention, participation and satisfaction.</p>

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<b>Wednesday, 11/10/04 <i>continued</i></b>	
12:30 P.M. (CBPR)	<p>Scientific Session 5098.0: <b>Building capacity to address health disparities in African American and Latino communities</b> by Stephanie Farquhar and Yvonne Michael.</p> <p>This presentation will describe the process used to gather preliminary data for the evaluation of Poder es Salud/Power for Health, one of the Community-based Participatory Prevention Research projects funded by the Centers for Disease Control and Prevention in 2002. The project's principal goal is to address health disparities by increasing social capital in the African American and Latino communities in Multnomah County, Oregon.</p>
12:45 P.M. (CBPR)	<p>Scientific Session 5098.0: <b>Stories from the field: Preliminary results from the Flint fathers and sons evaluation project</b> by Cleopatra Howard Caldwell, Cassandra L Brooks, E. Hill De Loney, and Everett Roberts</p> <p>Can fathers who do not live with their children effectively contribute to their health and well-being in meaningful ways? The Flint Fathers and Sons Evaluation Project is designed to answer this question by engaging families, as an important part of the child's social environment, in an intervention program designed to assist non-resident African American fathers in helping their preadolescent sons avoid substance use, violent behavior and early sexual initiation.</p>
12:50 P.M. (CBPR)	<p>Scientific Session 5101.0: <b>Development of a virtual toxic tour of Detroit, Michigan, as a community organizing tool for Community Action Against Asthma</b> by Katherine K. Edgren, Donele Wilkins, Maria A. Salinas, Melissa J. Smiley, Olajumoke O. Johnson, and Edith A. Parker</p> <p>This presentation will focus on the development of a virtual "Toxic Tour" of Detroit, Michigan, as a part of the community organizing component of Community Action Against Asthma (CAAA), funded by the National Institute of Environmental Health Sciences.</p>
1:15 P.M. (CBPR)	<p>Scientific Session 5098.0: <b>Using a local evaluation team model for capacity building: A case study from the Partnership for the Public's Health Initiative</b> by Victor J. Mehia</p> <p>In San Joaquin County, the local evaluator received special funding from the Partnership for Public's Health Initiative to implement the Community-Based Participatory Research and Evaluation (CBPRE) project. The CBPRE project consists of three capacity building activities: 1) formation of a local research and evaluation team, 2) development and implementation of an intensive CBPRE training program, and 3) provision of technical assistance and support to each of the participating organizations.</p>

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<b>Wednesday, 11/10/04 <i>continued</i></b>	
1:15 P.M.  (CBPR)	<p>Scientific Session 5109.0:  <b>Reflections of pain: Using photovoice to understand the psychosocial outcomes of chronic pain among older blacks and white</b>            by Tamara A. Baker</p> <p>One qualitative method, Photovoice, serves as a participatory needs assessment for patients, which avoids the distortion of fitting data into a predetermined model. This methodology enables researchers, medical professionals, and the lay population to become more knowledgeable about how individuals make meaning of the pain experience and what issues and personal concerns are important to the individual experiencing chronic pain.</p>
1:24 P.M.  (CBPR)	<p>Scientific Session 5138.0:  <b>Bridging academia and community: A guide to developing community participatory research</b>            by Donna-Marie Palakiko, Alice Tse, Joelene Lono, and Malia Young</p> <p>In spite of major management and education initiatives, our current health care system may not be addressing the needs of all members of the community. In order to explore the health issues, a community-oriented research partnership was formed between Ke Ola Mamo, Native Hawaiian Health Care System on Oahu and the University of Hawaii Department of Pediatrics to explore perceived barriers to asthma care in Native Hawaiian children. Prior to engaging in this project, a community-based partnership was developed.</p>
1:30 P.M.  (SL)	<p>Scientific Session 5093.1:  <b>Mosdos Ohr Hatorah and the Bolton School of Nursing: A faith-based, public health partnership</b>            by Deborah Lindell</p> <p>This presentation describes outcomes and lessons learned from a sustained partnership between Mosdos Ohr Hatorah, an Orthodox Jewish day school, and the Bolton School of Nursing, Case Western Reserve University. The partnership was established in 1997.</p>
1:30 P.M.  (CBPR)	<p>Scientific Session 5098.0:  <b>Challenge of Measuring Progress: Attempting to Quantify Progress in a Multi-site, Community-based Initiative</b>            by Clarissa Hsu, Pamela M. Schwartz, Rhonda Sarnoff, and David Pearson</p> <p>This presentation will describe the challenges and lessons learned when attempting to provide cross-site data that is accurate, standardized and true to tenets of participatory evaluation. Specific issues that will be addressed are: 1) the considerations that went into the initial design for the measure of progress, 2) methods used to solicit feedback and redesign the process, and 3) unresolved concerns and questions related to standardizing measures of progress.</p>

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<b>Wednesday, 11/10/04 <i>continued</i></b>	
2:30 P.M.  (SL)	<p>Scientific Session 5187.0: <b>Developing NCHEC areas of competency for entry-level health educators: Is service learning the answer?</b> by Nicole J. Champagne</p> <p>Are Service Learning Projects equally effective in preparing health education students in the Areas of Responsibility? In this case study, six Service Learning Projects implemented at UMass Lowell in 2002 were rigorously evaluated in terms of their effectiveness in preparing students in the NCHEC Areas of Responsibility.</p>
2:45 P.M.  (CBPR)	<p>Scientific Session 5161.0: <b>Environmental influences on eating behavior among urban African-American adolescents and their caregivers: Findings from a community-based participatory research project</b> by Siobhan C. Maty, Lucille Webb, Wyokemia N. Joyner, Megan P. Boose, Megan E. Trautman, Kacey Hanson, and Janice M. Dodds</p> <p>A community-based participatory research project was conducted that identified factors in the social and physical environment which influence eating and physical activity behaviors of urban, African-American adolescents and their caregivers.</p>
3:04 P.M.  (SL)	<p>Scientific Session 5183.0: <b>Strategies to assure access &amp; equity: Practice patterns of post doctoral general dentistry (PDGD) residents who train in underserved areas: A 30 year longitudinal cohort study</b> by Neal A. Demby</p> <p>Safety net providers such as Community Health Centers, while being under continual budgetary pressures are faced with having to devise strategies to accommodate dental workforce issues.</p>
3:30 P.M.  (CBPR)	<p>Scientific Session 5161.0: <b>"Telling it like it is:" Comprehensive assessment of rural communities for food and nutrition interventions</b> by Margaret L. Bogle, Earlene Strickland, Kathy Yadrack, Catherine Champagne, Patrick Casey, Edith N. Hyman, Bernestine McGee, and Beverly McCabe-Sellers</p> <p>The Lower Mississippi Delta Nutrition Intervention Research Initiative has conducted comprehensive rural community assessment through five surveys. The FOODS 2000 survey was the first representative cross-sectional dietary survey of the Lower Mississippi region of Arkansas, Louisiana, and Mississippi.</p>
3:42 P.M.  (CBPR)	<p>Scientific Session 5190.0: <b>Using Community-Based Participatory Research (CBPR) - To Improve High Blood Pressure (HBP) Care for Korean Americans</b> by Miyong T. Kim, Hae-Ra Han, Jeonghee Kang, Moonju Ko, Soyoung Chung, Gina Pistulka, and Kim B. Kim</p> <p>The purpose of this paper is to critically evaluate the applicability of CBPR as a tool to enhance the sense of community as well as to offer a more culturally appropriate intervention for Korean Americans.</p>

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