



**From Community-Campus Partnerships to Capitol Hill:
A Policy Agenda for Health in the 21st Century**

The 4th Annual Community-Campus Partnerships for Health Conference



April 29-May 2, 2000 ~ Washington, DC

Sponsored by:

Community-Campus Partnerships for Health and the Corporation for National Service

COMMUNITY-CAMPUS PARTNERSHIPS FOR HEALTH: WHO WE ARE

Community-Campus Partnerships for Health (CCPH) is a non-profit organization based at the Center for the Health Professions at the University of California-San Francisco. Founded in 1996, our mission is to:

Foster partnerships between communities and educational institutions that build on each other's strengths and develop their role as change agents for improved health professions education, civic responsibility, and the health of communities

We further our mission by:

- Creating and expanding opportunities for individuals and organizations to collaborate and exchange resources and information relevant to community-campus partnerships.
- Promoting awareness about the benefits of community-campus partnerships.
- Advocating for policies that facilitate and support community-campus partnerships.
- Promoting service-learning as a core component of health professions education.

CCPH has a focus and characteristics that are unique in that:

- We work collaboratively across sectors of higher education, communities and disciplines to achieve successful community-campus partnerships.
- We identify community members, students, administrators, faculty and staff as equal constituencies, and our board of directors reflects these diverse constituencies.
- We serve as a welcoming bridge between the many government and foundation-sponsored initiatives in community-oriented health professions education and community health improvement.
- We define health broadly to encompass emotional, physical and spiritual well being within the context of self, family and community.

THIS YEAR'S CONFERENCE THEME

CCPH's 4th annual conference is designed to broaden and deepen participants' understanding of the policies, processes and structures that affect community-campus partnerships, civic responsibility, and the overall health of communities. The conference is also designed to enhance participants' ability to advance these policies, processes and structures. An important outcome of the conference will be policy recommendations that bring the voices of those involved in community-campus partnerships at the grass roots level to national, state, organizational and institutional decision makers. Further, conference participants will develop strategies for advancing these recommendations when they return home.

Community-Campus Partnerships for Health
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WHAT DO WE MEAN BY POLICY?

We define policy broadly to include policies at the grass roots, organizational, institutional, state, national and international levels:

- Policies at the grass roots level - such as a neighborhood's definition of health, a youth group's policy on leadership development.
- Policies at the organizational and institutional level - such as mission statements and strategic plans, community agency policy on participating in research, university policy on affirmative action, coalition policy on membership, foundation policy on how proposals are reviewed for their community involvement.
- Policies at the state level - such as state financing of preventive services, state medical association policy on community service, state-mandated performance measures for higher education.
- Policies at the national level - such as federal government policies on access to health care, national accreditor's policies on how health professional schools are accredited.
- Policies at the international level - such as World Health Organization policy on health for all, United Nations' policy on the status of women, an international public health organization's policy on the role of higher educational institutions in health.

THE GOALS OF THE CONFERENCE ARE TO:

- Broaden and deepen participants' understanding of the local, state, national and institutional policies and issues that affect community-campus partnerships, civic responsibility and community health.
- Bring the challenges, successes and perspectives of community-campus partnerships from the grass roots level to national, state, organizational and institutional decision makers.
- Enhance the ability of participants to advocate for policies that support community-campus partnerships and the overall health of communities.
- Provide an inclusive and dynamic forum for networking, information-sharing and skill-building among all stakeholders involved in community-campus partnerships.
- Build and sustain a growing network of health-promoting community-campus partnerships.
- Shape the advocacy and policy agenda for community-campus partnerships and for CCPH.

INTENDED AUDIENCE

We expect more than 500 conference participants, including representatives of community agencies, government, foundations, health care delivery organizations, and leaders from educational institutions (i.e. academic administrators, faculty, staff and students).

Through their active involvement in the conference, participants will:

- Develop a deeper understanding of the principles and best practices of community-campus partnerships.
- Increase their awareness and understanding of policy issues that are important for successful community-campus partnerships.
- Achieve their most important learning objective.
- Create an action plan for their continued development as an advocate of partnerships and healthier communities.
- Establish a peer group for continued learning, policy development and advocacy.

WHAT DO WE MEAN BY COMMUNITY-CAMPUS PARTNERSHIPS?

Creating healthier communities and overcoming complex societal problems require collaborative solutions which bring communities and institutions together as equal partners and build upon the assets, strengths and capacities of each. Community-campus partnerships involve communities and higher educational institutions as partners, and may address such areas as health professions education (i.e. service-learning), health care delivery, research, community service, community-wide health improvement, and community/economic development. By involving our board, members and participants in our 1997 and 1998 conferences in an open dialogue, we have developed the following principles to help facilitate and build a growing movement of community-campus partnerships.

CCPH Principles of Partnership

- Partners have agreed upon mission, values, goals, and measurable outcomes for their partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness and commitment.

- The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
- The partnership balances the power among partners and enables resources among partners to be shared.
- There is clear, open and accessible communication between partners, making it an on-going priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.
- Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
- There is feedback to, among, and from all partners, with the goal of continuously improving the partnership and its outcomes.
- Partners share the credit for the partnership's accomplishments.
- Partnerships take time to develop and evolve over time.

CONFERENCE FORMAT

The conference will include plenary presentations, workshops, stories, agenda-setting and mentoring sessions, critical issues forums, posters and exhibits, site visits of local community-campus partnerships, meetings with policymakers and opportunities for informal networking.

Prior to the conference, participants will be asked to review papers that have been commissioned for each conference track and to select a track that interests them the most in terms of contributing to the development of recommendations and possibly continuing to work on them after the conference. At the conference, participants will be assigned to a policy action team (PAT) based on their area of interest. Led by experienced facilitators, each PAT will meet twice during the conference. The first meeting will be a facilitated group discussion on the selected issue and related policy options using the commissioned paper as a starting point. The second meeting will be an opportunity for participants to reflect on their experiences during the conference, to formulate key findings and recommendations, and to propose any actions involving the group following the conference. The findings and recommendations will be incorporated into final drafts of the papers, which will comprise the conference proceedings. The conference proceedings will be shared with all conference participants and widely disseminated to decision makers at national, state, institutional and organizational levels. The dissemination plan will flow from the nature and level of the recommendations that come out of the conference.

CALL FOR WORKSHOPS, STORIES, CRITICAL ISSUES FORUMS, SITE VISITS AND POSTERS

In soliciting proposals, the conference planning committee has the following objectives:

- To highlight models of community-campus partnerships - in the U.S. and internationally - that have integrated principles of good partnerships into their efforts, and have identified best practices for these principles.
- To highlight policies, processes and structures that support community-campus partnerships and healthier communities, and strategies for achieving policy change.
- To enhance participants' policy and advocacy skills for building and sustaining community-campus partnerships.
- To promote collaborative proposals among program partners.
- To encourage the involvement of community partners, community-based organizations and community members as presenters.
- To emphasize highly interactive discussion and creative experiential teaching styles.

PROPOSAL REVIEW PROCESS

Proposals will be reviewed by members of the conference planning committee and external reviewers. In reviewing the proposals, the following minimum criteria will be used:

- Relevance to the conference theme.
- Clarity of writing.
- Potential for engaging participants in meaningful discussion through experiential learning techniques.
- Potential for providing participants with the necessary skills and knowledge to advocate for policies, processes and structures that support principle-centered community-campus partnerships.
- Priority will be given to proposals that include the full range of program partners as presenters.

CONFERENCE TRACKS

The conference planning committee encourages proposals that further the goals and objectives listed above. In particular, the committee seeks proposals for each of the following conference tracks. The questions listed under each theme are intended as examples of the issues and topics a proposal might address and explore. Proposals are also encouraged that address these cross-cutting themes in any of the tracks:

- Cultural competency
- International perspectives
- Interdisciplinary collaboration

TRACK 1: Making the case for service-learning in health professions education

- What is service-learning and how is it similar or different from other forms of experiential learning?
- How can we overcome the barriers and maximize the facilitators of curriculum change?
- What is the evidence base for service-learning?
- What are best practices of curricular integration of service-learning?
- What are best practices of community participation and benefit in service-learning?
- What policies, processes and structures best support service-learning?
- What are the interdisciplinary opportunities for service-learning?

TRACK 2: Community-based teaching, research and service as scholarship

- How are community-based forms of scholarship defined and recognized within academia?
- How can faculty best document their community-based scholarship for promotion and tenure?
- What models exist for the recruitment, retention, development and recognition of community-based faculty?
- How can we effectively advocate for changes in faculty roles and rewards?
- What roles and rewards are needed to promote faculty involvement in interdisciplinary teaching, research and service?
- What is the meaning of "the engaged campus" and what policies, processes and structures are needed to fully realize its potential?

TRACK 3: Promoting collaborations that improve the health and well-being of communities

- What creates and sustains the health and well-being of communities?
- How can communities embrace a broader definition of health?
- How can academic health centers and health professional schools embrace a broader definition of health?
- What policies, processes and structures are needed to support and further community-based collaborations for healthier communities?
- What policies, processes and structures are needed to foster cross-sector collaborations for healthier communities, such as public and private sectors, medicine and public health, community and campus, faith and secular?
- What models exist for community-campus partnerships that address the socioeconomic determinants of health, such as literacy, education, and economic status?

TRACK 4: Financing of community-based and interdisciplinary health profession education

- What is the rationale for public financing of health professions education?
- What is the role of the private sector in financing health professions education?
- How can Medicare graduate medical education funding be used to facilitate community-based and interdisciplinary health professions education?
- How can the training of health professionals in prevention be financed?
- How can the many categorical federal funding sources for health professions education be used to foster more opportunities for community-based, interdisciplinary health professions education?
- What are creative approaches to financing community-based and interdisciplinary health professions education?

TRACK 5: Community-campus partnerships for community and economic development

- How can higher educational institutions serve as assets for community and economic development?
- What different models exist for community and economic development and what are their outcomes?

- What does it mean to "build community capacity" and "generate social capital", and what role should higher educational institutions be playing?
- What is the role of health professionals in contributing to community and economic development? How can health professionals-in-training best be prepared for this role?
- How do we engage community members as leaders/partners in community health?
- What policies support the integration of community health and community development to improve health outcomes?

TRACK 6: Engaging communities as partners in health research

- How can communities be partners in health research, from design to application of the findings?
- How can governments and the private sector support participatory models of research?
- What models exist for community decision-making around how research agendas are determined, how institutional review boards review research, and how research proposals are funded?
- How do we build the capacity of communities to undertake research around their most critical questions?
- How can we train a cadre of researchers who have the values, knowledge and skills to engage in participatory models of research?

TRACK 7: Improving health access and outcomes in minority populations

- What creates and sustains health in minority populations?
- What policies, processes and structures have been shown to improve health access and outcomes in minority populations?
- How do we overcome racism and classism in health professions education and in health care delivery?
- What models exist for recruiting and retaining underrepresented minorities in the health professions?

TRACK 8: Student leadership and activism

- How can students gain the leadership skills they will need to be effective change agents as practicing professionals?
- What organizational policies, processes and structures facilitate student leadership development?
- How can students effectively influence the curriculum change process and outcome at their schools?
- What models exist for interdisciplinary student leadership development?
- How can a commitment to community service and civic responsibility be instilled during the course of a student's education?

TRACK 9: Advocacy skills

- What are effective strategies for changing policy?
- What are the principles and best practices for community organizing?
- What links exist between community organizing and policy change?
- How can we communicate effectively with legislators?
- How can we communicate effectively with the media?
- How can we build consensus and support for a policy position?
- How can we translate the momentum and recommendations from this conference into action and policy change?

PROPOSAL CATEGORIES - The conference planning committee will consider proposals in these 5 categories:

(1) SKILL-BUILDING WORKSHOPS

Skill-building workshops are instructional sessions in which presenters teach and discuss particular skills and techniques. The session should accomplish specific learning objectives designed to provide participants with increased competence in some area of importance to the conference theme and goals. The session should include opportunities for practice and feedback. When this is not possible, the session should include time to discuss how the covered skills and techniques can be applied in the participant's settings. Workshop sessions will be 1 1/2 hours in length, and will average 50 participants.

Skill-building workshops will not be considered that:

- Are general and descriptive in nature (i.e., a proposal describing the Community-University Partnership for Minority Health would not be accepted, but a proposal that translates the Partnership's lessons learned into a workshop on strategies for elevating the status of minority health issues on the agenda of state policymakers would be seriously considered)
- Limit interactive dialogue and learning between the presenter(s) and participants

Skill-building workshops will be considered that:

- Provide new knowledge relevant to the conference theme and goals
- Orient participants to useful resources and recommendations regarding the session topic
- Provide meaningful interaction between presenter(s) and participants through experiential methods such as role play, skits and dialogue.

To be reviewed, skill-building workshops must include the following information IN THE ORDER LISTED and must follow all format instructions.

1. Title of workshop session
2. Names and organizational affiliations of presenters (please list presenter names and affiliations as you would like them to appear in the conference program. Please **do not** list academic degrees)
3. Intended audience, including their skill-level (be as specific as possible, i.e., faculty, students and community agency staff who are new to service-learning)
4. Goals and specific learning objectives of the session
5. A description of the skill area, issue or topic to be addressed and how it relates to the conference theme
6. A description of the method(s) to be used to facilitate interactive discussion
7. A brief agenda for the session

(2) STORY SESSIONS

Story sessions are designed to solicit greater input from community members, students and others whose experiences can be overlooked in formal conference settings. Stories reflect the genuine and authentic experience of an individual or a community, which has importance and value. Stories should be consistent with the conference theme, goals and objectives. For example, story sessions could involve a story of a successful or less than successful attempt to change policy, a story about building a base of support for an issue, or a story about developing an advocacy agenda. Story sessions will be 1 1/2 hours in length, and will average 50 participants.

To be reviewed, story sessions must include the following information IN THE ORDER LISTED and must follow all format instructions.

1. Title of story session
2. Names and organizational affiliations of presenters (please list presenter names and affiliations as you would like them to appear in the conference program. Please **do not** list academic degrees)
3. Goals of the session
4. A description of the story or stories that will be presented and how it relates to the conference theme
5. A description of the method(s) being used to facilitate interactive discussion
6. A brief agenda for the session

(3) CRITICAL ISSUES FORUMS

Critical Issues Forums explore an important or controversial issue or area of debate related to the conference theme. For example, should service-learning be voluntary or required, what does it mean to be culturally competent, why are there health and economic disparities among different racial and ethnic groups, how can colleges and universities contribute to the economic vitality of their neighborhoods?

Critical Issues Forums are not necessarily intended to come to a resolution on the issue, but to promote issue clarification, reflection, critical thinking, further study and discussion. Presenters are encouraged to be creative in developing the format of a Critical Issues Forum. Formats to consider include: a brief panel of presenters on different sides of an issue, followed by facilitated audience discussion; a facilitator who poses a series of provocative questions for group discussion; a presentation followed by a reactor panel and then audience

discussion; a debate followed by audience discussion. Critical Issues Forums will be 1 1/2 hours in length and will average 50 participants.

To be reviewed, Critical Issues Forums must include the following information IN THE ORDER LISTED and must follow all format instructions.

1. Title of critical issues forum
2. Names and organizational affiliations of presenters (please list presenter names and affiliations as you would like them to appear in the conference program. Please **do not** list academic degrees)
3. Goals and specific learning objectives of the session.
4. A description of the issue or question to be addressed and why it is important to the conference theme
5. A description of the method(s) being used to facilitate interactive discussion
6. A brief agenda for the session.

(4) POSTER SESSIONS

Poster sessions will feature posters on issues and topics related to the conference theme, and may include research or program evaluation findings and their implications for practice, policy or further study. A 4 X 8 foot poster board and tacks are provided for each poster presentation.

To be reviewed, poster proposals must include the following information IN THE ORDER LISTED and must follow all format instructions.

1. Title of poster
2. Names and organizational affiliations of presenters (please list presenter names and affiliations as you would like them to appear in the conference program. Please **do not** list academic degrees)
3. Program/research/evaluation background including goals, objectives and methods
4. Findings and their implications

(5) SITE VISITS

Site visits provide an opportunity for conference participants to learn in-depth from community-campus and other partnerships in the Washington, DC area by spending approximately 3 hours touring and talking with the partnership's major stakeholders. We plan to select at least one site visit for each of the conference tracks. Transportation to the site is provided by CCPH

To be reviewed, site visit proposals must include the following information IN THE ORDER LISTED and must follow all format instructions.

1. Name of site
2. Names and organizational affiliations of site visit hosts (please list host names and affiliations as you would like them to appear in the conference program. Please **do not** list academic degrees.)
3. Background information on the site (including information about the partnership and partners)
4. Rationale for how visiting the site fits within the conference theme

QUESTIONS REGARDING THE SUITABILITY OF YOUR PROPOSAL

If you have questions about the suitability of your proposal, please contact Janet Miller, CCPH program coordinator by phone: 415/502-1173 or by email: janetem@itsa.ucsf.edu

SUBMISSION CHECKLIST: PLEASE REVIEW CAREFULLY!

In order to ensure the review of your proposal, you must submit the following by Monday, November 1, 5:00 p.m. pacific time. You will be notified of the acceptance/rejection of your proposal in December. Late, faxed, and/or electronic proposals **will not** be accepted for review.

- Four (4) copies of your proposal and four (4) copies of the proposal cover sheet. Proposals must be one page, 10 point Arial font, 1 line space, 1 inch margins.
- One (1) copy of your proposal on computer disk (Microsoft Word for Windows, IBM 5.1 or 6.0)
- A self-addressed, stamped envelope for notification of acceptance/rejection.

PROPOSALS SHOULD BE SENT TO:

Janet Miller, Program Coordinator, Community-Campus Partnerships for Health
3333 California St., Suite 410; San Francisco, CA 94118; Ph: 415/502-1173, Email: janetem@itsa.ucsf.edu

CONFERENCE REGISTRATION

All presenters must register for the conference. All presenters will receive a registration fee discount in recognition of the important role they play in the conference. Registration brochures will be disseminated in January. We encourage you to begin budgeting now to attend the conference. The registration fee for presenters will not exceed \$300. Rates for a single room at the conference hotel (Sheraton National Arlington, VA) will be \$120 single and \$140 double, plus tax. We understand the temptation for presenters to attend only on the day you are presenting, however our conferences are designed for full participation to ensure successful networking, learning and exchange of information. Therefore, single day rates will not be offered.

PARTIAL SCHOLARSHIPS AVAILABLE

Partial scholarships will be available to a select number of community-based and student presenters with financial hardship. More information and details regarding these scholarships will be included in your letter of notification of acceptance/rejection. Please do not contact the CCPH Program Office regarding scholarship availability; we will provide all relevant information to you in December 1999.

IMPORTANT DATES

Proposal submission due date:	Monday, November 1, 1999
Mail notification of acceptance/rejection:	December 1999
Presenters confirm with CCPH:	December 1999
Mail conference registration brochure:	January 2000

ADDITIONAL COPIES

Additional copies of this document are available on our [website: http://futurehealth.ucsf.edu/ccph.html](http://futurehealth.ucsf.edu/ccph.html) or by contacting our fax-on-demand by dialing 1-888-267-9183 and selecting document #202.

BECOME A MEMBER OF COMMUNITY-CAMPUS PARTNERSHIPS FOR HEALTH

Join a growing network of community and campus leaders who are collaborating to improve health. For membership information, visit the CCPH website or call program assistant Jennet Lee at 415-476-7081.

CONFERENCE PLANNING COMMITTEE

- Quinton Baker, executive director, Center for the Advancement of Community-Based Public Health, Durham, NC
- Sharon Baskerville, executive director, DC Primary Care Association, Washington, DC
- Renee Bayer, program coordinator, Community Academic Liaison Coordinator, University of Michigan School of Public Health, Ann Arbor, MI
- Marcia Brand, special assistant to the director, Health Resources and Services Administration, Rockville, MD
- Annette Canfield, associate director, Center for Healthy Communities, Wright State University, Dayton, OH
- Chuck Conner, coordinator, Winding Roads Health Consortium, Spencer, WV
- Will Critz, program coordinator and professor, Northern Virginia Community College, Annandale, VA
- Paul Freyder, director, Public Inebriate Program, Salvation Army of Pittsburgh, PA
- Laura Goldzung, nursing student, Northern Virginia Community College, Annandale, VA
- Lisa Hadden, executive director, Center for Health Professions, Saginaw, MI
- Doreen Harper, national coordinator, Community Partnerships in Graduate Medical and Nursing Education, Fairfax, VA
- Margaret Rodan, Department of Family Medicine, Georgetown University School of Medicine, Washington, DC
- Izabel Ricardo, director, Prevention Research Center, George Washington University School of Public Health, Washington, DC
- Lorilee Sandmann, vice provost for institutional effectiveness and strategic partnerships, Cleveland State University, OH

HEAR WHAT YOUR COLLEAGUES HAVE TO SAY ABOUT CCPH CONFERENCES:

“The conference was great, with CCPH as the focus of a national movement to lead partnerships to higher levels.”

“This year’s conference provided me with the opportunity to meet people with similar interests and concerns. I discovered that our community faces the same issues as others related to building successful community-campus partnerships.”

“I had heard the term “service-learning” but wasn’t sure what it meant. The conference gave me a strong foundation in service-learning theory and methodology. The opportunity to confer one-on-one with leaders in the field was invaluable.”

“The CCPH national conferences are one of the most critical meetings of the year. The array of people who attend is great and much more interesting than any other professional meeting I have attended.”

I am truly excited about the numerous possibilities inherent in such partnerships between communities and institutions, and I think that your organization has managed to blend these groups in a way that truly fosters the strengths of each.”

As a student, I found this conference to be very dynamic. I met with students from all over the country and had the opportunity to present with some of my peers. It was a terrific learning experience.”

“Having had the chance to attend this year’s conference as a community health educator opened up new possibilities for ways to approach my local university and invite them to work on a few collaborative projects. I am looking forward to next year’s conference!”

IV. CROSS-CUTTING THEMES: - Please check (✓) if your proposal addresses any of these cross-cutting themes:

- Cultural competency International perspectives Interdisciplinary collaboration

V. LEAD AUTHOR AGREEMENT - Please sign and date.

"As the submitter of this proposal, I understand that if this proposal is accepted, all presenters are expected to register and pay the registration fee for the conference by the due date indicated in the registration materials. If this proposal is accepted, I understand it is my responsibility to return the signed confirmation form by the due date indicated in the letter of acceptance and to inform my co-presenters of the requirement that they register and pay for the conference. If presenter registration fees and the signed confirmation forms are not received by the due dates indicated, my proposal will not be included in the conference program. I also understand that this proposal may be edited to fit the conference program. Further, I understand that CCPH will not pay for transportation, meals, AV equipment (except for flip charts, slide and overhead projectors/screens), or other costs for presenters unless indicated in writing by CCPH."

Signature

Date

PROPOSAL COVER SHEET – PART TWO OF TWO

Please type the name(s) and contact information for **ALL CONFIRMED PRESENTERS, INCLUDING THE LEAD AUTHOR**. Listed confirmed presenters will be included in the conference program as shown below. If you have more than 3 presenters, please make a photocopy of this form for the additional presenters. Only the lead author will receive notification of proposal status and other official correspondence concerning the presentation. Conference registration materials will be mailed directly to all confirmed presenters. Thank you.

Presenter's Name: _____ Title: _____

Department: _____

Name of Organization/Institution: _____

Mailing Address (*please no PO Box numbers*): _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Fax: _____ Email: _____

Presenter's Name: _____ Title: _____

Department: _____

Name of Organization/Institution: _____

Mailing Address (*please no PO Box numbers*): _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Fax: _____ Email: _____

Presenter's Name: _____ Title: _____

Department: _____

Name of Organization/Institution: _____

Mailing Address (*please no PO Box numbers*): _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Fax: _____