

WORKSHOPS & STORY SESSIONS
SUNDAY April 27
1:30 pm to 3:00 pm

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

Judith Rodin

FAITH-BASED COMMUNITY AND CAMPUS PARTNERS AS RESOURCES TO ENHANCE MENTAL HEALTH CARE IN POOR COMMUNITIES

Workshop (Beginner) ~ Partnerships for Increasing Access to Care

Sally Schwer Canning, Wheaton College; Josette M. Bines, Christian Community Health Fellowship

Faith-based organizations are receiving increasing public attention as contexts for revitalization efforts in challenged neighborhoods. These institutions often enjoy high levels of credibility in the community and can increase accessibility of services with a minimum of accompanying stigma. Healthcare providers, trainers, community developers and others committed to promoting community health would do well to increase their engagement with churches and other kinds of faith-based institutions. Specific skills are needed, however, in order to successfully negotiate partnerships, provide effective training and competently deliver services in faith-based settings. In this skill-building workshop we establish the need for community-campus healthcare linkages that will result in increased access and quality of mental health care for individuals in poor communities and build the capacity of participants to successfully promote these linkages.

In this session, participants will:

- Familiarize themselves with the range of types of faith-based organizations and institutions of higher education, as well as specific faith-based organizations and networks involved in the provision of mental health care, especially within poor communities
- Examine an overview of the literature on the relationship between religion and mental health
- Identify attributes of faith-based settings that must be taken into consideration in order to build successful partnerships
- Discuss potential benefits and barriers to collaborations with faith-based community and campus settings, illustrating with specific examples from the practice of the presenters, as well as from results of a national survey
- Assess whether collaboration with faith-based settings is within their capacity and is consistent with their healthcare objectives
- Discuss how to partner with faith-based community and campus institutions

INTERDISCIPLINARY TRAINING AND SERVICE-LEARNING THROUGH COMMUNITY-CAMPUS PARTNERSHIPS

Workshop (Beginner) ~ Partnerships for Improving Education in the Health Professions or in Health-Related Disciplines

Jan Gottlieb, Department of Family Medicine, UMDNJ-Robert Wood Johnson Medical School; Linda Whitfield-Spinner, NHSC NJ SEARCH Program, New Jersey Primary Care Association

To ensure that our future health professionals have the skills needed to make a difference in the health of their communities, we must train them to work effectively in interdisciplinary teams. Utilizing the diverse skills of their members, interdisciplinary teams offer the best chance for improving the quality of clinical care as well as addressing complex community issues. Drawing

on the workshop participants' experiences as well as our own, we will promote discussion on curricular models for interdisciplinary training within the context of service-learning, and enhance participants' skills in preparing students for interdisciplinary learning (e.g. through the use of experiential classroom activities, role modeling, activities to increase group cohesiveness and teambuilding and service-learning in interdisciplinary teams.)

In this session, participants will:

- Examine five key elements of an interdisciplinary service-learning/community program
- Replicate two experiential activities that enhance training in interdisciplinary collaboration
- Discuss various curricular models for interdisciplinary service-learning programs
- Identify pitfalls and pearls to achieving program success
- Recognize the resources within their own institutions and communities for developing an interdisciplinary service-learning program

TAKING STEPS TO BETTER HEALTH/TOMANDO PASOS PARA MEJOR SALUD

Story Session (Intermediate) ~ Partnerships for Promoting Health and Eliminating Health Disparities

Valerie DeFor, Lynnette Engeswick, Minnesota State University; Gina Borchardt, Saludando Salud

The "Story" being presented is that of the "Taking Steps to Better Health/Tomando Pasos Para Mejor Salud" project – a community/campus partnership between Minnesota State University Mankato, Saludando Salud, and the Madelia Community Hospital. This project came about as the result of a HRSA grant and has a mission of "providing interdisciplinary, clinical education in a community-based setting to underserved populations." In reality, the project involves the development of a dental hygiene clinic in rural Minnesota that is staffed by dental hygiene students. The clinic provides services to the large Latino population of the area through the partnership with Saludando Salud. The project also involves nursing, dietetic and health science students, on-campus cultural awareness activities, and curriculum development. This project has leveraged many existing resources into one dynamic entity that is impacting the health of residents of Watonwan County, Minnesota, and that is changing the way cultural competency/awareness is taught on campus. The project is reaching a new level this year as it has recently received additional funding to expand and strengthen the dental hygiene clinic and the interdisciplinary relationships between nursing and dental hygiene.

In this session, participants will:

- Discuss how individual organizations were brought together to create a working, dynamic, trusting partnership
- Analyze how the partnership is addressing the needs of the Latino population through cultural awareness, interpretation, and translation
- Learn how the partnership has benefited all members, students, and the community as a whole
- Identify how partnerships can leverage their resources to obtain additional support

A COMMUNITY HEALTH CENTER LEVERAGES PARTNERSHIP RESOURCES TO CREATE A HEALTH CAREER PIPELINE PROGRAM

Story Session (Intermediate) ~ Partnerships for Workforce Development and Diversity

Vickie Ybarra, Yakima Valley Farm Workers Clinic; Katharine Sanders, Washington Health Foundation

This story tells how a Community Health Center (Yakima Valley Farm Workers Clinic) has leveraged a variety of partnership resources over the past two years to establish a health career

pipeline program for rural students and students of color from the Yakima Valley. Partnership resources include relationships with health profession schools, other higher education, K-12, as well as funding resources. Local philanthropy has played an important role in establishing this pipeline program and represent another partnership resource to be leveraged for the common goal.

In this session, participants will:

- Discuss the capacity of community members to leverage a variety of partnership resources in their own environment to create and sustain a health career pipeline program
- Learn how to support community-initiated health career pipeline program development
- Examine partnership resources in their own environment that may be used to establish a health career pipeline program
- Identify dynamics, roles and benefits in their own existing partnerships with health profession schools and with philanthropy
- Explore how to leverage partnership resources in their own community

CHEMISTRY IN SERVICE TO THE COMMUNITY: WORKING TOGETHER TO IDENTIFY AND REDUCE RESIDENTIAL LEAD HAZARDS

Story Session (Beginner) ~ Partnerships for Civic Engagement and Social Change

Mary Beckman, Center for Social Concerns, University of Notre Dame; George Adler, Department of Community and Economic Development, City of South Bend; Jay Caponigro, Robinson Community Learning Center; John Casey, Greentree Environmental Services Inc.; Dennis Jacobs, Chemistry and Biochemistry Department, University of Notre Dame; Kathleen Kraner, "Get the Lead Out" Task Force of St. Joseph County; Sue Taylor, Early Childhood Services, Memorial Hospital and Health Systems; Araceli Bonilla, Erin Carmichael, Students, University of Notre Dame

Our story begins with the imposition of HUD lead paint regulations in 2000. How would the city of South Bend, Indiana ready itself to meet the new demands? At the same time that a local hospital and a private company that assesses homes for the presence of lead were attempting to help the county's "Get the Lead Out" Task Force address this question, the Center for Social Concerns at Notre Dame, through its Faculty Fellows program, was working with a chemistry professor to find a way for science students to apply what they were learning in the lab while simultaneously developing a sense of civic responsibility. These threads of concern have joined in a vital coalition that is addressing problems of lead poisoning in an area adjacent to and embroiled in a number of controversies with Notre Dame.

In this session, participants will:

- Examine the approaches: a) for formation, coordination, and nurturing of a partnership dealing with lead paint hazards, b) for establishing community-based learning courses as for-credit options through science departments, c) for incorporating civic learning goals into a science course, d) for obtaining the involvement of for-profit companies, and e) to addressing controversial university-community relationships
- Highlight some of the special features of partnership, e.g., the participation of a tithing hospital
- Gain perspectives on how we are a) educating community residents on the dangers of lead hazards, b) identifying lead hazards, c) assisting parents to have their children screened for elevated blood lead levels, and d) demonstrating to residents low-cost methods of cleaning to reduce lead dust in the home

**LESSONS LEARNED IN IMPLEMENTING A COMMUNITY DEVELOPMENT MODEL
Workshop (Intermediate) ~ Partnerships for Community and Economic Development**
Joyce Splann Krothe, Indiana University School of Nursing, (CCPH Fellow)

A nurse managed clinic was established in 1996 in a rural Indiana county by the presenter. The clinic provides access to health care for uninsured and underinsured county residents. Students have been involved in all aspects of clinic development and operation as a service-learning project. Lessons learned that have interdisciplinary application will be described. Issues related to understanding the culture of the community and working collaboratively with the community will be discussed.

In this session, participants will:

- Discuss how people's cultural backgrounds and life experiences affect the way they respond to outsiders and their ideas
- Examine how faculty practice in communities occurs within dynamic settings and situations that are political
- Discuss the fact that community priorities do not always match quantitative data about the community's health needs
- Understand that clear communication and negotiation skills are required
- Discuss how clinic progress and successes need to be shared in timely and appropriate ways with various audiences
- Explore the various systems in which faculty work often have conflicting expectations
- Analyze how students need to be accountable to the community for service and research
- Learn how consumer representation in decision making requires perseverance and strategies for inclusion
- Understand that the community development model may not match funding requirements and time frames

**FOSTERING HEALTHY COMMUNITIES THROUGH UNIVERSITY-CITY GOVERNMENT
PARTNERSHIPS**

Workshop (Beginning/Intermediate) ~ Partnership Basics Toolbox

Joanne Pedersen, Lynda Gaynor, Graciela Nunez, California State University, San Marcos; Jerry Van Leeuwen, Jamie Kasvikis, City of Escondido

In the spirit of the conference theme, "to a new level", this workshop will challenge participants to think very broadly about how civic responsibility can support the overall health of a community. The presenters will use a working model of community health that defines health along multiple dimensions including, physical, emotional, social, mental and spiritual components. With this model in mind, participants will see how cultural activities, recreational opportunities, local city support, education, conservation, as well as access to basic health care, support the overall well-being of a local community. Participants will learn how to match a city-based need with a university course, create a service project to meet that need, develop service-learning syllabi with the city and university as true education partners, identify funding needs and issues and develop an assessment plan. Although the Cal State San Marcos/City of Escondido partnership created a civic fair to achieve the goal of enhancing overall community health, participants will be encouraged to think creatively about other types of projects that will fit their unique university/city circumstances.

In this session, participants will:

- Discuss the formation of service-learning partnerships between higher education and local city government
- Emphasize partnerships that foster civic responsibility aimed at enhancing the overall health of communities
- Create working definitions of civic responsibility, service-learning and community health

- Analyze a working model of community health
- Create their own partnership proposals using a successful partnership between Cal State San Marcos and the City of Escondido as a model
- Develop their own partnership proposals with the necessary perspectives gained through the help of this diverse panel

FROM SERVICE TO SOCIAL CHANGE: STRATEGIES FOR DEVELOPING AN EFFECTIVE PROGRAM

Workshop (Intermediate) ~ Partnership Sustainability Toolbox

Michele Wolff, Mark Terranova, The Shriver Center, University of Maryland, Baltimore County (UMBC)

In this workshop we will discuss the Shriver Living Learning Center, an effective program currently engaging service-learning participants at UMBC in policy awareness and social change. We will discuss the development of strategies/techniques to incorporate faculty involvement and curricular enhancements to bridge issues in service-learning to larger social policies to bring about social change. We will show the development of strategies/techniques to immerse students in best practices in service-learning including leadership development, academic reflection, student campus-based community development, and direct interaction with the community. We will give the participants strategies for maintaining effective and sustainable campus-community partnerships and strategies to incorporate the above skills to strengthen and enhance current service-learning programs and campus-community partnerships.

In this session, participants will:

- Engage in an active discussion to define the terms and concepts related to civic engagement, service-learning, community-campus partnerships, and social change
- Be involved in a hands-on group activity to immediately incorporate these concepts
- Reflect on the presented best-practice model, group discussion, and group activity; and the connection to the larger conference theme

