WORKSHOPS, STORY SESSIONS
& THEMATIC POSTER SESSIONS
FRIDAY June 2
2:00 pm to 3:30 pm

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

*Please note – Beginner, Intermediate, and Advanced indicate the intended audience for each workshop session.

A HEALTHY ADDICTION
Story Session (Beginner/Intermediate/Advanced) ~ Community-Campus Partnerships that Address the Major Determinants of Health and Social Justice
Gail Terzuola, Santa Fe Community College; Frank G. Magourilos, Santa Fe County Driving While Impaired Program
Room: TBA

New Mexico ranks in the top three states for driving while intoxicated. In an effort to involve young people in solving this growing problem, the DWI program and the Service-Learning department looked for a solution. Since 2002, the DWI program has given the college a yearly grant of $10,000 to recruit and train faculty to participate in the program and to monitor and record student behaviors and attitudes towards drinking and driving. Each semester since then, at least ten faculty from various disciplines and participate in the project. Each student completes a pre and post survey and performs six hours of volunteer service in a drug and alcohol prevention project.

Curriculum Infusion (CI) is the process of integrating substance abuse prevention content into regularly offered classes across the curriculum. The Santa Fe county DWI (driving while intoxicated) program and the Service-Learning department have forged a partnership, offering CI for the past three years. The program has benefited the community, increased civic engagement opportunities for students, and decreased alcohol use within the target population.

Drug and alcohol information is provided by the faculty through readings, group work, class discussions, outside activities, writings, and video presentations. This partnership has resulted in both an increased awareness of the seriousness of drug and alcohol abuse in our community and an active interest in finding alternative solutions to the problem.

INSTITUTIONAL REVIEW BOARD INSIGHTS
Story Session (Advanced) ~ Ethical Issues Raised by Community-Campus Partnerships
Sarah Beversdorf and Syed Ahmed, Center for Healthy Communities, Department of Family and Community Medicine
Room: TBA

With an increase in community-based participatory research and community-academic partnerships, the worlds of academia and community are intersecting at some precarious points. One of these points is the academic Institutional Review Board, or IRB. IRBs are an academic institution's way of complying with federal laws dealing with human subjects protection in research. For many institutions, this research is primarily centered around basic and clinical sciences. When a community-based project seeks IRB approval, it is often reviewed by an IRB committee with expertise in basic and clinical sciences, not by individuals with experience in community-based research. This leads to some interesting challenges for the IRB, the academic faculty and staff, and the community. This story session will discuss the 'ups and downs' of one IRB process implemented to conduct a grant-required school-based survey.
LEVERAGING NEW YORK CITY’S ACADEMIC INSTITUTIONS TO PROVIDE HEALTH CARE FOR THE HOMELESS

Story Session (Beginner/Intermediate/Advanced) ~ Sustaining Community-Campus Partnerships
Brenda Merritt, Project Renewal, Inc.; John Conry, St. John’s School of Pharmacy; Dan Siegel, SUNY Downstate; Donna Shelley and Bruce Armstrong, Mailman School of Public Health, Columbia University; Hope Ferdowsian, George Washington University Hospital
Room: TBA

The story session will consist of a description of the various methods Project Renewal's medical department has successfully used to partner with various New York City academic institutions to provide comprehensive health care for the homeless. They include partnerships with St. John’s School of Pharmacy; the State University of New York (SUNY) Downstate Medical Center; Columbia University (various colleges) Beth Israel Hospital, New York University and Hunter College; and New York School of Podiatry, among others. These many successful partnerships, both from the view of Project Renewal and its partner academic institutions are a fulfillment of the conference's themes: they are indeed authentic partnerships that benefit both partners. Most of all, through these partnerships we are able to provide comprehensive and specialty services to an underserved population that would otherwise not have access to them, eliminating health disparities and promoting careers in community medicine. Students receive educational experience, research opportunities, and fulfill clinical rotations.

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

Workshop (Intermediate) ~ Student Leadership and Activism in Community-Campus Partnerships
Elizabeth Miller, Carl Fleisher and David Urion, Harvard Medical School; Maya Doe-Simkins, Prevention and Access to Care and Treatment (PACT)
Room: TBA

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

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

Workshop (Beginner) ~ Community Strategies for Campus Engagement
Elizabeth Sterba, Communities & Physicians Together, University of California-Davis; Linda Lee, Cordova Community Collaborative; Peggy Tapping, Sacramento Engaging Neighborhood Resources for Improving Children’s Health, Education and Safety (ENRICHES)
Room: TBA

Communities & Physicians Together (CPT) in the Department of Pediatrics at the University of California, Davis, has used Asset-Based Community Development (ABCD) to establish and sustain reciprocal community-campus partnerships in the greater Sacramento region for more than five years, and was recently awarded CCPH’s 2005 Community Campus Partnerships for Health award. McKnight & Kretzman's ABCD model is a particularly effective approach for institutions - such as universities - interested in partnering with communities, as it requires employing the "glass-half full" and all-inclusive ideologies, lending to community buy-in and sustainability. This workshop is highly recommended for both community members/leaders and university faculty/staff.
COMMUNITY-UNIVERSITY PARTNERSHIPS TO BRIDGE THE NON-PROFIT DIGITAL DIVIDE
Story Session (Advanced) ~ Campus Strategies for Community Engagement
Donald Mowry and Thomas Hilton, University of Wisconsin-Eau Claire; Kris Becker, United Way of Greater Eau Claire
Room: TBA

Combining a capstone course in a discipline with a problem-based, community service-learning approach to help nonprofit institutions bridge the digital divide. Demonstrates the careful construction of a strong and vital community–campus ongoing collaboration between five area non-profit agencies, the United Way, the Management Information Systems department of a regional public university, and the Center for Service-Learning at the same university.

SHARING POWER AND RESOURCES IN COMMUNITY-CAMPUS PARTNERSHIP
Thematic Poster Session (Beginner/Intermediate/Advanced)
Facilitator: Daniel Korin, CCPH Board of Directors
Room: TBA

- **CommUniverCity San Jose: Collaborating through Service-Learning for Neighborhood Health**
  Debra David, Center for Service-Learning, San Jose State University; Elizabeth Sills, The Health Trust

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

- **Ties the Bind: Communities in Partnership with an Interdisciplinary Service Learning Program**
  Nancy Freeborne and Jessica Scheer, George Washington University; Kathy Gold, Health Care for the Homeless

For the past 10 years, the Interdisciplinary Student Community Oriented Prevention Enhancement Service (ISCOPES) has inspired 1,600 student members of over 150 teams working with more than 45 community sites to make a life-long commitment to serving vulnerable populations and to approach patient care with a community-oriented perspective. At the same time, communities and their faculty representatives have valued their relationships with students and the health promotion activities they implement. Some of these partnerships have been sustained for as long as ten years. Principles of adult learning have been the foundation of the George Washington University-George Mason University service learning program since its inception in 1995. Unexpectedly, these same principles have also been central in guiding students and staff to successfully sustain community-campus relationships. Understanding how these adult learning principles operate illuminated the range and types of ties that bind.
• **Triple-Layer Chess: A Metaphor for Health Policy**  
  *Karen J. Minyard, Georgia Health Policy Center; Marcia Brand, Office of Rural Health Policy, Health Resources and Service Administration; Charles Owens, Georgia Office of Rural Health Services; Frank Selgrath, Coastal Medical Access Program*

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

• **Building Capacity through a Community-Driven Mini-Grant Process**  
  *James M. Frabutt and Mary H. Kendrick, Center for Youth, Family, and Community Partnerships, University of North Carolina at Greensboro*

The Guilford County Disproportionate Minority Contact project began with the convening of a group of representatives from our local Juvenile Crime Prevention Council in November 2003 and now includes representatives from county organizations that address concerns of children and youth.

The story session is centered on sharing experiences and knowledge gained from orchestrating a community-driven mini-grant process as part of this larger initiative designed to reduce disproportionate minority contact in the juvenile justice system. Since this project was supported by federal funding, channeled through a university-based center to local service providers and non-profits, it provides insight into resource sharing and processes of shared accountability. Moreover, the mini-grant process (e.g., writing the proposals, implementing the programs, documenting outcomes) contributed to increased community capacity and community sustainability of this initiative.

• **Using Consumer and Advocates Reference Groups to Develop Research Funding Agendas**  
  *Peter Norman Levesque, Centre of Excellence for Child and Youth Mental Health*

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