In 1984, Congress authorized the Secretary of the Department of Health and Human Services (HHS) to create a network of academic health centers to conduct applied public health research. The first three centers were funded 2 years later. The Centers for Disease Control and Prevention (CDC) was selected to administer the Prevention Research Centers network and to provide leadership, technical assistance, and oversight.

Individual behaviors and environmental factors cause many chronic diseases—such as cancer, heart disease, arthritis, and diabetes—as well as injuries and some infections. Prevention researchers develop strategies to help people reduce risk factors in their lives and their communities. By involving community members, academic researchers, and public health agencies, the Prevention Research Centers find innovative ways to promote health and prevent disease. Together the partners design, test, and disseminate strategies—often as new policies or recommended public health practices.

Today 28 centers associated with schools of public health, medicine, or osteopathy are located throughout the country. Each center conducts at least one core research project with an underserved population that has a disproportionately large burden of disease and disability. The centers work with diverse groups in areas as geographically distinct as Harlem, Appalachia, and the Southwest.

In addition to conducting core research, the centers work with partners on special interest projects defined by CDC and other HHS agencies. Expertise gained from this work makes the centers competitive for additional research funding from other sources. Through scientific rigor, community acceptance, and practical application, the centers are finding ways to improve the nation’s quality of life.

The Prevention Research Centers serve as a national resource for developing effective prevention strategies and applying those strategies at the community level.

An important measure of the success of community-based research is how well a community can sustain healthy behaviors and activities after researchers are gone. In May 2002, the Prevention Research Center at the Morehouse School of Medicine received the first annual award from Community-Campus Partnerships for Health (http://futurehealth.ucsf.edu/ccph/awardsrecipient.html). This award recognized the exemplary bond the academic center has forged with its Community Coalition Board. More than an advisory board, the coalition board (which includes neighborhood residents as well as health-department and housing-authority representatives) establishes policy and research priorities. One community resident serves as a liaison between the community and the research center, and others are employed as community health workers for research projects.

School of Medicine received the first annual award from Community-Campus Partnerships for Health (http://futurehealth.ucsf.edu/ccph/awardsrecipient.html). This award recognized the exemplary bond the academic center has forged with its Community Coalition Board. More than an advisory board, the coalition board (which includes neighborhood residents as well as health-department and housing-authority representatives) establishes policy and research priorities. One community resident serves as a liaison between the community and the research center, and others are employed as community health workers for research projects.

Reminder: This Week is Cover the Uninsured Week
Community-Campus Partnerships for Health has joined over 100 national organizations in an unprecedented effort on behalf of the uninsured through Cover the Uninsured Week, March 10-16, 2003. Action kits, local organizer contact information, and a campus resource guide are available at: http://covertheuninsuredweek.org http://covertheuninsuredweek.org/plan/oncampus/

Please help us document the involvement of CCHP members and inspire others to action by sharing brief reports on your events and activities this week. Send to Annika Robbins at CCHP, annikalr@u.washington.edu or fax to (206) 685-6747.

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MESSAGE FROM OUR EXECUTIVE DIRECTOR

Community-university partnerships are gaining momentum across the country as a powerful force for revitalizing communities, fostering civic engagement and strengthening the core missions of higher education. The landscape of community-university partnerships includes service-learning, community-based participatory research and partnerships focused on solving a particular problem or achieving a particular goal (i.e., neighborhood economic development, workforce development), among other approaches. The evidence base about these partnerships, factors contributing to their success and failure, and their impact on participating students, communities and campuses is growing, as demonstrated by the increasing number of multi-site evaluation studies, peer-reviewed empirical journal articles, and meta-analyses in the past five years alone. Major challenges for our field include deriving principles and best practices from across this evidence base, facilitating the ability of partnerships to translate these into practice and policy, and identifying unanswered questions for future study and policy development.

In a major step toward overcoming these challenges, Community-Campus Partnerships for Health and the US Department of Housing and Urban Development’s Office of University Partnerships are co-sponsoring the National Symposium on Community-University Partnerships: Translating Evidence into Action, to be held on April 26, 2003 in San Diego, California. The Symposium aims to:

- Disseminate the findings of national multi-site evaluations of community-university and other community-institutional partnerships
- Develop a set of evidence-based principles and best practices for community-university partnerships
- Facilitate the ability of community-university partnerships to translate these principles and best practices into actions at multiple levels
- Develop an agenda for future research and policy development
- Strengthen the research and evaluation components of community-university partnerships
- Foster a multi-disciplinary approach to community-university partnerships that includes undergraduate, graduate and professional programs and a diverse set of partnership strategies (i.e., service-learning, community-based participatory research, broad-based partnerships).

Key to the Symposium’s success are the following:

- An agenda that has been shaped by both community and academic constituencies
- Nationally recognized plenary speakers who span the diversity of community-university partnerships, and include academic and community perspectives.
- Small-group working sessions that can review the evidence base and develop strategies for translating the evidence into widespread practice
- Workshops that build participant skills in implementing evidence-based practices and in strengthening the evaluation components of their own partnerships
- The wide dissemination of symposium proceedings to key audiences

The Symposium is preceded by the annual meeting of HUD’s Community Outreach Partnership Center grantees and followed by Community-Campus Partnerships for Health’s 7th annual conference, April 26-29, 2003. By drawing on the strengths of both organizations, the Symposium is an unprecedented opportunity to advance partnerships that span the campus and contribute to public problem-solving and healthier communities. We hope you can join us for both the Symposium and CCPH’s annual conference. The registration brochure for both events is now available on CCPH’s web page at http://www.cccp.info and through our online registration system at http://www.meetingmatters.com
MEMBERSHIP MATTERS
Credit Card Processing for New and Renewing Members is Now Available!
For a limited time you can become a new member or renew your membership online at our conference registration website. Go to http://www.meetingmatters.com and click on the “click here to register” link on the right side of the page.

New Feature Added to the CCPH Online Directory
At CCPH’s Advanced Service-Learning Institute in San Jose, CA, February 1-4, 2003, the participants asked if we could find a way to connect them with alumni of previous service-learning institutes. We thought this was a great idea! So we’ve added a new field to the CCPH online directory (http://my.memberclicks.com/ccph) called “Additional Information.” You can now search the directory to not only find alumni of the CCPH Introductory and Advanced Institutes but also CCPH Fellows, CCPH Award Winner Representatives, and CCPH Regional Network Leadership Team members. Thank you to the participants of the Advanced Service-Learning Institute for coming up with this great idea!

If you have any questions about membership processing, the status of your membership or suggestions for membership improvements, please contact Catherine Immanuel at csi@itsa.ucsf.edu or (415) 514-3522.

Community-Campus Partnerships for Health is accepting applications for our 7th annual Introductory Service-Learning Institute, June 21-24, 2003 in the Cascade Mountains of Washington State. Applications, due May 14, 2003, can be printed from the CCPH website at http://futurehealth.ucsf.edu/ccph/servicelearning.html#introsl

For more information, visit our website or contact Piper Krauel, CCPH Associate Director, at piperk@itsa.ucsf.edu or (415) 502-7933. Details are also included in this issue’s Upcoming Events column, page 5.

This institute is designed for faculty, staff and community partners who are new to service-learning or have become involved in service-learning only recently. If you would like to expand the community-based component of your curriculum, develop or strengthen partnerships with community organizations, or better equip future health professionals for community-based practice, this institute is for you! Service-learning is an educational methodology based on a community-campus partnership which combines student community service with explicit learning objectives. Service-learning holds great promise for equipping future health professionals with the community-oriented competencies and civic responsibilities they will need to be effective in our rapidly changing health system. This year’s mentors include:

• Suzanne Cashman, University of Massachusetts Medical School, Worcester
• Peter Felten, Vanderbilt University
• Nola Freeman, Pike Market Senior Center
• Amy Hilzman, Lifelong AIDS Alliance, Seattle
• Sandra Quinn, University of Pittsburgh School of Nursing
• Charlotte Wyche, University of Detroit-Mercy College of Dentistry
• Catherine Jarvis, University of Colorado Health Sciences Center, School of Pharmacy, Denver

Dear CCPH...
Reminder: Please send your response to the member directly. Questions? Please forward them to the Newsletter Editor at rosecor@u.washington.edu

Dear CCPH,
Our university is exploring how to meet the health needs of our students using a holistic focus. We are considering opening a student health center. We also want to make the health center open to members of our adjacent community.

We are in a year of extremely tight budgets and are examining ways to initiate a pilot program using a creative cost effective structure. Have any of you started similar initiatives? Also - do you have any places you would suggest we start to look for funding?

Janith Williams
College of Nursing and Health Professions
University of Texas at Tyler
email: JWilliams@mail.uttyl.edu

Dear CCPH,
I am a health educator in Maryland looking for the most effective Injury Prevention programs. I am looking only for research-based programs, preferably with an asset-building connection.

Deb DiBona
e-mail: CARMEN8323@aol.com

Dear CCPH,
The service-learning literature is replete with claims that meaningful learning for students often occurs after their participation in a particular service-learning course, or upon graduation when they are employed. I am interested in tools or strategies that evaluate this learning; also I would appreciate receiving references in the literature related to evaluative studies conducted after the service-learning experience.

Joyce Splann Krothe
Associate Professor
Indiana University School of Nursing, CCPH Fellow:
jkrothe@indiana.edu
Please join Us In Welcoming
The Following New CCPH Members!

Individuals

Barsi, Eileen, Catholic Healthcare West, San Francisco, CA
Campfield, L., Colorado State University, Fort Collins, CO
David, Debra, San Jose State University, San Jose, CA
Nicholson, Lisa, California Polytechnic State University, San Luis Obispo, CA
Stafford, Amy, Sonoma State University, Rohnert Park, CA
Terrazas, Rosa, San Francisco State University, San Francisco, CA
White, Sharrice, Center for Disease Control, Atlanta, GA

Students

Mayberry, Sheikra, Fresno, CA

Organizations

Anderson-Harris, Wanda, Southwestern AHEC*/Sacred Heart University, Fairfield, CT
Bonner, Hugh, College Of Health Professions - State University of New York Upstate, Syracuse, NY
Calhoun, Bridget, Duquesne University, Pittsburgh, PA
Cheung, Raphael, Windsor, Ontario, Canada
Crist, Patricia, Duquesne University, Pittsburgh, PA
Engeswick, Lynette, Minnesota State University, Mankato, MN
Ferraro, Meredith, Southwestern AHEC*/Sacred Heart University, Fairfield, CT
Frate, Dennis, University of Mississippi Medical Center, Jackson, MS
Frayer, Dorothy, Duquesne University, Pittsburgh, PA
Hanser, Anne Marie, Duquesne University, Pittsburgh, PA
Herth, Kaye, Minnesota State University, Mankato, MN
Juliahr, Kristin, Minnesota State University, Mankato, MN
Kallenbr, Rusty, University of California San Diego Medical Center, San Diego, CA
Knight, G, University Of Illinois, College Of Dentistry Chicago, IL
Lee, Melba, Southwestern AHEC*/Sacred Heart University, Fairfield, CT
Lofton, Susan, University of Miss. School of Nursing, Jackson, MS
Munoz, Jaime, Duquesne University, Pittsburgh, PA
Oros, Marla, University Of Maryland, School Of Nursing, Baltimore, MD
Pendleton, Darrell, University Of Illinois, College Of Dentistry, Chicago, IL

Thank You To These Renewing Members for Their Continued Support!

Individuals

Eckardt, Season, CSU** Chancellor’s Office, Long Beach, CA
Hammerich, Sharon, Butler University, Indianapolis, IN
Hemminger, Laura, University of Medicine & Dentistry of New Jersey-School of Public Health (UMDNJ-SPH), Piscataway, NJ
Maxwell, Nikki, The Career Center, CSU** Northridge, Northridge, CA
Orezzoli, Max, Florida Memorial College, Miami, FL
Todini, Carole, University Of Miami, Miami, FL
Zakocs, Ronda, Boston University, Boston, MA

E-Members

Lee, L. Jina, Community Access To Child Health (CATCH), Elk Grove Village, IL
McVay, Kathy, Department of Health - Office of Community & Rural Health, Olympia, WA
Oliver, Richard, University of Missouri, Columbia, MO
Ramos, Sandra, The New York Academy of Medicine, New York, NY

*AHEC-Area Health Education Center
**CSU-California State University
UPCOMING EVENTS IN 2003!

CCPH SPONSORED EVENTS

For more event listings, see CCPH’s website at http://futurehealth.ucsf.edu/ccph/conferences.html

April

26-29: The 7th Annual Conference in San Diego, CA. Dr. David Satcher, former U.S. Surgeon General, is the opening keynote speaker. The conference will feature a symposium jointly planned and sponsored by the US Department of Housing and Urban Development’s Office of University Partnerships and the Community Outreach Partnership Centers program. For more information, including the registration brochure, cosponsor and exhibit opportunities, please visit http://futurehealth.ucsf.edu/ccph/nationalconference.html. Register online at http://www.meetingmatters.com

June

21-24: The 7th Annual Introductory Service-Learning Institute in Leavenworth, WA. Applications are due May 14, 2003; apply early as space is limited to 30 participants! This institute is designed for faculty, staff and community partners who are new to service-learning or have become involved in service-learning only recently. The application is now available on our website or by calling our fax-on-demand service at 1-888-267-9182 and requesting document #206. For more information, visit our website at http://www.ccpinfo; email at ccp@itsa.ucsf.edu or (415) 476-7081. To read a peer-reviewed paper on the Institute’s proven success in fostering curricular change, see http://www.academicmedicine.org/cgi/content/full/75/5/533. See related announcement on page 3.

OTHER EVENTS

March

16-19: Aboriginal Voices and Visions in HIV/AIDS: Our Ancestors Speak, Chilliwack, British Columbia, Canada. Healing Our Spirit B.C. Aboriginal HIV/AIDS Society is hosting the Seventh Annual Provincial Aboriginal HIV/AIDS Conference. The theme of this year’s conference is “Aboriginal Voices and Visions in HIV/AIDS: Our Ancestors Speak.” The voices and visions of our ancestors shine through in the work we do presently. Contact: For more information contact Marcia Guno, Conference Coordinator, Healing Our Spirit by calling (604) 879-8884, ext 21; by faxing (604) 879-9926; by E-mailing lenore@healingourspirit.org; or by accessing the web site: http://www.healingourspirit.org.

April

3-5: National Association for Asian and Pacific American Education (NAAPAE), “Weaving Our Collective Strengths” in Long Beach, CA. For more information, contact: John N. Tsuchida at email: jtsuchid@csulb.edu Tel: (562) 985-8085; Fax: (562) 985-1535 or visit http://www.csulb.edu/naapae2003

7-8: Dr. Ira Harkavy, director of the Center for Community Partnerships; his Penn faculty, West Philadelphia school and community colleagues; and the Center staff invite you to join us for an International Conference on “Universities, Communities and Schools: Partners for Effective Education, Community Building and Democracy” on the University of Pennsylvania campus. The conference is being held in celebration of the 10th anniversary of the Center for Community Partnerships. Conference details and registration form are available at http://www.upenn.edu/ccpconference.html. If you would like a printed brochure, please send your name and mailing address to ccpenth@pobox.upenn.edu.

15-16: The Healthy People 2010 Summit will be held at the Baltimore Marriott Waterfront Hotel, Baltimore, MD. A preliminary agenda and on-line registration is now available at http://www.healthypeople.gov.

23-26: National Service-Learning Conference in Minneapolis, MN. Details at http://www.nylc.org or http://www.ysa.org

24-26: The first biennial Hot Issues in Nursing Conference will be held at the Marriott San Antonio Rivercenter. The theme of the conference is “Building Faculty Leadership During the Shortage: Solutions from a Faculty Perspective.” The target audience is faculty members rather than senior leadership, although all nurse educators are welcome. Faculty are directly affected by the current and growing faculty shortage, and have a significant role in identifying and implementing solutions to the crisis. This conference offers faculty an opportunity to hear the views of experienced nursing academic leaders and, in extensive discussion among participants, clarify current issues and share strategies for success. Look for more information coming soon to http://www.aacn.nche.edu/conferences.

28-29: Safety in Numbers: Working Together From Research into Practice, Atlanta, GA. Sponsored by CDC’s Injury Center, this conference seeks to bring together researchers and practitioners to strengthen injury prevention. Details at http://www.cdc.gov/ncipc/conference/abstract.htm

April 30-May 2: The Agency for Healthcare Research and Quality is co-sponsoring the annual Building Bridges conference in Atlanta, GA, a collaborative effort with the American Association of Health Plans, Centers for Disease Control and Prevention, and Blue Cross Blue/Shield Association. The primary purpose of the meeting is to bring together managed care researchers both outside and inside managed care organizations to examine critical issues related to quality, access, and costs. For details about the conference, go to http://www.aaahp.org/abstracts/bridgesandtobacco/bridges/default.cfm.
ANNOUNCEMENTS

Community Learning Center Grants
School districts and community-based organizations can apply for $3 million in new funding for 21st Century Community Learning Center grants. New grants will be for 2003-04 and will support after-school academic enrichment activities to serve youth from schools with high concentrations of low-income families. Each state has their own application materials and deadline. For more information, visit http://www.ed.gov/21stcclc/statecontacts.html.

Call for Nominations-Archstone Foundation Award for Excellence in Program Innovation-Deadline: 04/01/2003
The Gerontological Health Section of the American Public Health Association will accept nominations for its 2003 Archstone Foundation Award for Excellence in Program Innovation. This award has been established to identify best practice models in the field of aging and health. Emphasis will be given to those programs (in operation 10 years or less, but long enough to have documented results) that have effectively linked academic theory with applied practice in the field of public health and aging.

In two single-spaced typed pages, please describe the program you wish to nominate. Your narrative should include information about the project’s design, funding, partnerships or collaboration, staffing, types of services provided, population served, and measurable benefits and outcomes. A copy on a disk readable in MSWord or Word Perfect is requested. Only one program may be nominated per agency or organization.

Nominations for the 2003 Archstone Foundation Award for Excellence in Program Innovation should be sent to: Allan Goldman, DHR-Division of Aging Services, Two Peachtree Street N.W., 9th Floor, Atlanta, GA 30303; Ph: (404) 657-5254 or E-mail: abgoldman@dhr.state.ga.us.

International Clearinghouse Database to Improve Health
The Network: Towards Unity for Health (http://www.thenetwork.org and http://www.thenetworktufh.org), with support from the World Health Organization, has created an internet database in which individuals can file their projects, programs, and partnerships. The goal of the site is to facilitate identification of non-governmental organizations (NGOs) and institutions worldwide whose projects and activities might assist others in meeting the objectives of their work.

To file your project, please go to the internet site http://www.thenetworktufh.org. Once there click the tab “Contributions” and on that page “apply for a password”. After receipt of a password you can enter your project (or any other information you would like to add to this site) in the most appropriate category. If necessary, later you can always modify or delete the information inserted by you.

The Network: Towards Unity for Health is a Non-Governmental Organization in official relationship with the World Health Organization (WHO) and has become has become a global association of institutions for educating health professionals to be committed to contribute, through innovative education, research, and service, to the improvement and maintenance of health in the communities they serve. For more information, visit the Network’s website at: http://www.network.unimaas.nl/.

Call for Land Use Ordinances
National Association of City and County Health Officials (NACCHO) requests your participation in collecting land use ordinances or policies that integrate partnerships with local public health agencies (LPHAs) in land use planning. Research finding show a correlation between land use activities and public health concerns such as chronic disease, pollution, health disparities, and safety. NACCHO is currently compiling land use ordinances that promote good health and help LPHAs become more involved in the land use planning process. The collected ordinances and policies will be posted on NACCHO’s Web site for viewers to download and use as templates. Additionally, NACCHO has developed land use resolutions, a focus-group summary about the role of LPHAs in land use planning, and a checklist for reviewing land use development plans, which are available at http://www.naccho.org. Please submit model ordinances or policies to NACCHO, Attn.: Valerie Rogers, 1100 17th Street, NW, Second Floor, Washington, DC 20036; or Fax (202) 783-1583. For more information, contact Valerie Rogers at (202) 783-5550, Ext. 256, or e-mail vrogers@naccho.org.

Participate in Violence Prevention Activities
The National Association of Students Against Violence Everywhere (S.A.V.E.) is proud to be a founding partner, along with the Guidance Channel, of the National Youth Violence Prevention Campaign. The goal of this campaign is to raise awareness and to educate students, teachers, school administrators, counselors, school resource officers, school staff, parents, and the public on effective ways to prevent or reduce youth violence. This weeklong national education initiative, to be held during the week of April 7-13 of 2003, will involve activities that demonstrate the positive role young people can have in making their school and community safer. Each day of the week will highlight a specific challenge to prevent youth violence and will be sponsored by a national premier youth-serving organization. For more information including the weeklong activities, visit: http://www.nationalsave.org/main/YVPC.php

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Job Opening-Field coordinator for Southeast Community Research Center (SCRC)
The SCRC uses community-based participatory research (CBPR) methodology with the aim of empowering communities with information, resources and tools essential for participating effectively in a democracy. We work with communities, experts and academic institutions in the fields of public health, environmental health, bioethics and health disparities among others.

The Field Coordinator will be required to:
• Conduct outreach to community residents, youth, businesses, churches and civic groups.
• Create and distribute flyers, go door-to-door, etc.
• Convene and run meetings and events.
• Attend one-on-one, in-house, and community meetings.
• Publicize meetings, invite special guests, take meeting minutes, and follow up on action agenda.
• Coordinate with other non-profits and government agencies to organize and conduct workshops and trainings.
• Manage community stipends and other resources.
• Participate in local/regional coalitions, as directed.

Salary: $25,000-$28,000 annually. For further information, call Robin Najar at (404) 373-6688 or e-mail: r.najar@CBPR.org. Applicants should send a resume or CV and a two page writing sample describing a community-based project that they have worked on to: Jessica Henry, Associate Director, SCRC, P.O. Box 5731, Atlanta, GA 31107.

Job Opening-Executive Director, Whitefoord Community Program - Atlanta, GA
The Whitefoord Community Program is an eight year old innovative not-for-profit partnership to improve health and school performance for children of families of the Edgewood Neighborhood, Southeast Atlanta. Partners include Atlanta Public Schools, Emory University Pediatric Health Care and several local foundations.

Whitefoord is seeking an experienced professional with an asset-based approach to organizational and community development to lead this unique program of service and community leadership. The candidate must be a team builder and collaborator, with the ability to lead the organization into its next phase of growth, exemplary service and policy leadership. The candidate must be able to both create and sustain partnerships with a broad range of funding and service organizations and to involve and engage community leaders at the most basic level to strengthen community ownership of revitalizing programs.

Salary range $85-100,000 /yr. Send comprehensive resume to Winsome Hawkins at the Whitefoord Community Program via electronic mail to m.amey@whitefoord.org.

New National Service-Learning Clearinghouse Fact Sheets
Check them out at http://www.servicelearning.org/library/fact_sheets/index.html. The new ones have red “New” images beside them. You may visit them individually at:


Citizenship and Service-Learning in K-12 Schools
Source: RMC Research Corporation, January 2003. This fact sheet provides a very brief discussion of several of the emergent issues discovered in the research and provides extended abstracts of a few key studies. http://www.servicelearning.org/library/fact_sheets/citizenship.html

Risk Management and Liability in Higher Education Service-Learning Source: Tanis V. Mihalynuk and Sarena D. Seifer, Community Campus Partnerships for Health (CCPH), February 2003. This fact sheet provides background information and a describes a systematic approach to establishing a safe, minimal risk environment for all involved participants-students, faculty, supervisors, transporters, community agency representatives and others. Details at http://www.servicelearning.org/library/fact_sheets/risk_he.html

Nursing School/Hospital in Africa Seeks Donations
The Christ Foundation Nursing School & Hospital in the African city of Kinshasa is seeking donations to support its mission of providing nurse training and health care to vulnerable populations and communities living in extreme poverty. This non-profit organization is seeking manuals about nursing and medicine, specifically those focused on internal medicine, pediatrics, gynecology and obstetrics, surgery, otorhynolaryngology, ophthalmology, and infectious diseases. The hospital is also in need of surgical equipment and supplies, operating room and delivery room equipment and supplies, medical tables, hospital beds and bedding, and medical and nursing uniforms. To make a donation or request more information, contact Dr John Kabuika Fwamba at christfoundation_rdc4yahoo.fr.
GRANTS ALERT!

Fellowship in Women’s Health and Cardiovascular Disease at McMaster University—Deadline: 04/01/2003
The Fellowship in Women’s Health and Cardiovascular disease is a two-year research fellowship at McMaster University in Hamilton. The successful candidate’s appointment will commence in September 2003. The purpose of the Fellowship is to develop outstanding researchers in the area of women’s health with a focus on cardiovascular diseases. Current areas of research at McMaster include sex differences in acute coronary syndromes pathogenesis, treatment and management, the role of hormones in the pathogenesis of arterial and venous thrombosis, sex differences in the response to common therapies used in the prevention and treatment of cardiovascular diseases, the biological correlates of psychosocial stress, and the interaction of gender and ethnicity on the development of atherosclerosis and cardiovascular disease. Candidates with other interests relevant to the study of women and cardiovascular diseases are also encouraged to apply.

Applications for this position should include:
1. A covering letter giving the names, addresses and telephone numbers of three references.
2. A curriculum vitae and a transcript of academic records (graduate and undergraduate)
3. An abstract of the research proposal (maximum 500 words) written in English

Fellowship applications should be sent by mail to: Dr. Sonia Anand, Eli-Lily May Cohen Chair in Women’s Health Research, McMaster University, 1200 Main Street West, Hamilton Ontario L8L 2X2; Phone: (905) 521-2100 x 73322; Fax: (905) 521-2336; or e-mail: amand@hhsc.ca

Coming Up Taller Awards
Deadline: 04/04/2003
These awards recognize and support outstanding after-school and out-of-school arts and humanities programs for children and youth that celebrate the creativity of America’s young people, provide them learning opportunities and chances to contribute to their communities. These awards focus national attention on exemplary programs currently fostering the creative and intellectual development of America’s children and youth through education and practical experience in the arts and the humanities. Accompanied by a cash award, the Coming Up Taller Awards not only reward these projects with recognition but also contribute significant support to their continued work.

This Awards program is a project of the President’s Committee on the Arts and the Humanities (http://www.pcah.gov) in partnership with Institute of Museum and Library Services (http://www.imls.gov), the National Endowment for the Arts (http://arts.endow.gov/) and the National Endowment for the Humanities (http://www.neh.gov). It was started in 1998. The awards highlight the important role that educators, curators, historians, scholars, librarians, and performing and visual artists play in children’s lives. For more information visit the website at http://www.cominguptaller.org/awards.html

Collaborative Initiative to Help End Chronic Homelessness—Deadline: 04/14/2003
The U.S. Intergency Council on the Homeless (ICH) is coordinating a $35 million joint initiative with the Departments of Housing and Urban Development (HUD), Health and Human Services (HHS), and Veterans Affairs (VA) to support the Administration’s initiative to end chronic homelessness. This initiative seeks to create a collaborative and comprehensive approach to addressing the problems of homelessness of our most vulnerable citizens. This collaboration among the departments offers housing and service funding through a consolidated application. Applicants must show how the funds they are requesting will be part of a comprehensive and integrated community strategy to use funding sources, including mainstream services resources, to assist persons who are chronically homeless and homeless families with a disabled adult member (as defined in this NOFA) to move from the streets and emergency shelters into stable housing and receive the range of services and other support needed to promote and maintain greater self-sufficiency. The purpose of this initiative is to assist states and communities in ending or substantially reducing chronic homelessness.

Application Process: To apply for funding under this NOFA, the lead applicant must submit a cover letter, as described in the Application Kit, and a signed Memorandum of Agreement between all participating entities. Submit one original and four copies of your application to the US Intergency Council on the Homeless, Rm 2204, Department of Housing and Urban Development, 451 Seventh Street, SW, Washington, DC 20410. To obtain, application kit and required forms, call (866) 450-2273 or visit: http://www.ich.gov or http://www.hud.gov/offices/cpd/homeless/apply/index.cfm

Orphan Foundation Offers Scholarships for Foster Care Youth—Deadline: 04/15/2003
The Orphan Foundation of America (www.orphan.org/) is committed to helping parentless teens make the transition from foster care into independent adulthood. As part of its mission, OFA provides opportunities for foster youth to continue their education through the OFA/Casey Scholarship program. The program awards between $1,500 and $10,000 a year to students pursuing a two- or four-year degree or vocational training certificate.

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These colleagues are developing skills to initiate research projects to address needs that they identify themselves. While this academic/community relationship is particularly noteworthy, similar partnerships are achieving results in areas where other prevention centers work—such as rural Alabama, Missouri’s Bootheel, and American Indian reservations.

In collaboration with the Association of Schools of Public Health, the Prevention Research Centers program established a 2-year fellowship for doctoral-level students of racial or ethnic minority origin. The first four fellows are now gaining hands-on experience with projects directed by the centers and their community partners. This fellowship increases the number of public health professionals qualified to work with racial and ethnic minority groups.

The Prevention Research Center’s future will be shaped by the results of two main endeavors: evaluation and expanded collaboration.

A project is now under way to develop a plan for evaluating the Prevention Research Centers program. The centers and their partners are developing models to describe the centers’ collective attributes, designing templates for documenting the effects of the centers’ work, and establishing criteria for judging how well they have achieved their goals. This evaluation plan will help improve program operations and meet the accountability requirements of the programs’ diverse stakeholders.

New initiatives are also increasing collaboration. Five pilot projects have been started through funding provided to the Association of State and Territorial Chronic Disease Program Directors of Health Promotion and Public Health Education. These grants enable prevention centers to extend their expertise beyond their immediate communities to other state health agencies in need of technical assistance.

In March 2003, CDC will issue a request for applications for PRC funding open only to current PRCs. In later 2003, a second RFA is expected that will be an open competition. Future issues of Partnership Matters will continue to keep you informed!

For more information, please contact the Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Mail Stop K-45, 4770 Buford Highway NE, Atlanta, GA 30341-3717; phone: (770) 488-5395; email: ccdinfo@cdc.gov or visit: http://www.cdc.gov/prc

See next page for a map and listing of the nation’s PRCs.
 CDC's Network of Prevention Research Centers, Fiscal Year 2002

**Prevention Research Centers**
- University of Washington at Seattle
- University of California at Berkeley
- University of California at Los Angeles
- University of Arizona
- University of Colorado
- University of New Mexico
- University of Oklahoma
- University of Texas Health Science Center at Houston
- Tulane University
- Saint Louis University
- University of Iowa
- University of Minnesota
- University of Illinois at Chicago
- University of Michigan
- University of Kentucky
- University of Alabama at Birmingham
- Morehouse School of Medicine
- University of South Florida
- University of South Carolina
- University of North Carolina at Chapel Hill
- West Virginia University
- University of Pittsburgh
- The Johns Hopkins University
- Columbia University
- State University of New York at Albany
- Yale University
- Boston University
- Harvard University

**Research Focus**
- Keeping Older People Healthy and Independent Through Community Partnerships
- Engaging Families, Neighborhoods, and Communities in Chronic Disease Prevention
- Promoting the Health and Well-Being of Adolescents
- Promoting the Health of Multi-Ethnic Communities of the Southwest
- Promoting Healthy Lifestyles in Rural Communities
- Promoting Healthy Lifestyles in American Indian Communities
- Promoting Health and Preventing Disease in Native Americans
- Growing from Healthy Children to Healthy Adults
- Preventing Environmental Diseases
- Preventing Chronic Disease in High-Risk Communities
- Improving the Health of Rural Iowans Through Nutrition and Exercise
- Preventing Teen Pregnancy and Promoting Healthy Youth Development
- Controlling Diabetes in Communities
- Improving Health in Partnership with Families and Communities
- Controlling Cancer in Central Appalachia
- Reducing Health Risks Among African Americans and Other Underserved People
- Promoting Risk Reduction and Early Detection in African American and Other Minority Communities: Coalitions for Prevention Research
- Using Community-Based Prevention Marketing for Disease Prevention and Health Promotion
- Promoting Health Through Physical Activity
- Improving Community Health Through Workplace Health Promotion
- Promoting Health and Preventing Disease in Rural Appalachia
- Promoting Health and Preventing Disease Among Older Adults
- Promoting the Health of Adolescents Through Families and Communities
- Putting Health Promotion into Action
- Preventing Chronic Disease Through Community Interventions
- Creating Innovative Public Health Initiatives
- Improving the Well-Being of Public Housing Residents
- Promoting Nutrition and Physical Activity Among Children and Youth

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Several commenters recommend modifying the public health “core” in some way, most often by adding requirements. Notwithstanding arguments sometimes put forth during accreditation reviews by some faculty about the lack of relevance of basic public health knowledge for their majors, there was no outpouring to abandon the current conceptualization of public health core. The Institute of Medicine (IOM) report on Educating Public Health Professionals for the 21st Century “reaffirmed the importance of the traditional core public health areas of epidemiology, biostatistics, environmental health, health services administration, and social and behavioral sciences” and suggested 8 additional content areas, including informatics, genomics, communication, cultural competence, community-based participatory research, global health, policy and law, and public health ethics. The Association of Schools of Public Health (ASPH) formulation of core areas of public health knowledge modifies the 5 core areas in modest ways, but adds a 6th area, biologic concepts of health and disease.

Currently Council of Education for Public Health’s (CEPH) criteria are presented in a parallel structure in which all professional degree students must have an introduction to the 5 core areas and all schools must offer masters-level professional concentrations in at least those 5 areas. If one or more content areas were to be added to the core, should CEPH require that schools offer concentrations in those areas as well? For example, if informatics becomes a public health core area, should each school also offer that as a specialization? If we don’t maintain this parallelism, what are we saying about the basic public health disciplines? CEPH Councilors will be challenged to articulate a clear sense of public health core in an environment in which contemporary practice must accommodate many new technologies and a rapidly expanding knowledge base.

Several commenters seek the deletion of the continuing education requirement from the service criterion, some seek the modification of it, and some urge raising it to a separate criterion. There is wide disagreement on the importance of this standard, apparently with strong sentiments on both sides. The Institute of Medicine report (Educating Public Health Professionals for the 21st Century) urges that assuring “access to life-long learning for the public health workforce” be one of 6 major responsibilities of a school of public health. The ASPH draft proposal makes continuing education a relevant consideration only “if it is consistent with the service mission of the school.” The CEPH board will need to determine whether, in its opinion, continuing education is an important function for all schools and programs, or possibly for schools but not programs, or possibly neither schools nor programs?

The role of a planned, supervised and evaluated practice experience as an essential component in professional degree curricula drew widely divergent recommendations. On the one end of the continuum is the assertion that practice experiences are important “when students lack other relevant professional degrees or lack relevant health related work experience.” At the other end is the assertion that all professional degree students should have a practice experience, including experienced students who are being prepared for leadership roles, and that these practice experiences should be in settings supervised by qualified practitioners.

Some commenters suggest that CEPH do away with the community health education and community health/preventive medicine categories and simply merge them into a single category of graduate public health programs. Community health education programs currently exist as separately accredited programs and as separate tracks within community health/preventive medicine programs and within schools of public health, leading to somewhat different levels of review depending on the setting. There is a sense among some constituents that there should be more parity in reviews in and outside schools. A more generic graduate program category might open CEPH to additional types of programs that have not traditionally looked to CEPH for accreditation, such as graduate environmental health programs or graduate public health nutrition programs. A broader conceptualization of “program” has many ramifications, however, that would have to be weighed carefully.

Another recommendation suggests that programs within a school of public health that are accredited by another recognized accrediting body be exempt from CEPH review, leaving only some portion of a school’s programs subject to CEPH criteria. There are at least a half dozen accrediting agencies that function within schools of public health. CEPH will have to deliberate carefully about whether an accrediting agency should put its “stamp of approval” on a unit that it does not review or hold to its standards. Would a truth-in-advertising disclaimer be necessary, e.g., “school is CEPH-accredited excluding the following programs” or “only the following programs within the school are accredited?”

Several suggestions urge CEPH to articulate a role in undergraduate public health preparation, including programs that occur within a CEPH-accredited institution but also those that might occur in other settings. This is a growing phenomenon that has substantial workforce implications, but it runs counter to a long-standing orientation among educators that preparation for professional public health work should occur at the master’s level.
CALLS FOR SUBMISSIONS

Pfizer Call for Grant Proposals
The Pfizer Health Literacy Initiative Grants Program announces a call for grant proposals. This grant program is part of Pfizer’s commitment to advance health care professionals’ efforts to improve health literacy. The grants are designed to generate knowledge, create solutions, support research, raise awareness, and attract new scholars to the service of the health literacy issues.

For 2003, there are two grant categories:
Scholars Awards (Deadline: March 21, 2003) and Visiting Lecturer Grants (Deadline: March 14, 2003).

For more information, please visit the website at http://www.pfizerhealthliteracy.com. To request an application form or to apply online, please visit http://wwwpfizerhealthliteracy.com/partnerships_awa rs.html.

Call for Papers on Community Organizing and Related Topics
COMM-ORG is looking for papers to post on the COMM-ORG Papers page. All papers are announced on the COMM-ORG listserv, which reaches over 850 people across more than a dozen nations. They welcome discussion of all papers on the listserv and encourage their members to also send comments directly to authors.

You can view past COMM-ORG papers at http://comm-org.utoledo.edu/papers.htm

To submit a paper contact the editor, Randy Stoecker, at randy@comm-org.utoledo.edu.

PUBLICATIONS

Public Health Reports has been made available online: The Precautionary Principle: 1 November 2002; Volume 117, No. 6. To read the articles included in this issue, please visit: http://phr.oupjournals.org/content/vol117/issue6/index.shtml?etoc

New Fundraising Manual:
Pre-orders are now being accepted for You Can Do It!, a training manual for community-based fundraising and building membership organizations. This is a good new tool for community organizers and fundraisers. To order, visit: http://www.southernempowerment.org

The National Association of State Boards of Education (NASBE) is pleased to announce an updated and expanded version of its widely-used publication, How Schools Work and How to Work with Schools: A Primer for Professionals Who Serve Children and Youth. This guide is designed to help those who want the education, health, and social services sectors to work more closely together at the local and state levels to improve the health and well being of young people. It aims to bridge professional cultures and languages and help practitioners find their way through the complex education system. The primer describes how the education system works, how to identify leverage points for action, how to build positive working relationships with educators, and how to overcome challenges of working together on common goals. To order your copy, visit http://www.nasbe.org or by calling (800) 220-5183.

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• With these potential modifications, some of which require seeking a change in CEPH’s scope of recognition, the question emerges: what should the “unit” of accreditation be? Perhaps CEPH should meld all 3 categories and accredit MPH degrees or graduate public health programs generally, without distinction as to the organizational setting in which they are located. Most specialized accreditors accredit “the first professional degree,” not the academic unit in which it is located.

• There are a number of recommendations that relate to reorganizing the criteria, or moving specific requirements to alternate locations so that there will be less redundancy in the documentation requests. Some of these recommendations, however, reflect philosophical shifts, e.g., moving research ahead of instructional issues.

There are other recommendations that CEPH should make explicit a sense of importance among the criteria and give greater weight to those criteria that deal with fundamental education needs. CEPH in the past has considered and rejected the establishment of weights or priorities among the criteria but may reevaluate this position. If so, the assignment of weights carries immense value judgments. There are many other recommendations for revision of the criteria, many of which may be of equal or more interest to you. I highlight these, however, because they generated widespread comment and because they depict the complicated deliberations that the CEPH Board of Councilors faces.