CCPH ANNOUNCES SERVICE-LEARNING INSTITUTE SERIES

2002 ADVANCED LEVEL SERVICE-LEARNING INSTITUTE: Fostering Leadership for Service-Learning Sustainability

Community-Campus Partnerships for Health will be holding the 2nd annual winter training institute designed for advanced level service-learning practitioners on January 26-29, 2002 in Soquel, California (in the Santa Cruz mountains) at the Kennolyn Conference Center. The training, "Fostering Leadership for Service-Learning Sustainability" focuses on the skills and knowledge to sustain and institutionalize service-learning in health professions education.

During daily, intensive, interactive workshops and small group sessions, participants learn about:

• Understanding and influencing change within health professions schools and community settings;
• Strategies for institutionalizing service-learning into the health professions curriculum;
• Methods for developing a community-based scholarship portfolio for use in faculty promotion and tenure decisions;
• Effective methods for assessing service-learning outcomes for faculty, student, community, and institutional stakeholders;
• The core leadership skills and competencies needed to sustain service-learning partnerships;
• Models of faculty and staff development for implementation at home institutions/organizations.

Applications to attend the advanced level training are due November 6th, 2001.

This institute is designed for academic administrators, faculty, staff and community partners who have implemented service-learning courses or programs and seek to deepen their knowledge of institutional change and service-learning sustainability. Participants in this advanced level training must have either completed our introductory level training or have demonstrated experience in service-learning. If you are new to service-learning or have become involved in service-learning only recently, consider applying for CCPH's 6th summer introductory service-learning institute.

Participants will work with mentors and colleagues from across the country. National experts in service-learning, health professions faculty who have incorporated community service into their courses and community leaders who have developed service-learning partnerships with health professions schools will share program models and reflect with institute participants on the integration of community service, scholarship and teaching. A unique and effective aspect of the Institute's approach is inclusion of the mentoring model -- participants will work in small groups and as individuals with mentors to further shape their own action plans for developing service-learning courses and programs.

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 are more experienced in service-learning and seek to gain deeper knowledge of institutional change and strategies for service-learning sustainability, please apply for our advanced level training.

Applications are due by Wednesday, May 15, 2002.

To obtain applications, visit http://futurehealth.ucsf.edu/ccph/projects.html#fsli - or call CCPH's fax-on-demand service at 1 (888) 267-9183 and select document # 206.

For more information about the institute content or questions related to the application, please contact Program Director, Piper Krauel at piperk@itsa.ucsf.edu or (415) 502-7933.

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MESSAGE FROM OUR EXECUTIVE DIRECTOR

Five years into Community-Campus Partnerships for Health inception — through the leadership of our board, staff and growing membership — we are influencing change at many levels and many ways.

A recent example highlights change at the professional level.

A year ago...the president of the American Association of Colleges of Pharmacy (AACP) charged the AACP Professionals Affairs Committee to look at the role of pharmacy schools in addressing the health concerns in underserved communities, with an explicit mention of service-learning (SL) as a possible strategy. Recognizing CCPH’s knowledge and experience with SL in the health professions, we were invited as the only outside organization to serve on the committee. The committee’s report, adopted by the AACP’s national conference last week, supports SL as an integral part of pharmacy education and advocates schools’ engagement in community partnerships more broadly.

Together with a handful of pharmacy schools already incorporating SL into their core curriculum and their community partners, AACP and CCPH co-sponsored a SL seminar at the AACP conference. The landmark report, the immediate offering of faculty development and continued collaboration between CCPH and AACP, together promise to significantly influence change within pharmacy education and practice. Communities, pharmacy schools, graduates and the profession stand to benefit.

With the guidance of the CCPH Mission Effectiveness Committee, chaired by board member Vickie Ybarra, CCPH is undertaking an effort to systematically track and improve our organization’s effectiveness and outcome. The committee is looking for new members, if you are interested in contributing to this important effort, please contact me at sarena@u.washington.edu or Vickie Ybarra at vickiey@yakimahaap.org for details.

Together, we comprise a movement that is making a difference. It is incumbent upon us to assess our effectiveness and impact and ensure we are not only doing things right but doing the right thing.

NEWS FROM CCPH

CCPH Granted Full-Member Status on Council of Linkages by Diane Downing, ddowni@co.arlington.va.us

As CCPH board representative to the Council on Linkages Between Academia and Public Health Practice (COL) I have just returned from a COL meeting. CCPH has been a provisional member of the COL for the past year as both groups determined if membership was a good fit. I am pleased to let you know that CCPH has been approved as an official organizational member of the Council on Linkages Between Academia and Public Health Practice (COL). This makes CCPH one of 15 organizational members of this national HRSA funded Council (others include the Association of Schools of Public Health, the National Association of City and County Health Officers, the National Association of Local Boards of Health, the Association of State and Territorial Health Officials).

The overall objective of the Council on Linkages Between Academia and Public Health Practice (COL) is to improve the relevance of public health education to practice. The COL mission closely corresponds to CCPH’s mission. CCPH will bring expertise about service learning as a strategy to link academia and practice and brings an important consumer linkage to the COL perspective.

More information about the Council on Linkages Between Academia and Public Health Practice (COL) can be found at www.phf.org.

CCPH Member Receives National Press Coverage


Recent board member Hilda Heady is executive director of the program, and current board member April Vestal is associate director. Congratulations to Hilda, April and the many wonderful people involved in the program, many of whom we’ve become friends with over the years at CCPH conferences! The article demonstrates well how this community-campus partnership has led to many significant outcomes that benefit rural communities throughout West Virginia.

Congratulations to CCPH member Anthony Delucia, (delucia@ACCESS.ETSU.EDU) Department of Surgery, James H Quillen College of Medicine at East Tennessee State University, who has been elected to a one-year term as President of the national American Lung Association beginning in May 2002.

CCPH Member Tapped to Become Dean of New Medical School

CCPH member Joe Scherger has become Dean of the new medical school at Florida State University in Tallahassee. Scherger, a family physician, has served as associate dean for primary care at the University of California-Irvine medical school. A leader in family medicine, Scherger has been president of the Society of Teachers of Family Medicine and director on the American Academy of Family Physicians Board.

Shortly before his move, Joe writes "we are the first new medical school in over 20 years and we are mandated to meet community health needs." We wish Joe the best as he takes on this new leadership challenge.
MODELS THAT WORK!

Population Health Modules for Health Professions Educators

Laurine T. Charles, D. Beth Kennedy, Kristine M. Gebbie, Fran C. Wheeler, Diane B. Wilson, Dorothy A. Cumbey, and Jerry Dell Gimarc

The South Carolina Area Health Education Consortium, in partnership with the University of South Carolina School of Public Health and the South Carolina Department of Health and Environmental Control, has developed a series of teaching modules for introducing health professionals to basic concepts of public health. This effort grew out of the SC Turning Point Initiative, which examined public health workforce needs in South Carolina.

Recognizing the need to better address community health needs, a consortium was formed of allied health, dental medicine, medicine, nursing, pharmacy and public health educators to assess the current workforce, review educational programs, and identify funding sources. One outcome of the consortium was identification of a gap in knowledge of public health content among health professionals in the education and practice communities. A list of deficient skills was identified and included an overview of public health, population health, epidemiology, wellness and prevention, building healthy communities, strategic planning, social and cultural influences on health and emerging health issues. Five modules were developed to address these issues, each in a three hour Power Point format complete with slides, presenter notes, assignments, case studies, problem-based learning exercises, and evaluation tools. (Note: the modules also are available in an on-line format using WebCT).

The modules originally were designed to target faculty teaching upper level undergraduate or beginning graduate health professions students, and they have been distributed for use in part or in whole in all health professions curricula at the Medical University of South Carolina. Since the public health workforce comes largely from graduates of health professions programs, instructional tools such as these fill a critical gap in the public health practitioner knowledge base and create further opportunities for collaboration between public health and health professions educators.

An unanticipated benefit of this project has been the fact that the population health modules have shown to be valuable in settings far beyond the health professions schools. The SC Department of Health and Environmental Control is using the modules as the basis for orientation for new employees; the School of Public Health is using the modules as the basis for developing a new undergraduate introductory public health course.

For details on format, application and teaching objectives of the population health modules, please contact Laurine T. Charles, Coordinator of Academic Affairs, College of Health Professions Dean’s Office, Medical University of South Carolina, 45 Bee Street, P.O.Box 250701, Charleston, SC 29412 or call (843) 792-4103 or email at charlelt@musc.edu

DEAR CCPH...

Dear CCPH,

I'm in the process of looking at various models where county public health hospitals collaborated with university medical centers to either build a hospital together or on the same campus. I'm interested in finding out about the governance, financing, level of collaboration and what's working or not working...I'd appreciate any information people have or contact people from other hospitals that I can talk to.

Please feel free to contact Judith directly at Judith_S_Klain@chnsf.org or call her at San Francisco General Hospital (415) 206-2334.

Thanks!

DEAR CCPH MEMBERS,

HERE ARE A FEW MORE ANSWERS TO THIS QUESTION FROM THE LAST ISSUE.

SERVICE-LEARNING AND CAMPUS LEADERSHIP CENTERS: NATIONAL LEADS

QUESTION: We are investigating ways to integrate service-learning with an emerging "leadership center" (under the jurisdiction of student affairs). Any leads?
Kara Hartmann, Boise State University
khartman@boisestate.edu

Try the Greenleaf Institute for Servant Leadership—they have a website. Also, the student organization COOL at www.COOL2SERVE.org will also give you some ideas

Were you planning on having some faculty involvement? If so, it appears that putting service-learning in academic affairs might be more attractive to faculty. How integrated will these "service-learning" activities be with students academic work? Will it be co-curricular service-learning or academic service-learning? This will determine how to best proceed with the implementation process (e.g., which students will participate, what types of service-learning activities will be implements, what types of training students will need, which community agencies will be involved, etc.).

Just a few quick thoughts.
Andy Furco
UC Berkeley

You might want to touch base with the folks at the new Institute for Civic Leadership (ICL) at Mills College; Joe Kahne (co-author of the oft-used in the Service of What article on charity vs change approaches to SL) is the director. He's in the education dept, you can probably find his email address on the website, www.mills.edu. The ICL IS an academic program, though, so I don't know how it will fit with a student affairs program...but you can decide what you want to do.
Announcements

Job opportunities

The Sunset Park Family Health Center Network's Community Health Corps seeks to be responsive to evolving family and community issues by utilizing principles of cultural competence, strengths and empowerment-based modeling, community collaboration, participatory group management, short- and long-term strategic planning, and service integration. They have six full-time Americorps* VISTA positions starting July/August 2001 in Brooklyn, New York. For a full project description including detailed job descriptions, contact Diane Feliciano at 718-567-9673 or e-mail Orianne Sharir at: OriSharir@aol.com.

Center for the Advancement of Collaborative Strategies in Health, Division of Public Health, The New York Academy of Medicine Program Officer Motivated, skilled professional sought to work on an exciting national project designed to promote civic participation in community health. As part of a multidisciplinary team, the successful candidate will support communities around the country that are establishing innovative procedures and structures to engage a broad range of people and organizations in identifying and addressing community health issues. This position offers the potential for growth and a unique opportunity to do challenging, important work in a dynamic office environment.

Specific responsibilities will include: conducting literature reviews on related public health issues and policies, developing technical assistance materials, planning and organizing national conferences and meetings for community partnerships and policy makers, and developing and maintaining informational databases. Successful candidate will also have the opportunity to participate in the writing of reports, papers, and books. Applicants must have: 1) a master's degree in public health or related field; 2) at least 3 years relevant work experience; 3) superior analytical and organizational skills; 4) initiative, creativity, and flexibility; 5) excellent written and verbal communication skills; 6) the ability to handle multiple assignments simultaneously; 7) the ability to work independently and in a team. Send cover letter and resume to Elisa S. Weiss, Ph.D., Associate Director, Center for the Advancement of Collaborative Strategies in Health, The New York Academy of Medicine, 1216 Fifth Avenue, Room 452, New York, NY 10029 or e-mail: eweiss@nyam.org. For more information about the Center, see www.cacsh.org.

Service-Learning: One Proven Way to Reduce Teen Pregnancy

The National Campaign to Prevent Teen Pregnancy just released a study on the effectiveness of teenage-pregnancy prevention programs including service-learning programs among efforts that achieved success in reducing the rate of teen pregnancy. In "Emerging Answers" Douglas Kirby, Ph.D., a research scientist at ETR Associates, stated, "Service-learning programs may have the strongest evidence of any intervention that they reduce actual teen pregnancy rates while the youth are participating in the program. Although the research does not clearly indicate why service-learning is so successful, several possibilities seem plausible: participants gain a sense of autonomy and feel more competent in their relationships with peers and adults, and they feel empowered by the knowledge that they can make a difference in the lives of others." A summary of "Emerging Answers" is available at http://www.teenpregnancy.org. ETR Associates includes the Resource Center for Adolescent Pregnancy Prevention. Visit http://www.etr.org/recapp/ for more information. ETR also administers the National Service Resource Center.

For those who are interested in how service-learning and community service has been found to play a part in preventing teen pregnancy, there was a discussion related to this topic recently on Minnesota Public Radio's Midmorning program with Sarah Brown, director of the National Campaign to Prevent Teen Pregnancy (NCPTP). Brown talked about a recent MCPTP study that looked at three methods for reducing teen pregnancy, one of which was community service/service-learning. The study found that programs incorporating this method had the strongest evidence of reducing teen pregnancy. You can listen to the discussion online at http://news.mpr.org/programs/midmorning/raf1/files/tue_midmorn1.ram

Upcoming events!

CCPH Sponsored Events

January 26-29, 2002—annual advanced service-learning institute at the Kennolyn Conference Center in Soquel, CA. (Santa Cruz Mountains) Applications to attend the advanced level training are due November 6th, 2001.

June 15-18, 2002—annual introductory service-learning institute at the Sleeping Lady, Leavenworth WA. (Cascade Mountains) Applications are due by Wednesday, May 15, 2002. To obtain applications, visit http://futurehealth.ucsf.edu/ccph/projects.html#fsli - or call CCPH's fax-on-demand service at 1 (888) 267-9183 and select document # 206. To learn more, visit our website at futurehealth.ucsf.edu/ccph.html or contact Program Director Piper Krauel at (415) 502-7933 or piperk@itsa.ucsf.edu

Other events

August 9-14, 2001—Emerging Diseases/Challenges in Indian Health in the New Millennium: 30th AAIP Annual Meeting and National Health Conference, Albuquerque, NM. Sponsor by Association of American Indian Physicians (AAIP). This meeting offers plenary and workshop sessions and provide creative and innovative solutions in response to emerging diseases and challenges in Indian communities. For more information, contact: AAIP at (405) 946-7072, or e-mail: aaip@aaiip.com.

August 23-26, 2001—Alternatives 2001, Philadelphia, PA. This conference will feature a full schedule of empowering and technical assistance workshops and institutes. The participants will have the opportunity to share ideas and insights with peers in dialogue sessions, build consensus, and develop action plans around topics important to mental health consumers and survivors. For details, contact: The National Mental Health Consumers' Self-Help Clearinghouse, 1211 Chestnut St, Ste 1207, Philadelphia, PA 19107, or call (800) 535-4539, ext 293, or (215) 751-1810, ext 293, or fax (215) 636-6312, e-mail: info@mhselfhelp.org, or visit www.mhselfhelp.org

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GRANT ALERTS!

Three New Funding Opportunities Offered by Volunteers in Health Care
Visit www.volunteersinhealthcare.org or call toll-free (877) 844-8442 for more information and to obtain application materials.

Developing Primary Care Referral Networks
VIH will be extending a call for proposals for the creation of primary care referral systems. These referral systems will be composed of primary care physicians volunteering their services in an outpatient setting. Our expectation is that these systems will provide referred patients with a medical home.

One year grants of up to $50,000 will be awarded, with a 50% match (cash, in-kind or a combination) required. VIH funding may be used to offset the administrative costs of planning and implementing a referral system. Funds may be used to identify partners, bring partners together, determine the target population, establish eligibility criteria and certification, arrange ancillary services, recruit/retain physicians, acquire staff and equipment, evaluate progress, etc.
Applications will be due August 24, 2001.

Conducting Outcome Evaluation Research
VIH is offering funding to conduct outcome evaluations. Eligible applicants include non-profit organizations and governmental agencies that use volunteer clinicians to provide health care to the uninsured. Preference will be given to organizations that have annual budgets of $2 million or less and that have not been able to conduct comprehensive outcome evaluations in the past due to limited funds.

Organizations may apply for up to $30,000 and a match (in-kind or cash in hand) will be required. Proposed studies might demonstrate decreases in avoidable emergency room visits or hospitalizations, increases in the percentage of patients obtaining preventive care, or decreases in chronic disease severity. Partnerships with academic institutions, hospitals, AHECs, and other organizations with research capabilities are encouraged.
Applications will be due August 24, 2001.

Computer Scholarships for Small Budget Organizations
VIH is announcing the availability of a scholarship program designed to help smaller budget organizations purchase computers or update their technology. Non-profit organizations that use volunteer clinicians to provide medical or dental care to the uninsured are invited to apply. Preference will be given to organizations with annual budgets of $500,000 or less that demonstrate a clear need and have exhausted other sources of funding.

Organizations may apply for scholarships up to $2,000. Scholarship funds can cover up to 50% of the cost of equipment. The remaining funds must be obtained from another source. Match funds may be dollars donated by another funding source or donated computer equipment or professional services that can be valued.
Applications will be due July 20, 2001.

ACS Grant Opportunities
Apply Electronically at www.cancer.org. For details, call (404) 329-7558 or email to grants@cancer.org.

The American Cancer Society is inviting applications for the following grants to support training, research, and career development in primary care:

*Cancer Control Career Development Awards for Primary Care Physician: Encourage and assist in the development of primary care physicians who will pursue academic careers with an emphasis in cancer control. Through the CCCDA, the Society seeks to provide opportunities for promising individuals to acquire skills in primary care practice, education, and research activities related to cancer control. Awards are made for three years with progressive stipends of $50,000, $55,000, and $60,000 per year.
Annual Application deadline: October 1

*Clinical Research Training Grants for Junior Faculty: Supports the training of junior faculty within the first four years of their independent faculty appointment to conduct mentored clinical, epidemiological or health policy and outcomes research. Awards are made for up to three years for up to $150,000 per year, including 25% indirect costs. These grants may be renewed once for a two-year period.
Annual Application deadlines: October 1 and March 1.

*Research Scholar Grants in Psychosocial and Behavioral Research for Beginning and Senior Investigators: Awarded to independent investigators at any stage of their careers to support research projects centered on the psychosocial and behavioral aspects of cancer. Senior principal investigators are strongly encouraged to include an individual at an early career stage as co-principal investigator. Initial awards are made for up to five years and for up to $500,000 per year.
Annual Application deadlines: October 15 and April 1.

*Research Scholar Grants In Health Services And Health Policy And Outcomes Research for Beginning and Senior Investigators: Awarded to independent investigators at any stage of their careers to support research projects centered on health services and health policy and outcomes research. Senior principal investigators are strongly encouraged to include an individual at an early career stage as co-principal investigator. Initial awards are made for up to four years and for up to $250,000 per year.
Annual Application deadlines: October 15 and April 1.

*Postdoctoral Fellowships: This award is to support the training of researchers who have just received their doctorate to enable them to qualify for an independent career in cancer research (including basic, preclinical, clinical, psychosocial, behavioral, and epidemiologic research). Awards are made for one to three years with progressive stipends of $35,000, $37,000, and $40,000 per year, plus a $2,000 per year institutional allowance.
Annual Application deadlines: October 1 and March 1.

*Research Scholar Grants in Psychosocial and Behavioral Research for Beginning and Senior Investigators Sponsored by the American Cancer Society: Awarded to independent investigators at any stage of their careers to support research projects centered on the psychosocial and behavioral aspects of cancer. Senior principal investigators are strongly encouraged to include an individual at an early career stage as co-principal investigator. Initial awards are made for up to five years and for up to $500,000 a year. Application Deadline: October 15. For details, visit http://www2.cancer.org/research/index.cfm?sc=1&select1=1&ssc=1&anchor=RSGPB
CALL FOR ABSTRACTS

Call for Abstracts for the Partnerships for Achieving Excellence in Nursing Education.

The purpose of this conference is to provide a forum for scholarship related to evaluation processes in and of non-traditional nursing curricula. The goals are to explore:

· philosophical foundations of evaluation practices;
· methods for evaluating learning that balance academic rigor with a caring or other non-behaviorist philosophy;
· innovative program evaluation approaches;
· strategies for enhancing preceptors' understanding and use of human caring practices; and
· ethical issues around progression and evaluation.

A variety of paper, poster, panel, symposium, and workshop presentations will be used to meet the conference goals. The Conference Planning Committee invites presenters to submit research and theoretical abstracts relevant to the purpose and goals of the conference. All abstracts should be connected with one of the following conference themes:

· Emergent evaluation practices
· Lived experiences in transformative learning
· Fostering clinical partnerships with preceptors and agencies
· Innovative grading methods in theory and practice
· Celebrating diversity-maintaining standards
· Supportive infrastructure: creating "rules" in the human science paradigm
· Uncovering theory-practice gaps
· Self and peer evaluations
· Promoting accountability in making tough evaluation decisions
· Clinical evaluations with preceptors

Format: Your typed abstract should be limited to one standard letter size sheet of paper. The text should be double spaced with one inch margins; typed in 12-point Times New Roman font; and limited to 300 words or less (excluding author(s)' names). All abstracts must be in English.

Content: All abstracts should contain a purpose and a description of the topic or project. Research abstracts should include purpose, phenomenon of interest, participants, method, findings, and interpretation.

For details call (416) 493-8062. Mail all materials (to arrive no later than October 15, 2001) to Creative Approaches to Evaluation 2002, First Stage Enterprises, 4 Ferbane Place, Toronto, Ontario M2J 1Y8.

*Faxed and/or e-mailed submissions will not be accepted.

PUBLICATIONS

Landmark Study In Preventive Medicine
The study examined 30 examples of preventive medicine, giving each a 1-to-5 rating in two categories, cost-effectiveness and how well it prevents disease or injury. Vaccinating children for diseases like polio and hepatitis was the only measure with a perfect 10. Close behind were anti-smoking counseling for adults and eye exams for the elderly with combined scores of 9 each. The next most effective measures were getting the anti-smoking and anti-drug messages to youngsters. According to the study's findings though, fewer than half of all Americans receive these high-ranking preventive health services. View the articles on the study at http://www.elsevier.com/location/apjmonline

Surgeon General’s Call To Action On Sexual Health and Behavior
The Surgeon General David Satcher released "The Surgeon General’s Call to Action to Promote Sexual Health and Responsible Sexual Behavior," which unveiled science-based strategies in an effort to find "common ground" upon which the nation could work to promote sexual health and responsible sexual behavior. The "Call to Action" calls for Strategies that focus on increasing awareness, implementing and strengthening interventions, and expanding the research base relating to sexual health matters. View the full text of the "Call to Action" at http://www.surgeongeneral.gov/library/sexualhealth/call.htm

Breast and Cervical Cancer Curriculum Available!
Building Partnerships for Breast and Cervical Cancer Risk Management is a continuing medical education program designed to enhance primary care providers' knowledge, skills, and practice strategies to motivate women to be screened for breast and cervical cancer. The goals of the curriculum are to help providers better assess patient risk for breast and cervical cancer, promote effective risk management through strong partnerships with patients, and ensure that all women eligible for screening receive Pap tests, mammograms, and clinical breast exams at appropriate times. Reaching women who have traditionally been underserved, especially for preventive care and screening, motivating providers to improve their skills in applying breast and cervical cancer screening guidelines, and improving patients' satisfaction with the care they receive are related goals of the curriculum. For information on obtaining a copy of the curriculum please contact: Joel Epstein, Health and Human Development Programs at EDC, 55 Chapel Street, Newton, MA 02458-1060 or call (617) 618-2287; (617) 527-4096-fax; email at hhdm@edc.org or visit http://www.edc.org/hbd/

A Primer for Cultural Proficiency: Towards Quality Health Services for Hispanics
The primer consists of eight chapters discussing culture, working in diverse cultures, language, history of hispanics and hispanic data, role of community based organizations, and implementation. Additionally, the Primer includes Presidential Executive Order13166 Improving Access to Services for Persons With Limited English Proficiency. The Order seeks to improve access to federally conducted and federally assisted programs and activities for persons who as a result of national origin, are limited in their English proficiency (LEP). To order, call (202) 387-5000 or email publications@hispanichealth.org or visit http://www.hispanichealth.org/cat3.html#primer

The Organization of Hope: A Workbook for Rural Asset-Based Community Development. The Organization of Hope tells inspiring stories of rural communities from across the countryside, and draws common rural themes ranging from income patching and individual skill development to community organizing and rural ethnic diversity. The Workbook covers points for getting started (or restarted); strategies for turning assets and hope into action and new relationships; and practical examples of appropriate projects and methods to consider for your rural community. To order, please visit http://www.nwu.edu/IPR/abed.html

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