“WE’RE FROM THE UNIVERSITY AND WE’RE HERE TO SAVE YOU…” AND OTHER PARTNERSHIP BLOOPERS
Blooper Session ~ Partnership Leadership & Governance
Holly Ingraham, Kay Gasen, Public Policy Research Center, University of Missouri

Through case studies and a group exercise, participants will explore methods and challenges of partnering with communities. The different levels of community, when and how to involve each and involving the community in the decision-making process will be discussed. Participants will hear strategies and best practices for building community capacity and leadership skills needed for a successful partnership.

In this session, participants will:
- Identify and experience a variety of partnership bloopers
- Discuss and learn skills needed to guide colleges and universities to engage in authentic partnerships with communities

MULTI-LEVEL PRINCIPLES FOR PARTNERSHIP ASSESSMENT & IMPROVEMENT: IMPROVING PARTNERSHIPS FROM TOP TO BOTTOM AND ALL AROUND. LESSONS LEARNED AND SUGGESTIONS FOR IMPROVING PARTNERSHIPS FROM THE LEVEL OF ADMINISTRATION, SERVICE PROVIDER, TO DAY TO DAY DETAILS
Workshop ~ Partnership Assessment & Improvement
Theresa Salazar, Safe Schools Healthy Students Initiative, Mental Health Corporation of Denver, University of Denver Dept. of Counseling Psychology; Lydia Prado, Safe Schools Healthy Students Initiative, Mental Health Corp of Denver; Denise Palmer, Safe Schools Healthy Students Initiative, Denver Public Schools, University of Denver Graduate School of Social Work

The Safe Schools Healthy Students Initiative (SSHSI), involves a partnership among three major community collaborators: the Mental Health Corporation of Denver (MHCD), Denver Public Schools (DPS), and the Denver Police Dept to provide preventative services for violence and substance abuse prevention within DPS. Representatives from SSHSI will present on partnership challenges faced, lessons learned within its three years of implementation and will provide suggestions for partnership assessment and improvement among all levels of partnership functioning. This specifically relates to this year’s CCPH conference theme of reviewing success and obstacles in partnerships for the purpose of continuous quality improvement and sustaining partnerships over time.

In this session, participants will:
- Describe how the Safe Schools Healthy Students Initiative (SSHSI) Partnership has led to outcomes such as: culturally competent health professionals, workforce diversity, community capacity building, increased access to mental health care, improved mental health indicators and decreased violence and substance use
- Expand knowledge gained during CCPH 2001 conference by promoting Healthy People 2010 objectives via discussing partnership obstacles faced, best practices, and lessons learned for continuous quality improvement in partnerships
- Discuss strategies for addressing challenges and assessing and improving partnerships
- Discuss methods for tracking quality outcomes
• Suggestions for nurturing and sustaining partnerships over time
• Share skills gained and lessons learned to disseminate knowledge in advancing others partnerships

BUILDING AN ALLIANCE FOR CULTURAL COMPETENCY
Workshop ~ Partnership Principles & Best Practices
Vera Stevens Chatman, Vanderbilt University

Developing and maintaining successful alliances between organizations is essential in today’s healthcare environment. In order to develop similar alliances executives will need to know key indicators to employ in establishing a successful alliance and then strategies for building relationships within the new alliance. A cultural competency-training program was developed for this alliance and has been instrumental in strengthening the parties within the alliance. The presenter will share elements of this successful alliance.

In this session, participants will:
• Examine the rationale for creating an alliance partnership between Meharry Medical College and Vanderbilt University Medical Center (two academic health centers) and Metropolitan Nashville General Hospital (the public hospital)
• Using the best practice examples of the Meharry/Vanderbilt Alliance, provide step-by-step examples of how to develop a culturally competent partnership between two culturally different institutions

HOW WE USED FOCUS GROUPS AS A COMMUNITY-BASED PARTICIPATORY RESEARCH ACTIVITY AND STRENGTHENED OUR COMMUNITY-UNIVERSITY PARTNERSHIP
Blooper Session ~ Partnerships for Community-Based Participatory Research
Joan Flocks, University of Florida; Alfredo Bahena, Farmworker Association of Florida

The Together for Agricultural Safety Project is a Community-Based Prevention Intervention Research project funded by the National Institute of Environmental Health Sciences. It is a collaboration between health science researchers at the University of Florida, the community-based Farmworker Association of Florida, and Best Start, Inc. – a social marketing research company. We are developing a health intervention to reduce the adverse health effects of pesticide exposure among nursery and fernery workers in Central Florida. Early in the project we conducted focus groups to learn about workers attitudes, beliefs and practices related to pesticide exposure. After joint training, community partners recruited groups and served as moderators, while academic partners served as note takers and co-moderators. Community and academic partners worked in teams to translate, transcribe, analyze, summarize and use data to design further research instruments and generally inform the project team about workers beliefs and suggestions. Because this activity was so successful, we later used focus groups to get feedback from workers about particular ideas for intervention or when we needed clarification about an issue. We learned that focus groups can be used successfully in community-based participatory research because they satisfy the needs of both academic and community partners. Focus groups can provide rich data and be easily conducted by community group members who have previous experience in popular education or organizing activities. They allow for partners to work side-by-side and thus strengthen the collaboration.

In this session, participants will:
• Analyze focus groups in the Together for Agricultural Safety project, by telling the story of how we developed
• Examine how focus groups can be a good activity to obtain rich preliminary data
• Learn how to build community capacity and skills in research, and strengthen collaboration between community and academic research partners
THE CCHERS PARTNERSHIP: LEVERAGING INSTITUTIONAL AND PUBLIC POLICY CHANGE

Story Session ~ Partnership Policy & Advocacy

Elmer R. Freeman, Center for Community Health Education Research and Service, Inc. (CCHERS); Joel Abrams, Dorchester House Multi-Service Center

Skill areas to be developed in this session include influencing policymakers and policy advocacy; identifying funding opportunities and strategies for sustainability of partnerships; and lessons learned in terms of governance and leadership in partnership building.

In this session, participants will:

- Discuss how the CCHERS partnership developed over a period of time and moved from being the “Kellogg funded project” to a viable and sustainable organization representing the interests of its varied partners in the education of a broad range of health professions students and with a commitment to promoting interdisciplinary community-based health services and research through academic/community partnerships
- Examine the governance and leadership required of successful partnerships
- Learn how the partnership provided the necessary leverage for change within its institutional partners and in the public policy arena
- Identify and discuss strategies for organizational and programmatic sustainability of community-campus partnerships

THE ROLE OF PARTNERSHIP AGREEMENTS IN CAMPUS-COMMUNITY PARTNERSHIPS – A SKILL BUILDING WORKSHOP

Workshop ~ Partnership Tools & Resources

Lauri Alpern, Great Cities Institute, University of Illinois at Chicago; Cynthia Barnes-Boyd, UIC Neighborhoods Initiative, Great Cities Institute, College of Nursing, University of Illinois at Chicago; Angela Ellison, West Side Futures

Discussing partnership agreements is a practical and useful approach to support community-campus partnerships among participants. This session will ultimately enable conference participants to maximize the benefits of partnerships within their respective organizations. The workshop will cover the ground rules, roles of spokespersons, negotiators, team, confidentiality status, authority and control, support of goals from external supporters, the impact of the agreement on the organization. Planning for the partnership agreement and identifying what each partner brings to the table will be addressed. Participants will learn about types of partnership agreements (such as sealed with a handshake, strategic alliance, and committing with a contract); common forms of contractual relationships (including contractual services agreements partnerships, joint ventures, or limited liability companies, management agreements mergers or consolidation, and special cases); and executing a partnership agreement.

In this session, participants will:

- Gain perspectives of partnerships and partnership agreements used in campus-community partnerships and engaged research
- Explore real-life experience of researchers, administrators and community practitioners in the field
- Discuss the topics of: the structure of partnerships, the forms of partnership agreements, the role they play in the engaged research and service, and planning, executing and administering agreements
- Obtain opportunities to share their experiences
COMMUNITY/UNIVERSITY COLLABORATION TO IMPROVE LEARNING AND HEALTH
Story Session ~ Partnership Outcomes
Hendrika Maltby, University of Vermont, School of Nursing; Scott Johnson, People in Partnership

Vermont has 12 Regional Partnerships to improve social well-being and quality of life at the community level. Through the completion of biennial Community Profiles and monthly meetings, partnerships have a good understanding of health issues facing their communities. Previously, nursing students completed an in-depth community assessment that left no time for implementation of recommendations and were often a duplication of effort. In consultation with the partnerships, nursing faculty, and students, it was decided that health projects based on community-identified needs would be more effective in meeting the goals of the communities, and the academic requirements of the School of Nursing. This is the story of change and how the partnership in service-learning balanced academic theory and practicum guidelines with community health needs through the help of the community Partnership group.

In this session, participants will:
- Discuss the collaborative effort among faculty, students, preceptors, and the community to provide senior undergraduate University of Vermont nursing students in the Caring for Populations at Risk course with a quality experience and the community with health education
- Discuss how to assist others in identifying how they can use similar techniques in their own communities
- Learn how to present a visual outcome of the students’ work in the community

COMMUNITY AGENCY COORDINATION OF AN INTERDISCIPLINARY HEALTH PROMOTION SERVICE-LEARNING - A MODEL FOR IMPLEMENTATION
Workshop ~ Partnerships for Service-Learning
Suzanna Dotson, Western Maryland Area Health Education Center; S. Maggie Reitz, Towson University Department of Occupational Therapy and Occupational Science; Gail Mazzocco, University of Maryland School of Nursing, Nursing Outreach Program

This workshop will focus on skills needed to coordinate an interdisciplinary service-learning training using a packaged model. Participants will learn components of an effective community-campus partnership and receive resource materials and training to conduct interdisciplinary team building activities, population-based health promotion, and to design and implement a service-learning training. The presenters will emphasize how the community-based Western Maryland Area Health Education Center is a critical partner in developing strategies to bring students and faculty into rural community sites to provide population-based health promotion services. The eight-year partnership has changed the way faculty collaborates across departments and campuses and added community site representatives into curricula planning and implementation. It exemplifies the importance of linking student teams into small communities to provide services and learn about the community, its people, its needs and its resources. The partnership has designed and implemented several new and innovative interdisciplinary curricula.

In this session, participants will:
- Review a 15 hour experiential service-learning model for health promotion
- Identify at least 4 potential community partners commonly available in rural areas
- Participate in and utilize at least one interdisciplinary team building activity
- Receive a packet of SL training resources which can be adapted to their situation
- Participate in and utilize at least one population-based health promotion activity