“Accomplishment always brings change.”
Jim Tuney

SENIOR SWEEP FOR NUTRITION
Story Session (Intermediate) ~ Partnerships for Increasing Access to Care
Tia Simmons, Michelle Lyn, Division of Community Health, Duke University Medical Center;
Daniel C. Hudgins, Durham County Department of Social Services

The story to be addressed thematically relates to community-campus partnerships for increasing access to care and community-campus involvement for civic engagement and social change. The Senior Sweep for Nutrition project emerged after the campus-community collaborative developed an onsite medical/mental health program for low-income seniors in their apartments (Just for Us), and lab work revealed a pattern of widespread malnutrition among the residents. In the project, a group of leadership program students from Duke’s Terry Sanford Institute for Public Policy partnered with the Durham County Department of Social Services and the Division of Community Health at Duke University Medical Center to enroll elderly participants in the Food Stamp Program. Subsequently, after collaborating with the community partners to design, coordinate, and implement the intervention, these learners worked with the Department of Social Services and developed ways to make the enrollment process easier, shorter and less of a burden for senior applicants.

In this session, participants will:
- Identify ways by which social services rendered in the community can be enhanced with campus involvement
- Demonstrate effective coordination of a community-based initiative between campus and community partners
- Learn strategies that integrate student learning experiences with existing community-based projects
- Discuss ways that barriers in services can be overcome in community settings through learner placement

USING OUTCOME CRITERIA TO MEASURE ACHIEVEMENT OF GOALS FOR STUDENTS, COMMUNITY MEMBERS AND COMMUNITY PARTNERS COLLABORATING ON COMMUNITY ASSESSMENT AND INTERVENTION PROJECTS
Workshop (Intermediate) ~ Partnerships for Improving Education in the Health Professions or in Health-Related Disciplines
Kathleen A. Sternas, Mary Ann Scharf, Seton Hall University, College of Nursing

This skill building workshop focuses on how to use outcomes to evaluate student, agency partner and community member partnerships. Progress toward outcomes, and benefits and challenges of partnerships are evaluated by students and agency partners. Changes in program planning, services to community members and curriculum have been made based on findings from the evaluations. Change is sustained by new students continuing to build on previous community assessment and intervention projects at the same agencies with the same agency partners. Measuring achievement of outcomes for community partnerships can be a challenge. Through evaluating community partnership outcomes, we were able to identify if we have made a significant impact on community members, agency partners, agency program planning and
student learning. This workshop focuses on how to write outcomes for partnerships and methods of obtaining student and agency partner evaluations.

In this session, participants will:
- Discuss community health nursing students' and community partners' evaluations of community assessment and intervention service-learning experiences using outcomes developed to measure progress, benefits, challenges, and plan curriculum change
- Learn how to write and use outcomes to measure changes related to community partnerships
- Analyze a model to measure achievement of outcomes, and how outcome data is used to make curriculum changes at the college level and program planning changes for community members at partner agencies
- Learn how to write student, community member and agency partner outcomes which may be applied to their community partnerships

AN INTEGRATED, INTERDISCIPLINARY SERVICE LEARNING COLLABORATION AMONG NUTRITION, NURSING AND HEALTH SCIENCE STUDENTS FOR COMMUNITY-BASED HEALTH PROMOTION ACTIVITIES OF AGING AND ECONOMICALLY AT RISK INDIVIDUALS WITH TYPE 2 DIABETES

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

Vivian Haley-Zitlin, Department of Food Science and Human Nutrition, Clemson University; Deborah F. Willoughby, School of Nursing, Clemson University; Hope Dangerfield, Clemson University; Polly D. Fehler, Associate Degree Nursing Program, Tri-County Technical College; Douglas A. Wright, Anderson-Oconee Council on Aging

This story session will describe the experiences of the various stakeholders in the Diabetes Care Project, a Kellogg funded, multidisciplinary intervention effort to assist aging and economically disadvantaged people with diabetes to better manage their illness and adopt healthy lifestyle behaviors. A brief introduction will give an overview of the project's objectives and methods, followed by examples of how teaching, research, and service were integrated into the curricula of both undergraduate and graduate nutrition programs and both bachelor's and associate degree nursing programs. Faculty will describe the process and challenges of integrating community service into clinical experiences. Students will speak to learning in such an environment. Using live presentation and video, students and clients will describe the experience of interacting in a community setting and will describe the benefits for both groups. The Director of the participating Senior Citizen's Center will describe the process of accommodating the needs of each of the partners in the project, including faculty, students, center staff, and clients. Finally, in an informal panel discussion, all of the partners in attendance will briefly discuss lessons learned about what worked and what didn't work in our experience, including the challenge of acquiring support for continuity and sustainability of the efforts initiated.

In this session, participants will:
- Disseminate partnership outcomes for the clientele served
- Share the interactions and experiences of community-campus partnerships via live report and video of health profession students and clients
- Explore the challenges and rewards of combining research and service learning activities
BUILDING AN INTERDISCIPLINARY SERVICE-LEARNING TEAM: A MODEL FOR CIVIC ENGAGEMENT AND SOCIAL CHANGE
Workshop (Intermediate/Advanced) ~ Partnerships for Civic Engagement and Social Change
Marilyn Leach, Service Learning Academy and Center for Faculty Development, University of Nebraska at Omaha; Shireen Rajaram, Department of Sociology, University of Nebraska at Omaha; Shereen Bingham, Department of Communication, University of Nebraska at Omaha; Jonathan Benjamin-Alvarado, Department of Political Science, University of Nebraska at Omaha; Patricia Carlson, Barbara Weitz, School of Social Work, University of Nebraska at Omaha; Teresa Hunter, Family Housing Advisory Services

This interactive workshop will address the skills of building an interdisciplinary service-learning team by using a collaborative design model. Participants will also be given specific resources and recommendations for maintaining and sustaining a multidisciplinary project. The workshop directly relates to the conference theme as it will demonstrate outcomes and changes that can result from a multidisciplinary approach to service learning. The workshop will also advance the skills of the participants by providing specific models, references and recommendations to aid in the process of building a multidisciplinary coalition. Indeed, a multidisciplinary approach to service learning combined with enthusiastic and innovative community leaders and agencies transforms partnerships “to a new level.”

In this session, participants will:
- Gain knowledge and skills for building a multidisciplinary team utilizing university and community resources to address social problems
- Participate in interactive communication among the presenting faculty, community partner and the audience as to how a service-learning collaboration that focuses on issues of low-income housing and homelessness was achieved
- Interact with the presenters in small group format to develop a “plan of action” form based on their unique campus culture
- Discuss a model to maintain the cohesiveness of a multidisciplinary service-learning team and ways to sustain the project from one semester/quarter to the next
- Look at examples of assessment tools aimed at addressing shifts in attitude of the students and perspectives of community partners

CREATING SYNERGY TO EVALUATE AND UTILIZE HISTORIC MARKERS TO SUSTAIN PARTNERSHIPS
Workshop (Intermediate) ~ Partnerships for Workforce Development and Diversity
Vera Stevens Chatman, Brynne Plant, Vanderbilt University, Department of Human & Organizational Development; Juanita Buford, Meharry Medical College, Department of Medical Education

This presentation will address the area of creating synergy for sustaining partnerships by utilizing historic markers as an effective and culturally competent way to move toward the future. The presentation will also present some strategies for understanding and appreciating historic culture and its impact on relationships by defining and explaining culture, cultural competency, organizational alliances, and characteristics of organizational participation. Every partnership has a history of shared and independent experiences. A history exists of two individual organizations before they created a partnership. The new relationship adds to the developing story of each entity. Often the history contains hurtful events. Objective exploration of the past creates a synergy for healing and paves the way for moving forward. Once institutions accept and acknowledge the past as a factor that impacts the present, they can use the knowledge to move forward. As an organization looks at the present they can begin to see patterns of the past. Exploring the history of organizations is a culturally competent strategy for beginning to
understand the structure and function of existing relationships. To address this area, the presentation will include techniques for assessing historic markers in partnerships, assessment strategies for determining sustainability, and provide “how to” instructions for replicating a current historical study as a model for creating synergy to utilize historic markers to sustain partnerships.

In this session, participants will:
• Gain an appreciation for the important aspects of understanding and valuing historic partnership markers that cannot be ignored
• Examine a historical study as an example of assessing existing relationships
• Review existing relationships by examining their barriers and successes that affect sustainability
• Hear recommendations for sustaining change

C.A.R.E.: A COMMUNITY/UNIVERSITY MODEL TO PROMOTE HEALTH AND ELIMINATE HEALTH DISPARITIES
Story Session (Intermediate) ~ Partnerships for Community and Economic Development
Colene Sehested, College of Nursing, Arizona State University; Beverly Tittle Baker, Community Asset Resource Enterprise (C.A.R.E.) Partnership

This story is about C.A.R.E., in partnership since 1994 with A.S.U. faculty, and how it has evolved from a neighborhood focused on fighting crime, gangs, and poor environmental conditions into an organization that has become a force in the larger community. C.A.R.E. obtains its own funding, built and operates its own community center, offers multiple programs for the neighborhood and community, has a licensed outpatient clinic for the unserved and underserved, is the site for a maternity outreach mobile clinic, has a dental program, and links the people to community resources. It has developed its own sustainable resources, and the organization continues to grow and flourish. The people are their own advocates and have a powerful voice at the city-government level. C.A.R.E. is a grass-roots organization that improves the lives of individuals, families, and neighborhoods by mobilizing the caring power of community. Its vision is for all individuals and families to have the opportunity to live healthy, happy, and economically independent lives. It believes that while everyone has needs, every individual has gifts and the capacity to make a contribution. It is involved with the various issues that affect quality of life: economics, education, health, housing, environment, transportation, and government policy. Their programs serve all age groups, but there is an emphasis on youth, education, and health. Its reputation and credibility have inspired many individuals and groups to join it and share their own gifts in giving back to others.

In this session, participants will:
• Learn how a neighborhood, in partnership with faculty and students, has grown from a neighborhood watch organization with a crime-fighting focus into C.A.R.E.
• Analyze the capacity-building model that has been used by this community in its journey to improve its quality of life and that of the broader community
• Look at the philosophy, principles, and approaches that have been essential elements in the successes of this community
• Discuss select accomplishments of this community, the obstacles it has faced and overcome, and the challenges that continue
• Expand knowledge in the various ways schools, agencies, organizations, churches, government, and volunteers are working in partnership with the community to achieve C.A.R.E.’s goals
• Examine the impact this community has had on its city
• Be involved in distinguishing the capacity-building and bottoms-up approach versus a top-down non-empowering approach
SUPPORTING COMMUNITY-UNIVERSITY PARTNERSHIPS WITH NATIONAL SERVICE PROGRAMS

Workshop (Beginner/Intermediate) ~ Partnership Basics Toolbox
Season Eckardt, Service-Learning Programs, California State University, Long Beach; Debra David, Community Service Learning, San Jose State University; Stephan Lamb, The Community Center, California Polytechnic State University, San Luis Obispo; Ifraj Beyah, Service Learning for Family Health AmeriCorps Member, San Jose State University

In its two years of operation, the Service Learning for Family Health (SLFH) program, funded by a national service program, has developed and enhanced many partnerships with community-based health organizations by providing AmeriCorps members. Based at community-based health organizations, over 70 AmeriCorps members support “capacity building” at the sites of community partners by coordinating service learners and volunteers from the university. The university also benefits by knowing that service learners will receive intentional support for the entire experience from the AmeriCorps members, often the service learners’ peers. As a result, this support contributes to meaningful service experiences for students while meeting the needs of the organizations. This workshop will focus on the partnership basics toolbox theme as it will share insights about how to develop mutually beneficial partnerships. The program has developed a series of indicators of a strong partnership like frequent communication, understanding of needs and assets of both partners, and providing training and orientation to volunteers and service learners. Through evaluation efforts, this program has successfully demonstrated that it has taken existing partnerships to new levels and supported the development of many reciprocal partnerships. This workshop will discuss lessons learned and recommended partnerships strategies from the program that can be applicable to any university-community partnership.

In this session, participants will:
• Become familiar with the Corporation for National and Community Service and how national service programs can support service-learning
• Brainstorm specific strategies about how some of the Service Learning for Family Health partnerships challenges could be addressed
• Learn, through a student’s testimony, how students can be an integral part in supporting partnerships
• Examine data about the impact of the program from the perspectives of community partners, university staff and faculty

ASSESSMENT STRATEGIES FOR BUILDING AND SUSTAINING COMMUNITY-CAMPUS PARTNERSHIPS

Workshop (Intermediate) ~ Partnership Sustainability Toolbox
Sherril B. Gelmon, Portland State University; Barbara A. Holland, National Service-Learning Clearinghouse

The presenters will draw upon their collective expertise in assessment to share multiple models for assessment of partnerships. This includes expertise developed through their work with institution/community specific assessment, the HPSISN project, the Office of Community Partnerships at HUD, national Campus Compact, the Community-Higher Education-Service Partnership project in South Africa, and other partnership assessment projects. Through participation in this session, individuals who already have basic knowledge of partnership development will engage in intermediate skill level activities to learn new assessment strategies and begin to apply them to their own partnership work. By comparing some alternative (yet complementary) strategies, and discussing barriers to partnership assessment, participants will gain both knowledge and skills that they can practically apply to their own work.
In this session, participants will:

- Identify their knowledge and skill levels regarding assessment of community-campus partnerships
- Explore alternative models for assessment of partnerships
- Develop assessment skills through practice by using at least one model for a trial assessment of an existing partnership
- Articulate barriers to partnership assessment and brainstorm strategies to overcome these barriers
- Share resources for further learning
- Network and exchange information among session participants