This document contains descriptions of peer-reviewed presentations taking place at the conference. These include:

- **Skill-building workshops** are instructional sessions in which presenters teach and discuss particular skills and techniques. Workshops accomplish specific learning objectives designed to provide participants with increased competence in an area of importance to the conference theme and goals. They include time to explore how the covered skills and techniques can be applied in the participants’ settings.
- **Story sessions** reflect the genuine and authentic experiences of the presenters. They emphasize the telling of stories that have valuable lessons to share, including "what didn't work and why," lessons learned from mistakes and strategies for addressing the challenges discussed.
- **Challenges consultation sessions** provide an opportunity for presenters to share challenges they are facing and strategies they have used to address them, and engage participants as consultants in devising a broader range of possible solutions.
- **Creative arts-based discussion sessions** feature one or more arts-based presentations (e.g., photo voice exhibit, theatre, and video) on topics related to the conference theme, followed by opportunities for questions, answers and group discussion.
- **Thematic poster sessions** are groupings of 4-6 posters that share a common theme or focus. Each poster will be displayed on a 4 x 8 foot poster board and are presented to the group. An invited moderator facilitates discussion and encourages participants to raise questions and share experiences pertinent to themes raised by the posters.
- **Visual posters** are designed to visually display information on 4 x 8 poster boards in the Poster Hall. The Poster Hall will have regular hours for viewing, including specific times for presenters to stand by their posters and discuss them with participants.

Each presentation addresses one or more conference sub-themes, listed below with an abbreviation in bold:

- **Journeys:** Journeys of transformation through partnerships
- **Sustaining:** Sustaining partnerships and the outcomes they achieve
- **Capacity:** Building capacity among all partners
- **Innovative:** Innovative and promising partnership practices
- **CBPR:** Community-based participatory research (CBPR) as a tool for social justice
- **Interdisciplinary:** Interprofessional, interdisciplinary and/or intersectoral collaborations
- **Health equity:** Advancing health equity through partnerships
- **Youth:** Youth and student leadership

Each presentation also indicates the intended audience skill level (e.g., beginner, intermediate and/or advance).

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Please send any corrections to ccphuw@u.washington.edu.

For information about other components of the conference program, visit http://depts.washington.edu/ccph/conf10-agenda.html
Digital Stories as a Transformational Mechanism That Gives Power to Learning and Fosters Community Empowerment and Institutional Engagement

Session Format: Creative arts-based discussion session

Intended Skill Level: Beginner, Intermediate

Sub-Theme(s): Journeys, Innovative

Authors (Presenters in bold): Beverly Roberson Jackson, Family Voices of the District of Columbia, Washington, DC, USA; Kim A. Bullock, Community Health Division, Department of Family Medicine, Georgetown University Medical Center, Washington, DC, USA; Kathleen McNamara, Community Health Division, Department of Family Medicine, Georgetown University Medical Center, Washington, DC, USA

Service-learning provides a platform for combining didactic teachings of the classroom with community interactions for mutually beneficial partnerships. One method which is increasingly recognized for its effectiveness in creating shared learning opportunities for students and community members is Digital Storytelling. This creative and highly personal expression encourages interactivity, analysis and synthesis, with the potential to motivate individuals to action. Digital Storytelling captures students' voices, reactions and approaches to problem solving. Further, Digital Stories (DS) record the voices of the community as they express the reality and texture of their existence and experiences with environmental health challenges, health care system inequities, and collective needs and ambitions. Digital Stories capture and showcase the unique voices of those who may never have had the opportunity to express their narrative.

This session includes mixed methods of engaging the audience as they learn about the development and application of DS. Facilitators will receive and respond to inquiries about the stories and techniques presented. In small groups, participants will then simulate the development of a DS as they rotate through photo display stations and dialogue to create narratives based on these visuals. Through this interactive process, attendees will also network and exchange ideas on how to use DS within their own classrooms, course assignments, and in the community. Participants will regroup with facilitators to share examples of the simulated stories and discuss other potential uses for DS in academic, community, and combined settings.

Session Goals:
- To define Digital Storytelling and its multidimensional use, validity as a teaching tool and utilization for informing and strengthening institutional/community partnerships
- To translate the use of Digital Storytelling to the medical classroom and specifically to convey the role of patients as educators through this process
- Convey the use of Digital Storytelling as a tool for communities to engage universities in mutually beneficial and empowering projects with the potential for future action

Session Learning Objectives:
- Understand the application of Digital Storytelling as a transformative tool for social-political change across communities and academic institutions
- Extract themes from the stories that illustrate the intersecting social determinants that impact health and illness
- Recognize the power of DS as a catalyst in promoting wellbeing through both personal and socio-political systemic change

Session Agenda:
- DS Overview: evolution, defining elements, role in community-campus partnerships and empowering patients and students
- Creating DS: determine the scope, create an environment for storytelling, obtain/select images, compose the narrative, compile, and reflect on and refine the final product
- Share exemplary DS from Georgetown medical students
- Simulation: create narratives in small groups. Regroup to share sample narratives and discuss other potential uses for DS
LA PALABRA ES SALUD (THE WORLD IS HEALTH): COMPARING POPULAR EDUCATION VS. TRADITIONAL EDUCATION FOR INCREASING EMPOWERMENT AND ENHANCING HEALTH KNOWLEDGE AMONG PARISH-BASED COMMUNITY HEALTH WORKERS

Session Format: Skill-building workshop

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Capacity, Health equity

Authors (Presenters in bold): Noelle Wiggins, Community Capacitation Center, Graduate School of Education, Multnomah County Health Department, Portland State University, Portland, OR, USA; Adele Hughes, Parish Health Promoter Program, Providence Health and Services, Portland, OR, USA; Adriana Rodriguez, Parish Health Promoter Program, Providence Health and Services, Portland, OR, USA; Catherine Potter, Parish Health Promoter Program, Providence Health and Services, Portland, OR, USA

Popular education is a philosophy and methodology for education and organizing that seeks to create settings in which people can discover and expand their knowledge and use it to create a more just society. It is gaining prominence as a strategy for building capacity in communities to advance health equity. La Palabra es Salud (The Word is Health) used a quasi-experimental design, mixed methods, and a CBPR framework to systematically compare popular education and traditional education as methods for increasing empowerment and enhancing health knowledge among Latino, parish-based Community Health Workers (CHWs). Results suggest that, when compared to traditional education, popular education can help participants develop a deeper sense of empowerment and more multi-faceted skills and understandings, with no accompanying sacrifice in the acquisition of knowledge. In this workshop, participants will become familiar with the study and explore its implications for their own work.

Popular education will serve as the philosophy and methodology for the session. This means that facilitators will start with what participants know, create settings in which participants can learn from each other, use interactive techniques to build on what participants know, and explore how participants can apply what they have learned in the workshop to their own unique settings. Techniques used will include brainstorming, sociodramas, problem-posing, cooperative learning, radio plays, and dinámicas.

Session Goals:
- Increase awareness about the benefits of using CBPR as the research paradigm for doctoral dissertations
- Share the results of La Palabra es Salud, a comparative study of popular education vs. traditional education for building capacity among parish-based Community Health Workers (CHWs)
- Promote wider use of popular education as a strategy for building capacity in communities to address the underlying social determinants of health

Session Learning Objectives:
- Name 3 benefits of using CBPR as the research paradigm for a doctoral dissertation
- Identify 3 key outcomes of the study, La Palabra es Salud, and identify 3 implications of these outcomes for building capacity among Community Health Workers (CHWs)
- Explain the role that popular education can play in helping communities address the underlying causes of health inequities

Session Agenda:
- Introduction
- Dinámica (to build trust and lower barriers)
- Brainstorming (to find out what participants already know and do)
- Sociodrama or radio play (to build awareness about the topic)
- Reflection (on the content of the previous activity)
- Cooperative learning activity (to explore applications in participants’ settings)
- Evaluation

PARTNERSHIPS DISPERSED ACROSS DISTANCES: HOW DO WE AVOID THE HELICOPTER RESEARCHER PHENOMENON?

Session Format: Skill-building workshop
Helicopter research—an approach to research where investigators show up, collect their data, and disappear—is still too frequently the norm. People are working to change this. In urban areas, campus-community partnerships have emerged where face-to-face contact supports shared decision making. Highly dispersed partnerships such as those people are trying to start in rural areas are looking to adapt these important urban models. We have been going through this process in Maine and would like to share our experiences and learn from others. Recently, we were awarded a large sustainability grant that involves over 30 faculty from a dozen disciplines, 10 different campuses, and hundreds of stakeholders working together to try to transform the way research is carried out to address urgent community problems. We have worked to overcome distances and bring faculty into a partnership with diverse stakeholders. Our session on building skills needed to work across dispersed settings.

We introduce 3 puzzles to illustrate dilemmas in dispersed campus-community partnerships. The puzzles solicit participants’ questions about partnerships building. Five extended examples illustrate models for partnerships a) across distances, b) with faculty unfamiliar with partnership approaches, c) with ambiguous and not always compatible goals, and d) with community partners who have not always had positive experiences with researchers. Each example sets up a dilemma, describes respective approaches, shares strategies, and asks participants how they might implement or augment these approaches. Participants consider applications in their own setting and how they might share the approach with others. Handouts illustrate points and provide resource materials to share with others.

**Session Goals:**
- To illustrate how rural states are building community-campus partnerships where large distances make frequent face-to-face contact impossible as a primary means of building collaborations
- To illustrate how campus-community partnerships can succeed at the challenging task of bringing faculty from diverse disciplines into interdisciplinary and intersectional collaborations
- To illustrate successful ways to encourage groups working in dispersed geographic settings to work together across very different topic areas

**Session Learning Objectives:**
- After the workshop, participants will know of five steps they can take to make their university or university partner a more effective partner across distances.
- After the workshop, participants will have started a written plan for how they will apply the practices described to their own setting.
- After the workshop, participants will be prepared to contact a list of resource people and view websites that they can use to apply the ideas described.

**Session Agenda:**
- Introductions
- Brief summary of workshop goals
- Introduction of dilemmas that illustrate challenges
- Solicitation of participant questions about dilemmas
- Introduction of 5 examples linked to dilemmas that illustrate problems & possible solutions
- Discussion of ways to apply ideas to participants’ own partnerships; development of short written plan of how each participant plans to use the ideas
- Sharing of ideas for next steps and strategies for using research materials

**THE DISTRIBUTION OF ROOT DETERMINANTS OF COMMUNITY HEALTH: ONE COMMUNITY’S STORY**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** CBPR
Findings from photo elicitation interviews that examined the root determinants of community health will be discussed. These interviews were guided by the Sustainable Livelihoods framework that suggests that assets, institutional policies and practices, and opportunities to make a living are key determinants of community health. The findings suggest that improper implementation of policies and practices limits access to assets (e.g., education, social networks) and opportunities to make a living, which contributes to community health problems. Building on the findings, we are working to increase African American leadership, broaden our partnership, develop social capital, engage others in conversations about the root causes of community health and develop appropriate solutions.

Participants will engage in a photo elicitation dialogue with presenters to examine how the unequal distribution of root determinants (e.g., education, employment) affects community health. The presenters will show a brief automated presentation illustrating how they used photographs to elicit dialogue around root determinants of community health and the findings from their project. The presenters will then invite participants to brainstorm strategies to address root determinants at a local level. Finally, there will be a discussion on how communities or partnerships can use this participatory process as a tool to engage other partners in a conversation of the root determinants of community health.

Session Goals:
- Engage the audience in a photo elicitation process to discuss how distribution of root determinants (e.g., education) affects community health
- Present the findings of photo elicitation interviews conducted to understand the root determinants of community health in a rural African American community in Missouri
- Engage the audience in a dialogue about how we used this process to progress in our work and how other partnerships can use this process as a tool to discuss the root determinants of community health

Session Learning Objectives:
- List two root determinants of community health
- Identify the benefits of using photo elicitation as a tool to examine how root determinants and their distribution affect community health at a local level
- Identify one strategy to address root determinants of community health at the local level

Session Agenda:
- Introduction of our partnership
- Demonstration of the photo elicitation process
- Animated presentation of our findings
- Strategy session with audience to help their partnerships identify local strategies to address root determinants of community health

WORKING WITH YOUR NATIONAL INSTITUTES OF HEALTH CLINICAL AND TRANSLATIONAL SCIENCE AWARD (CTSA)

Session Format: Skill-building workshop

Intended Skill Level: Intermediate

Sub-Theme(s): Journeys, Capacity

During the last 3 years, the National Institutes of Health (NIH) has implemented the Clinical and Translational Science Award (CTSA) program, a program of very large grants to academic health centers to speed the “translation” of research and research findings from the bench to the bedside and the community. Each CTSA has a Community Engagement component. These vary from one CTSA to another but each offers opportunities for community groups to participate in
this initiative and to take advantage of new partnership opportunities and new resources. Presenters will describe the program, discuss known strategies for partnering with CTSAs, and offer the audience an opportunity to generate new ones.

Following a description of the program and a review of some of the ways in which CTSAs have engaged communities, presenters will invite audience members who are already working with a CTSA to share their experiences and their suggestions for those who wish to take advantage of this opportunity. Presenters will then ask audience members who are not currently working with CTSAs to brainstorm about how they might form such a partnership. Presenters will reflect among themselves and the experienced audience members about the feasibility of these ideas and ways in which they might be improved.

Session Goals:
- Increase awareness among community organizations, community clinics, and consumers of the NIH Clinical and Translational Science Award program
- Increase sophistication among participants regarding the Community Engagement components of CTSAs and their role in translational research
- Generate strategies for participating in CTSA programs and taking advantage of the resources available

Session Learning Objectives:
- Describe the general structure and purposes of CTSAs
- Discuss the Community Engagement programs that are a part of all CTSAs
- Discuss at least two strategies for developing a partnership with a CTSA through its Community Engagement program.

Session Agenda:
- 10 min: Introductions. Audience members indicate what they hope to gain from the session
- 15 min: Description of national CTSA program by NIH representative
- 15 min: Description of two or three CTSA Community Engagement Programs and how they work with communities
- 10 min: Experiences of audience members currently working with CTSAs
- 30 min: Brainstorming ideas for partnering with CTSAs. If large audience, do in small groups
- 10 min: Wrap-up; if small groups, report out

COMMUNITY-BASED PARTICIPATORY RESEARCH IN ACTION: DISCOVERING SOLUTIONS TO A DIABETES EPIDEMIC

Session Format: Skill-building workshop

Intended Skill Level: Intermediate

Sub-Theme(s): Sustaining, Innovative

Authors (Presenters in bold): **Barbara Brenner**, Community and Preventive Medicine, Mount Sinai School of Medicine, New York, NY, USA; **Deborah Quinones**, Community Planning Board #11-East Harlem, New York, NY, USA

Presenters will provide an overview of the formation of the East Harlem Partnership for Diabetes Prevention and the actions that this Partnership has taken to prevent diabetes among East Harlem community residents. Conditions predicting the success or failure of this and other community/academic research partnerships will be highlighted. Presenters will then describe how Community Based Participatory Research principles were used in the creation and governance of a Community Action Board, the assessment of the community's health, the selection of a critical health problem deserving study, study design and methodology, design and implementation of recruitment and enrollment strategies and the translation of results to community and academic audiences.

The session will include a power point presentation that lays out and describes the Partnership's formation and actions. Question and Answers will follow. A group discussion format will be used. Attendees will be divided among small groups and each group will be charged with identifying how CBPR principles and the East Harlem Partnership for Diabetes Prevention model could be applied to currently alive and future research initiatives. Each group will select a member to report back to
the larger group with a summary of lessons learned. The presenters will end the session with a summary of critical issues, principles and results.

**Session Goals:**
- To describe the formation of a successful community/academic partnership and its results
- To present a model of Community Based Participatory Research, using the East Harlem Partnership for Diabetes Prevention and its diabetes prevention intervention study as the example
- To identify and discuss the community and institutional principles and environmental conditions that led to the success of the Partnership and can be applied to other initiatives

**Session Learning Objectives:**
- Identify historical, political, social, cultural and economic conditions important in the formation of the East Harlem Partnership for Diabetes Prevention, a community/academic research partnership
- Understand how Community Based Participatory Research principles were used in forming the East Harlem Partnership for Diabetes Prevention and the creation and governance of a Community Advisory Board
- Apply CBPR principles and the model to current and future research in attendees' institutions and communities

**Session Agenda:**
- Introduction and Power Point Presentation - 20 minutes (Principles and a Model of Community Based Participatory Research - the East Harlem Partnership for Diabetes Prevention)
- Small Group Discussion Groups - 45 minutes (Application of the model to research)
- Group Report Back - 15 minutes (Lessons Learned)
- Summary - 10 minutes

A STORY OF COLLABORATION AND RELATIONSHIP BUILDING BETWEEN A NATIVE AMERICAN COMMUNITY AND A RESEARCH UNIVERSITY: MULTIPLE PERSPECTIVES ON GETTING TO CONCEPT AND TENSIONS ALONG THE WAY

**Session Format:** Story session

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Capacity, Interdisciplinary

**Authors (Presenters in bold):** Joy Pendley, Center for Applied Social Research, University of Oklahoma, Norman, OK, USA; Brent Sykes, Department of Education, University of Oklahoma, Norman, OK, USA; Zermarie Deacon, Department of Human Relations, Chicksaw Nation/University of Oklahoma, Norman, OK, USA; Waymon Hinson, Division of Youth and Family Services, Chicksaw Nation, Ada, OK, USA; David Moxley, Oklahoma Health Care Authority, Norman, OK USA; Diverse members of the Chickshaw Nation, OK, USA

Faculty at a large research university as well as members of a Native American community will narrate their experiences during the initial phases in the development of a collaborative community based participatory action research project (CBPAR). This project is the development of a Family Resource Center (FRC) intended both to strengthen local Native American families in the face of adversity and to assist the community in healing from the significant social and psychological impacts of their experiences of historical trauma, marginalization, and disenfranchisement. These initial phases were marked by numerous tensions, including the tensions inherent in the development of shared, culturally appropriate vision for the FRC and the related development and testing of a shared framing concept

First, a faculty member from a large research university as well as a member of a Native American community will narrate their experiences during and perspectives on the collaborative process and the tensions inherent in this process, locating their stories within the institutional context from which they come. Finally, both presenters will share lessons learned during this process Following the two presentations, audience members will be invited to ask questions and to share comments. The presenters will engage in a dialogue with the audience and will jointly facilitate the conversation. Audience members will be invited to share their experiences with CBPAR, lessons they have learned through the process, and their perspectives on the challenges and tensions encountered by the presenters.

**Session Goals:**
- To share multiple stakeholders’ perspectives on the development of a collaborative process within a campus-community partnership
To elaborate on the multiple tensions and considerations inherent in the development of a partnership between a research university and a historically disenfranchised community.

To obtain audience input and perspectives on the challenges and the tensions inherent in the collaborative process necessary for the development of campus-community partnerships.

**Session Learning Objectives:**

- To develop a better understanding of the ways in which campus-community partnerships can be utilized as a tool for fostering social justice.
- To develop a better understanding of the ways in which the challenges and tensions inherent in the development of campus-community partnerships can be anticipated and more effectively resolved.
- To develop a better understanding of the relative roles and responsibilities of university and community members in the development of an effective campus-community partnership.

**Session Agenda:**

- A member of the targeted Native American community will narrate their experiences with the initial phases of the development of the FRC and the related CBPAR process. 30 mins.
- A faculty member at the targeted research university will then present their perspectives and experiences. 30 mins.
- Both presenters will facilitate a dialogue with the audience, inviting questions, comments, shared experiences, ideas, and suggestions. 30 mins.

DEVELOPING PEER RELATIONSHIPS BETWEEN INDIVIDUALS WITH COGNITIVE DISABILITIES AND COLLEGE STUDENTS: A NEW VISION OF ACCEPTANCE AND UNDERSTANDING THROUGH RESIDENTIAL AND ACADEMIC PROGRAMMING

**Session Format:** Story session.

**Intended Skill Level:** Beginner, Intermediate, Advanced.

**Sub-Theme(s):** Journeys, Innovative.

**Authors (Presenters in bold):** Emily Janke, Office of Leadership and Service-Learning, University of North Carolina, Greensboro, NC, USA; Stephanie Kurtts, Specialized Education Services, University of North Carolina, Greensboro, NC, USA; Matthew McPherson, Education, University of North Carolina, Greensboro, NC, USA; Ryan Rotundo, Education, University of North Carolina, Greensboro, NC, USA.

During this session, students from a university program that is working in partnership with a program for independent living for adults with cognitive disabilities will share their experiences in (1) taking part in a community connections course on agency resources for individuals with cognitive disabilities and (2) their own development in understanding and accepting individual differences, including addressing bias and preconceived ideas about individuals with disabilities. The unique aspects of the program serving individuals with cognitive disabilities will be described. Faculty will describe how the partnership was built between the agency and departments and programs and how this partnership has led to opportunities for service for university students and faculty.

This session will provide three perspectives. First, two UNCG students who currently live with students enrolled in Beyond Academics will provide an overview of the program and describe their experiences. Next, Dr. Kurtts will explain why and how UNCG partners with Beyond Academics and the learning objectives of the program for both sets of students (UNCG and BA). Dr. Janke will discuss models of living-learning communities and existing research on student outcomes. The presenters will allot 45 of the 90 minutes to facilitating the learning objectives (stated above). Participants will be divided into 3-4 small groups, provided worksheets, and collaborate with fellow participants in developing strategies and action plans for their own institutions. Presenters will facilitate the groups.

**Session Goals:**

- To provide two students’ perspectives about Beyond Academics, a residential program wherein UNCG students live and learn with adults with cognitive and physical disabilities.
- To increase awareness of innovative independent living programs for adults with cognitive disabilities.
- To describe the implementation plan developed for a partnership between a community agency serving individuals with cognitive disabilities and university programs.

**Session Learning Objectives:**
Identify key learning outcomes (for both BA and UNCG students) that result from a nontraditional living and learning experience

Identify opportunities and strategies within one’s institution to collaborate with academic departments and community/government agencies. Identify barriers, opportunities, resources, and allies

Identify key relationship building activities and initiatives between campus and community agencies to ensure the program is mutually effective and beneficial for all students and programs

Session Agenda:
- Introduction of Session Presenters
- Overview of the Beyond Academics and UNCG Partnership
- Student Voices-Personal and Professional Experiences from the Partnership
- Steps to Developing the Partnership - Facilitating Factors and Barriers
- Models and Research on Living-Learning Communities
- Small Group Workshops to Develop Strategies and Action Plans

SUSTAINING SERVICE-LEARNING AND MAXIMIZING ITS BENEFITS: FINDINGS FROM A TEN-YEAR FOLLOW-UP STUDY OF THE HEALTH PROFESSIONS SCHOOLS TO THE NATION (HPSISN) PROGRAM

Session Format: Skill-building workshop

Intended Skill Level: Intermediate, Advanced

Sub-Theme(s): Sustaining, Capacity, Interdisciplinary

Authors (Presenters in bold): Amanda Vogel, Behavioral Research Program/Division of Cancer Control and Population Sciences, Bethesda, MD, USA; Emily Morrison, ISCOPES, School of Medicine and Health Sciences, George Washington University, Washington, DC, USA

Implemented from 1995 to 1998, with support from the federal Corporation for National and Community Service and The Pew Charitable Trusts, the Health Professions Schools in Service to the Nation (HPSISN) program provided support to integrate SL into the curriculum at 17 health professions schools. We will share methods and findings from a follow-up study of the ten-year sustainability and impact of SL in the HPSISN schools. Based on the experiences of HPSISN schools that have successfully sustained SL, we will share strategies to sustain SL, implement principles for high-quality SL, respond to common challenges, and maximize the benefits of SL for faculty members, students, and community agencies.

The session will begin with a facilitated discussion among the audience members addressing two topics: 1) the challenges to sustainability that they have encountered, and how they have responded; and 2) the challenges to implementing high quality SL that they have encountered, and how they have responded. The session will then continue with two presentations – one by the HPSISN evaluator and one by the SL director from one of the HPSISN schools. After each presentation, we will make time for questions and answers and group discussion.

Session Goals:
- Present methods and findings from the HPSISN ten-year follow-up study used to explore a) strategies to sustain service-learning (SL) and b) methods for implementing principles for high quality SL
- From this research, share strategies for success, challenges, and responses to challenges related to sustaining SL and implementing principles for high quality SL
- Highlight the experiences of one HPSISN-funded school that has successfully sustained SL and has lessons to share about how to implement high-quality SL partnerships and maximize the benefits of SL for faculty members, students, and community partners

Session Learning Objectives:
- Understand qualitative case study methods you can use to assess the sustainability of SL, strengths, and areas for improvement.
- Take home practical strategies for how to: sustain SL in different institutional settings, implement principles for high-quality SL, address common challenges, and maximize the benefits of SL for both academic and community partners.
Session Agenda:
- Welcome and facilitated discussion
- Presentation of findings from 10 year follow-up study of HPSISN
- Q&A and group discussion
- SL director from one HPSISN school shares strategies for success
- Q&A and group discussion

INTERPROFESSIONAL SERVICE-LEARNING

Session Format: Thematic Poster Session

Intended Skill Level: Beginner, Intermediate and Advanced

This thematic poster session is comprised of the 5 posters (SL#1-#5) below:

**SL#1: ENGAGING THE NEXT GENERATION OF LEADERS IN HEALTH EQUITY; INTEGRATING MULTI-LEVEL INTERDISCIPLINARY SERVICE LEARNING INTO A COMMUNITY CAMPUS**

**Authors (Presenters in bold): Martha J. Moore-Monroy, National Center of Excellence in Women’s Health, University of Arizona, Tucson, AZ, USA; Mireya Velasco, Southeast Arizona Area Health Education Center, Nogales, AZ, USA; Annabelle Nunez, Arizona Health Sciences Center, University of Arizona, Tucson, AZ, USA; Lourdes Paez-Badii, Southeast Arizona Area Health Education Center, Nogales, AZ, USA; Gail Emrick, Southeast Arizona Area Health Education Center, Nogales, AZ, USA; Patricia Auflick, Outreach Services, University of Arizona, Tucson, AZ, USA; Lynda Bergsma, University of Arizona, Tuscon, AZ, USA; Elizabeth Soltero, Pima County Public Library, Tuscon, AZ, USA; Francisco Garcia, National Center of Excellence in Women’s Health, University of Arizona, Tuscon, AZ, USA**

This poster will demonstrate the effective integration of multi-disciplinary service learning projects into community campus partnerships to reduce health disparities. Service learning projects play a strategic role in efforts to improve health outcomes for underserved communities. The poster will present a few strategies that engage youth from the communities impacted (high school, undergraduate and graduate students) who are pursuing careers in health related professions and careers outside the health sciences eg information and library sciences. In addition the poster will present a partnership with an area health education center which has transformed the objectives of a traditional health career club to include experiences in health advocacy, exploration of the structural determinants of health and health promotion. Finally the poster will present the mutual capacity building resulting from the service learning projects.

**SL#2: CREATING COLLABORATIVE CARE ACROSS SOUTH CAROLINA WITH THE INTERPROFESSIONAL SERVICE-LEARNING PROJECT (ISLP)**

**Authors (Presenters in bold): Scotty M. Buff, Office of the Assistant Provost for Education, Medical University of South Carolina (MUSC), Charleston, SC, USA; Kelli Anderson, JDOH; Jennifer Bailey, MUSC College of Health Professions, Charleston, SC, USA; Debora Brown, MUSC College of Health Professions, Charleston, SC, USA; Donna Kern, MUSC Department of Family Medicine, Charleston, SC, USA; Cynthia Hudson, College of Nursing, Charleston, SC, USA; Kelley Martin, MUSC Dietetic Internship, Charleston, SC, USA; Sarah Shreader, MUSC College of Pharmacy, Charleston, SC, USA; Emily Warren, SC AHEC, Charleston, SC, USA; Andrea White, MUSC Master of Health Administration, Charleston, SC, USA**

Inspired by MUSC’s Creating Collaborative Care Initiative (C3), the Interprofessional Service-Learning Project (ISLP) was created by a team of interprofessional faculty to teach obesity prevention and health promotion through elementary school-based activities that address nutrition and physical fitness. For the service-learning community project, C3 partnered with Junior Doctors of Health© (JDOH), a partnership between the Medical University and underserved schools to address the concerns of teachers, parents, and the community about the alarming rise in childhood obesity in South Carolina. Interprofessional students learn team skills in planning sessions as they use the JDOH curriculum to develop, implement, and evaluate their prevention activities together. The SC Area Health Education Consortium (AHEC) health profession student (HPS) coordinators facilitate ISLP during University student clinical rotations across SC.
SL#3: THE WELLMOBILE PROJECT: SUCCESSES AND CHALLENGES OF AN INTERDISCIPLINARY HEALTH CARE MODEL

Authors (Presenters in bold): Jayshree S. Jani, School of Social Work, University of Maryland, Baltimore County, MD, USA; Carolyn Tice, School of Social Work, University of Maryland, Baltimore County, MD, USA; Rebecca Wiseman, School of Nursing, University of Maryland, Baltimore County, MD, USA

This poster describes and assesses an interdisciplinary collaboration between Schools of Social Work and Nursing, and community-based agencies involved in the WellMobile Project, which attempts to fill gaps in health care for vulnerable populations. Analysis of the project reflects four important themes which are consistent with Bronstein’s (2003) model of interdisciplinary collaboration: (1) The critical role of interdependence among schools, community-based organizations, funders, community members, and the WellMobile; (2) Responding flexibly, visibly, and in culturally appropriate ways to dynamic community needs and expectations; (3) Creating collective ownership of goals by focusing on the needs of underserved populations in a culturally appropriate manner; and (4) Conceptualizing potential new roles for social workers by integrating physical and mental health care with social service needs and emphasizing health care rather than disease care.

SL#4: UTILIZING AND ENHANCING STUDENT SKILLS TO BUILD ORGANIZATIONAL CAPACITY AND DEVELOP COMMUNITY COLLABORATIONS

Authors (Presenters in bold): Carly Hutchinson, Harlem Health Promotion Center, Department of Sociomedical Sciences, Mailman School of Public Health, Columbia University, New York, NY, USA; Andrea Nye, Harlem Health Promotion Center, Department of Sociomedical Sciences, Mailman School of Public Health, Columbia University, New York, NY, USA; Alwyn Cohall, Harlem Health Promotion Center, Department of Sociomedical Sciences, Mailman School of Public Health, Columbia University, New York, NY, USA

Columbia University’s Harlem Health Promotion Center utilizes student collaborators from fields as diverse as public health, health informatics, nutrition, health promotion, and pharmacy in a structured organizational capacity-building program to develop unique online content for its community website, GetHealthyHarlem.org. The site is able to feature diverse content tailored to community needs because of these students. Students are trained in skills relevant to using technology to increase health information access. Student-generated website content is developed through a rigorous hands-on, skills-building program allowing graduate students to learn first-hand about health literacy; write accessible, culturally-relevant online content; develop community/academic collaborations; conduct qualitative research; and evaluate research data. This effort to build organizational capacity has had transformative effects for students, HHPC and the community, and has replication potential.

SL#5: LONGITUDINAL ELECTIVE IN COMMUNITY-ORIENTED PRIMARY CARE FOR INTERNAL MEDICINE, PEDIATRIC, AND MED-PEDS RESIDENTS

Authors (Presenters in bold): Ariel S. Frey, Department of Internal Medicine and Pediatrics, Massachusetts General Hospital (MGH), Boston, MA, USA; Shannon Scott-Vernaglia, MGHIC Pediatric Residency Program, Boston, MA, USA; Susan Hata, MGH Combined Med-Peds Residency Program, Boston, MA, USA; Jeffrey Collins, MGH Center for Community Health Improvement, Boston, MA, USA

Residents receive little education in community-oriented primary care (COPC) or community-based participatory research (CBPR), two recognized methods for engaging communities in health improvement. The Longitudinal Elective in COPC for IM, pediatric, and med-peds residents was created to teach such a curriculum while emphasizing interdisciplinary collaboration. The elective begins with a 2 week didactic session exploring the components of COPC and CBPR. Participating residents then choose a CBPR/COPC project to work for the next 1-2 years to learn how to effectively do COPC/CBPR and build community member capacity in the process. On completion of their projects, the residents will present a poster on their work to the resident community. Early results from surveys of participating residents indicate that they gained comfort with the components of COPC and CBPR from the didactic session and that this knowledge has changed what they see themselves doing professionally after residency.
THURSDAY, MAY 13 AT 1:30 PM – 3:00 PM

PROJECT ARTEMIS: GIRL-LED PARTICIPATORY ACTION RESEARCH FOR EDUCATIONAL AND SOCIAL JUSTICE

Session Format: Creative arts-based discussion session

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): CBPR

Authors (Presenters in bold): Elicia Loiselle, School of Child and Youth Care, University of Victoria, Victoria, BC, Canada

Project Artemis is a girl-led PAR project that engaged as co-researchers 8 girls attending Artemis Place, an alternative education program in Victoria, BC. The research team evaluated the Artemis Place program and undertook critical exploration and analysis of the girls’ schooling experiences, through which key themes emerged: stereotypes of ‘drop outs’ and girls who go to alternative schools; experiences of dis/respect and alienation in the mainstream school system; the importance of the integrated program at Artemis; and community, belonging, and sisterhood. Throughout the project, we used arts-based methods like Photovoice, collage, and Participatory Video. During this session we will screen our 25-minute documentary (available for preview at http://artemisplace.blip.tv). Our interactive session will explore the process, content, and social justice tools of this girl-led PAR project and envision the possibilities for change made available by participatory research.

We will use some of the same tools we used in our Project Artemis research sessions. We hope to arrange participants in a circle, we plan to do an ice breaker and introductions, we will show our video documentary as a spring board for discussion, we will use a flip chart to capture and reflect on the experiences of participants, we will use a graffiti wall where participants will use markers on a large sheet to explore the challenges and possibilities for girl (or youth)-engaged, participatory, community-based forms of research, and we will do a check-out to reflect on the learning we did together in the session.

Session Goals:
- Promote girl-led, feminist, Participatory Action Research (PAR), and arts-based research methods, such as Participatory Video as tools for advocacy and social justice
- Demonstrate ways marginalized girls can be engaged as co-researchers in community-based PAR, exploring how gender and intersecting structural inequalities inform the content and process of PAR
- Explore specific use of girl-led PAR to address the structural inequalities in education and the underrepresentation of girls’ own perspectives in research informing educational policy and practice

Session Learning Objectives:
- Understand how critical, feminist praxis, Participatory Action Research and arts-based methods can be used together in a rich process that allows girls to speak back to the oppression they experience.
- Understand structural inequalities that marginalized girls negotiate (e.g. sexism/sexualization, poverty, racism) and how PAR can and must unpack and be responsive to these complex realities.
- Envision the possibilities for using arts-based action tools to disseminate marginalized knowledge and inform policy, practice, and social change

Session Agenda
- Ice breaker/introductions
- Introduce and screen video doc
- Comments?
- What do we understand about feminist praxis/Participatory Action Research/arts-based methods?
- How did the process and content of Project Artemis inform each other? (includes challenges to making research accessible for girls negotiating very complex realities)
- Graffiti wall activity
- The Action in Participatory Action Research – using arts-based methods as tools for change
- Check-out: what are we taking with us
CBPR WITH GEOGRAPHICALLY-DISPERSED DISABILITY COMMUNITIES: STRATEGIES FOR EFFECTIVE COLLABORATION

Session Format: Skill-building workshop

Intended Skill Level: Intermediate, Advanced

Sub-Theme(s): Innovative

Authors (Presenters in bold): Christina Nicolaidis, Departments of Medicine and Public Health and Preventative Medicine, Oregon Health and Science University, Portland, OR, USA; Dora Raymaker, The Academic Autistic Spectrum Partnership in Research and Education, Portland, OR, USA;

Much of the science of eliminating health disparities has focused on communities defined by race, ethnicity, health concern, or geography. Communities, however, may also be defined by disability. Applying the principles of CBPR to research with people with developmental and intellectual disabilities carries great promise — but also poses new challenges. In this session, we will share our experience in forming a national community-campus partnership with autistic adults and adults with other disabilities and in collaborating together on several ongoing health disparities research studies. We will share practical tools for collaborating effectively with geographically dispersed people with diverse learning and communication needs. Such tools may have wider applicability for community-campus partnership wishing to take advantage of on-line communication technology, strategies for remote collaboration, and the inclusion of community partners with diverse needs.

Session will use a combination of formats, including multi-media presentations and large and small-group discussions. Participants will be challenged to break stereotype of people with intellectual and developmental disabilities. The session will be co-facilitated by an academic researcher and an autistic self-advocate.

Session Goals:
- To explore the challenge and promise of using CBPR to improve the health of communities defined by disability
- To promote the inclusion of people with intellectual and developmental disabilities in research partnerships
- To share practical strategies and tools for effective collaboration with geographically dispersed people with diverse learning and communication needs

Session Learning Objectives:
- To learn about the work that the Academic Autistic Spectrum Partnership in Research and Education (AASPIRE) has done, using a CBPR approach, to address health disparities for people with disabilities.
- To learn how to collaborate effectively with people with developmental and intellectual disabilities.
- To learn how to create mechanisms for effective collaboration between geographically dispersed people with different learning and communication needs.

Session Agenda:
- 20 Minutes: The promise and challenge of using CBPR with people with developmental and intellectual disabilities. AASPIRE’s goals and ongoing work
- 15 Minutes: Large-group discussion
- 20 minutes: Practical challenges in conducting research with people with diverse learning and communication needs and with geographically dispersed teams. AASPIRE’s experience
- 20 minutes: Small groups - exploring how such tools could be used in other settings
- 15 minutes: Wrap-up. Questions and answers

ASSESSING AND FACILITATING CAMPUS COMMUNITY PARTNERS “READINESS” TO CONDUCT COMMUNITY-BASED PARTICIPATORY RESEARCH

Session Format: Skill-building workshop

Intended Skill Level: Beginner, Intermediate

Sub-Theme(s): Sustaining, Capacity

Authors (Presenters in bold): Jeannette Andrews, Center for Community Health Partnerships, College of Nursing, Medical University of South Carolina, Charleston, SC, USA; Otha Meadows, Charleston Trident Urban League,
This session is designed for members of newly developed campus-community partnerships who plan to conduct CBPR. A conceptual model of “Readiness to Conduct CBPR”, based on our current research findings, will be presented within the three major domains of fitness/suitability, capacity, and structure/process. Within these domains, there are contextual/environmental, organizational, inter-and intra-personal level factors that may facilitate or challenge the readiness of partners to conduct CBPR. Each partner (campus and community) will be provided a self-assessment tool, “Partnership Readiness to Conduct CBPR” that encompass these domains and multi-level factors. Following the self-assessment, the instructors will guide crucial conversations for each domain using a training guide developed to facilitate dialogue among the partners. A bibliography of additional training resources and literature will be provided for the teams for further learning.

We will use several methods to facilitate interactive discussion, including: power point slides, case studies, self-assessment tool, training guide, and small group discussions. Time will be allotted for participants to share experiences and lessons learned in each of the domains covered (fitness/suitability, capacity, structure/process) to allow co-learning by the group.

Session Goals:
- Guide a self assessment of the partnership's “readiness” to conduct community based participatory research (CBPR) with the completion of a newly developed "readiness" tool by each partner
- Facilitate crucial conversations of the partnership's barriers and facilitators to enhance readiness (i.e., fitness/suitability, capacity, structure/process) for CBPR based on their self assessment
- Provide recommendations and resources for additional training needs for the partnership to conduct CBPR based on their self-assessment and dialogue

Session Learning Objectives:
- Assess their own partnership's readiness to conduct CBPR within the three major domains of fitness/suitability (i.e., history, climate), capacity (leadership, resources), and structure/process
- Understand facilitators and barriers of "readiness" based on these major domains within a framework of contextual/environmental, community, organization, interpersonal, and intrapersonal factors
- Identify additional training needs and resources for the partnership to conduct CBPR based on their self-assessment and dialogue

Session Agenda:
- Introductions/overview of readiness model (15 mins)
- Participant self assessment (Partnership Readiness to Conduct CBPR Tool) - (15 minutes)
- Discussions and reflections about self assessment (15 minutes)
- Small group sessions using Training Guide prompting discussion about participants own barriers and how they may overcome barriers (30 minutes)
- Overview of additional training materials and resources for partners (10 minutes)
- Summary and wrap-up (5 minutes)


Session Format: Skill-building workshop

Intended Skill Level: Beginner

Sub-Theme(s): Health equity, Innovative

Authors (Presenters in bold): Edward A. Emmett, Center of Excellence in Environmental Toxicology, University of Pennsylvania, Philadelphia, PA, USA; Julia Brody, Silent Spring Institute, Newton, MA, USA

The session will start with a presentation on the case study “The Little Hocking that Could.” We will describe the development of the Environmental Justice Partnership around the issue of potential contamination of air, water, and land by PFOA (perfluorooctanoate). We will describe the research performed, the results, how the results were communicated using a novel “Community-First” communication strategy, and the role of the community in developing the principles to
govern the communication of results. We will discuss how our dissemination of the results lead to an unanticipated degree of success in resolving the problem. We will discuss ethical issues that are important in the communication of biomonitoring results to study participants, and will conclude with an open discussion.

The presentations are expected to encourage lively and sharing of views. The two speakers will entertain questions and will have members of the audience describe their experiences. We will discuss various challenges faced in the communicating of results from Community-Based Participatory Research.

Session Goals:
- To describe the successful community-based research performed by a community-campus partnership to address a long-standing community pollution issue
- To describe the development and implementation of a “Community-First” Communication strategy and the communication methods used by the partnership to disseminate research results
- To describe and discuss important ethical considerations in providing a community with individual and group health data generated through Community-Based Participatory Research

Session Learning Objectives:
- Describe how a successful community-campus partnership could empower a community and get results in reducing environmental pollution threats
- Understand the principles of community-first communication of results
- Understand important ethical considerations in communicating research results to a community

Session Agenda:
- Case Presentation “The Little Hocking that Could,” development and use of a “Community-First” Communication Model
- Ethics of Reporting Research Results to Individuals and Communities, including Personal Exposure Results
- Discussion, Questions to the Panel, and Sharing of Audience Experiences

USING FOTONOVELAS TO INCREASE HEALTH LITERACY AMONG LATINOS

Session Format: Skill-building workshop

Intended Skill Level: Beginner, Intermediate

Sub-Theme(s): Innovative, CBPR

Authors (Presenters in bold): Bernadette Witzack, Department of Family and Community Medicine, Medical College of Wisconsin, Milwaukee, WI, USA; Angelica Delgado, Centro de la Comunidad Unida/United Community Center, Milwaukee, WI, USA; Magdalisse Gonzalez, Centro de la Comunidad Unida/United Community Center, Milwaukee, WI, USA; Ramon Hinojosa, Department of Social and Cultural Sciences, Marquette University, Milwaukee, WI, USA

There is an identified need for health literacy strategies to be culturally sensitive and linguistically appropriate. Fotonovelas, a common and popular style of graphic novel among Latinos, has been found to be an effective way to increase health literacy. Our community academic partnership engages members of the Latino community to capture personal photographs and contribute to the development of fotonovelas. Inherent in the process of participatory materials development is group discussion and problem solving, because community members must share ideas, discuss life conditions, and community health concerns as they work cooperatively to create the fotonovelas storyline. Our presentation describes our unique partnership and innovative health literacy intervention.

We will give a multi-media interactive presentation on partnership that will engage our audience. Next we will engage participants in an activity that allows them to experience the participatory materials development process used with our community members. Finally we will (depending on group size) facilitate one large group or several small group discussion sessions about the fotonovela activity with a focus on the importance of actively involving community members in the creation of health materials that are relevant to culture, ethnicity, gender, social class, and language.

Session Goals:
- To describe the dynamic, transformative community-academic partnership between the Medical College of Wisconsin and the United Community Center
- To demonstrate and celebrate the power of active community involvement in the creation of health materials that are relevant to culture, ethnicity, gender, social class, and language of participants
To provide an inclusive and dynamic forum to network, share information and build skills that address the causes of inequality and advance social justice

Session Learning Objectives:
- Participants will describe our authentic community-academic partnership including our balance of power and resources
- Participants will participate in a mini fotonovela session that will deepen their understanding of how the participatory process can create meaning for community
- Participants will reflect on the participatory process and discuss how this model of community learning can shape their commitment to social justice

Session Agenda:
- Power point presentation about partnership, fotonovelas, participatory materials development process (15 minutes)
- Mini fotonovela session (30-45 minutes)
- Personal reflection and group discussion on session activity (30 minutes)

YOU BET I TOLD: LESSONS LEARNED IN THE COMMUNITY-CAPACITY BUILDING PARTNERSHIP TO STOP VIOLENCE AGAINST YOUTH.

Session Format: Story session

Intended Skill Level: Intermediate

Sub-Theme(s): Sustaining, Capacity

Authors (Presenters in bold): Jed Metzger, Department of Social Work, Nazareth College, Rochester, NY, USA; Velma Campbell, RiseUPRochester/You Bet I Told, Rochester, NY, USA; Reverend Marlow V. Washington, Baber A.M.E. Church and You Bet I Told, Rochester, NY, USA

This session will tell the story of a grassroots effort to build community capacity to address the challenge of violence against youth. The brutal murder of a youth became the catalyst for a collaborative partnership aimed at reducing the violence directed against youth. This story session will teach how to build a collaboration to address community needs related to safety. Additionally we will teach how to build partnerships that can across the divide of differences, how to survive and thrive when confronted by challenges of differences in ideological principles and how to gain entrance into power structures in the community, while maintaining visibility and momentum. The story session will close with how to chose partners and develop both short and long term intervention strategies.

This story session is designed to facilitate a substantive interactive discussion by eliciting participant feedback related to each of the following aspects of the “You Bet I Told” story: a) Community challenge- what is a relevant community capacity challenge in each member’s local? b) Small group work to explore underutilized/nontraditional community partners. c) Development of strategies to use service-learning in sustaining grassroots community initiatives. d) Identification of five key power informants in the participant community and gain access to the individual power source. e) Visibility planning to help participants develop a creative approach to maintaining a “seat at the community table.” f) Collective brainstorming on maintaining partnerships in the face of difference.

Session Goals:
- Teach, via telling the story of how a predominately White, liberal college and predominately Black Conservative minded church collaborated to work towards addressing ending violence against youth.
- Teach, via telling the story of how to strategically build and support community capacity, by building ties between law enforcement and disenfranchised sections of the community to address violence.
- Teach, via telling the story through service-learning of how to run and sustain community capacity development grassroots interventions so that both student and community needs are met.

Session Learning Objectives:
- How to set up and maintain a partnership between religious organizations and college departments to achieve community objectives
- How to build partnerships between sources of community power and disenfranchised community groups
- How to set up service learning so that grassroots community organizations can be sustained while delivering high quality learning opportunities for graduate students
COMMUNITY AND UNIVERSITY PARTNERSHIPS TO PREVENT STREET VIOLENCE AND PROMOTE RESILIENCY: HOW UCSF AND SAN FRANCISCO COMMUNITIES ARE WORKING TOGETHER TO ADDRESS A GROWING URBAN PROBLEM

Session Agenda:
- The Telling of the You Bet I Told Story
- Lessons Learned and How to Use Those Lessons
- Participant Discussion of Community Challenges
- Interactive Development of Potential Partnerships
- Strategies for Use of Service-Learning Approaches to Grassroots Community Capacity Development
- Power and Asset Building
- Visibility
- Maintaining Partnerships Around Thorny Issues

COMMUNITY AND UNIVERSITY PARTNERSHIPS TO PREVENT STREET VIOLENCE AND PROMOTE RESILIENCY: HOW UCSF AND SAN FRANCISCO COMMUNITIES ARE WORKING TOGETHER TO ADDRESS A GROWING URBAN PROBLEM

Session Format: Story session

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Capacity, Innovative

Authors (Presenters in bold): Roberto Vargas, Department of Community and Family Medicine, Community Partnership Resource Center, University of California, San Francisco, CA, USA; Naomi Wortis, Department of Community and Family Medicine, Community Partnership Resource Center, University of California, San Francisco, CA, USA; Ricard Garcia-Acosta, San Francisco Community Response Network, San Francisco, CA, USA

The Community Partnership Resource Center (CPRC) promotes health by facilitating partnerships between UCSF and local communities, particularly where significant health disparities exist. In 2004, the CPRC facilitated a community dialogue to identify priority health issues in these communities, and violence emerged as the most urgent. The CPRC developed partnerships to address violence: 1) evaluation of a community-based violence intervention model; 2) professional development training for front-line providers who serve community residents impacted by violence; and 3) development of a resource guide for survivors of violence. Finally, we have placed UCSF service-learners in these projects and others to build capacity to address violence.

Participants will be broken into small groups, including a mix of community and university representatives in each. Small groups will be encouraged to identify what interventions exist in their communities and/or universities that are either already working to address violence, or could potentially be a resource, reflecting on the presentation by CPRC. Small groups will try to match resources in their communities and universities in order to build capacity for either or both, using at least one of three methods covered in the workshop: service-learning, evaluation, and/or cross-training. Small groups report back in a large group. Facilitators will provide feedback, helping participants further develop ideas for potential partnerships for addressing community-level violence.

Session Goals:
- Increase awareness of the challenges and opportunities in the process of developing partnerships for evaluating community violence prevention and intervention programs
- Teach strategies for building community and university capacity for understanding and mitigating the impacts of street violence
- Illustrate how service-learning can enrich student learning and build community-based organization (CBO) capacity while addressing the impacts of community violence

Session Learning Objectives:
- Describe 3 challenges to building CBO capacity to evaluate program impacts, and describe 3 strategies to overcome those challenges
- Describe 3 challenges to building university capacity to engage with communities to address community violence, and describe 3 strategies to overcome those challenges
- Describe one new strategy for building capacity in their own community and/or university to address community violence

Session Agenda:
• Introductions
• Briefly review the history of the Community Partnership Resource Center in San Francisco
• Review CPRC’s development of partnership interventions for preventing and mitigating the impacts of violence
  o Evaluation
  o Capacity-building
  o Resources Guides
  o Service Learning
• Q & A
• Small group exercise
• Conclusion

PROMISES AND PITFALLS IN A COMMUNITY-CAMPUS PARTNERSHIP: BUILDING ON SUCCESSES

Session Format: Story session

Intended Skill Level: Intermediate, Advanced

Sub-Theme(s): Innovative, Interdisciplinary

Authors (Presenters in bold): Sahra Ahmed, Adult Literacy-Rochester Public Schools, Hawthorne Education Center, Rochester, MN, USA; Cynthia Briggs, Winona State University, Rochester, MN, USA; Mary Pat Jewison, Olmsted Public Health, Rochester, MN, USA; Marilyn Olney, Hawthorne Education Center, Rochester, MN, USA; Lisa Schnepper, Nursing, Winona State University, Rochester, MN, USA; Kathy Orth, Nursing, Winona State University, Rochester, MN, USA; Jennifer Rho, Hawthorne Education Center, Rochester, MN, USA; Gayle Olsen, Nursing, Winona State University, Rochester, MN, USA; Irene Sia, Mayo Clinic; Susan Sullivan, Nursing, Winona State University, Rochester, MN, USA; Julie Nigon, Adult Literacy-Rochester Public Schools, Hawthorne Education Center, Rochester, MN, USA; Kimberly Fanning, Adult Literacy-Rochester Public Schools, Hawthorne Education Center, Rochester, MN, USA

A panel of members from Winona State University-Rochester and the Hawthorn Education Center, an adult literacy program with a diverse and underserved population from > 60 countries, will trace the evolution of a successful and ongoing partnership. The discussion will include the early days when the partnership was in peril to the negotiations that ensured the needs of each partner were met and challenges were resolved. The partnership has evolved from a few graduate students providing health education, to students from undergraduate, master’s and doctoral programs from multiple disciplines, providing an array of health-related services. Based on the success of the original partnership, other community partners have been added and community-based participatory research has been integrated.

Presenting members from Winona State University-Rochester, department of Nursing, and the Hawthorne Education Center will hold a panel discussion on the evolution of the partnership, with one member acting as moderator. Various perspectives of the partnership will be shared. Then panel members will each work with small groups of attendees to facilitate discussion on strategies to implement qualities of a successful partnership into their own settings. Time will then be provided for groups to share outcomes of the small group activity. The panel will then reconvene for an additional question and answer session.

Session Goals:
• Demonstrate how a community-based partner and an academic institution combine knowledge, wisdom and experience to solve the challenges facing an underserved and diverse population.
• Demonstrate how a community-based partner and an academic institution support each other’s mission and purpose.
• Identify how a community-based partner and an academic institution develop an authentic partnership that builds capacity, balances power, and shares resources.

Session Learning Objectives:
• Describe the evolution of a successful community-campus partnership that has promoted expansion to include multiple disciplines and community partners.
• Identify the process used to overcome challenges and generate solutions to create and sustain an authentic community-campus partnership.
• Reflect on strategies that allow a community-campus partnership to flourish and grow where others have failed.
Session Agenda:
- 30 minutes for panel discussion with a moderator presenting the evolution of the partnership
- 30 small group activity facilitated by panel members to assist participants to strategizes on ways to implement/promote successful partnerships in their own settings
- 15 minutes to share outcomes of small group sessions
- 15 minutes for question and answer

DEVELOPMENT AND EARLY EXPERIENCE WITH A MASTERS LEVEL PUBLIC HEALTH SERVICE LEARNING COURSE ON RACIAL AND ETHNIC HEALTH DISPARITIES

Session Format: Story session

Intended Skill Level: Beginner

Sub-Theme(s): Journeys, Capacity

Authors (Presenters in bold): Creshelle Nash, Arkansas Minority Health Commission, Little Rock, AR, USA; Randy Lee, Center for Local Public Health, Arkansas Department of Health, Little Rock, AR, USA; Debra Bell, Black Community Developers, Little Rock, Arkansas, USA; Kate Stewart, Office of Community-Based Public Health, Department of Health Policy and Management, Fay W. Boozman College of Public Health, University of Arkansas for Medical Sciences, Little Rock, AR, USA;

This session, presented by two faculty members, a community partner, and a student, will cover their early experience with a Masters level public health service learning course on racial and ethnic health disparities implemented at the College of Public Health in Arkansas as a part of the Health Disparities Service Learning Collaborative. This interdisciplinary, team-taught course examines causes of, and strategies for addressing, disparities. Faculty will discuss course content, the background leading to course development, and challenges and lessons learned through implementation. The student and community partner will share their perspectives on the course and their service learning experiences. Session participants will have an opportunity to carry out an illustrative group reflection process.

Methods used to facilitate interactive discussion during this session will include an icebreaker exercise carried out by participants in pairs; a panel presentation with Q and A; and a small group discussion of assigned reflection questions followed by full group discussion.

Session Goals:
- Describe the historical context within which this racial and ethnic health disparities course was developed, summarize course content, and share challenges and lessons learned during implementation.
- Describe the service learning partnerships and activities and have a community partner and a student discuss their perspectives on the course.
- Give participants an opportunity to carry out an illustrative group reflection process.

Session Learning Objectives:
- List key concepts and issues covered by this disparities course and describe methods used.
- Describe at least three community-based service learning activities public health students engaged in during this course.
- Describe reflection exercises used and discuss issues confronted in assessing performance on reflection.

Session Agenda:
- Introductions (10 minutes)
- Icebreaker exercise (10 minutes)
- Discussion of icebreaker (10 minutes)
- Panel presentation with Q & A (40 minutes)
- Small group exercise (10 minutes)
- Discussion with full group (10 minutes)
PARTICIPATORY METHODS IN COMMUNITY-BASED RESEARCH AND LEARNING

Session Format: Thematic Poster Session

Intended Skill Level: Beginner, Intermediate and Advanced

This thematic poster session is comprised of the 5 posters (PM#1-#5) below:

**PM#1: USING APPRECIATIVE INQUIRY (AI) TO INCREASE TRUST AND COLLABORATION IN A HEALTH CLINIC SERVING A MEDICALLY UNDERSERVED COMMUNITY**

Authors (Presenters in bold): **Anne L. Selcer**, Healthcare Administration, Texas Woman’s University, Houston, TX, USA

1) Provision of the definition of AI as a generative and life-giving philosophy, technique and action-research method. AI research methods use ‘appreciative objectivity’, by assuming there are inherently good possibilities in the community and that those positive experiences can be built upon. 2) Provide a description of AI techniques used in one community health clinic (in Houston, TX) that enabled its Latino medically underserved and underinsured community to build community capacity and individual self-efficacy for health through AI. Specifically, techniques used were open-ended AI questions, a questionnaire developed to encompass Latino cultural competencies, community-led focus groups, and resultant community actions that were taken. 3) Suggestions will be given for improvements in future applicable community-based participatory research. 4) Conversation with those viewing the poster will be around how the AI process can be applicable their communities in order to build capacity.

**PM#2: ENGAGING THE COMMUNITY THROUGH YOUTH PHOTOVOICE: HIGHLIGHTS FROM A STUDY EXPLORING ENVIRONMENTAL INFLUENCES ON CHILDREN’S PHYSICAL ACTIVITY AND DIET IN RURAL OREGON**

Authors (Presenters in bold): **Nancy E. Findholt**, Oregon Health and Science University School of Nursing, Portland, OR, USA; **Melinda M. Davis**, Oregon Rural Practice-Based Research Network; **Stephanie S. Chandler**, Western Oregon University, Monmouth, OR, USA; **Victoria W. Brogoitti**, Union County Commission on Children and Families, Condor, OR, USA; **Yvonne L. Michael**, Drexel University School of Public Health, Philadelphia, PA, USA

Context: Rural populations are at high risk for childhood obesity. This photovoice project was one component of a multi-method community assessment conducted by U.C. Fit Kids, a coalition engaged in community-based participatory research for prevention of childhood obesity in Union County, Oregon. Objectives: (a) Engage local youth in the community assessment and obtain their perspectives of community influences on children’s physical activity and diets. (b) Build support for future interventions by increasing public awareness of identified community conditions. Design: CBPR approach utilizing photovoice. Participants: Six high school students, one from each community in Union County. Results: More barriers than assets were identified. Findings were widely disseminated to community members and policymakers via presentations and media. Conclusions: Photovoice is an effective way to engage youth in community assessment and reach policymakers in rural communities.

**PM#3: THE USE OF PARTICIPATORY RURAL APPRAISAL METHOD IN IMPLEMENTING COMMUNITY BASED EDUCATION. THE EXPERIENCE OF NURSING STUDENTS AT THE UNIVERSITY OF VENDA**

Authors (Presenters in bold): **Rachel RT. Lebese**, Department of Advanced Nursing Science, University of Venda, Thohoyandou, LP, South Africa; **Vhonani V. Netshandama**, Community Engagement Directorate, University of Venda, Thohoyandou, LP, South Africa

The Department of Advanced Nursing Science uses community based education which involves learning through engaging the community whilst implementing Participatory Rural Appraisal method. The purpose of this paper is to outline the processes involved in applying PRA techniques to the learning experiences of nursing students. The method involves phases: 1) The objective of phase one was to understand the needs and assets of communities using Participatory rural appraisal method 2) Phase two included planning according to the findings in phase one. The outcome of this phase is a collaborative implementable action plan with communities 3) This phase was concerned with implementations of the plan as well as continuous monitoring and feedback to the communities 4) Phase four involved evaluation of outcome of the implementation and replanning where the needs were not met. Results showed that greater community participation was achieved through PRA.
PM #4: FOCUS: YOUR ENVIRONMENT, YOUR HEALTH

Authors (Presenters in bold): Rebecca D. Haber, School of Population and Public Health, University of British Columbia, Vancouver, B.C. Canada; Alexis Crabtree, University of British Columbia, Vancouver, B.C. Canada; Jim Frankish, University of British Columbia, Vancouver, B.C. Canada; Jeff Masuda, University of Manitoba, Winnipeg, MB, Canada; Joyce Rock, Downtown Eastside Neighbourhood House, Vancouver, B.C. Canada

Focus: Your Environment, Your Health is the Vancouver site project associated with the three-site research program on environmental inequity in Canadian inner cities entitled SUCCEED (Strengthening Urban Communities’ Capacity for Environmental Equity through Dialogue-centred research). In this community-based participatory research project, community researchers use photography and discussion to locate settings of environmental health inequity in three Canadian cities: Vancouver, Winnipeg, and Toronto. This presentation will introduce the project’s methods, progress, and results. As well, we will examine the ways in which collaboration within and across project participants in the three cities was achieved. Finally, we will share our experience in using ‘community conversation circles’ in the Vancouver site of the project to engage the broader community in discussion and co-learning about environmental health and inequities in the city.

PM #5: TARGETING TOBACCO USE IN A LOW INCOME COMMUNITY OF COLOR USING A YEAR-LONG INTERVENTION INCLUDING: PHOTOVOICE COMMUNITY CAPACITY BUILDING WORKSHOPS COMMUNITY DIALOGUE, SMOKING CESSATION AND SUPPORT

Authors (Presenters in bold): Sharon Younkin, Community Service Programs, University of Wisconsin School of Medicine and Public Health, Madison, WI, USA; Susan Corrado, Allied Wellness Center; Jessica Connor, University of Wisconsin, Madison, WI, USA

We will share with participants the challenges we faced getting our project through the IRB process, getting adequate funding, and recruiting neighborhood participants. We will provide information about each phase of our multi-phased tobacco intervention in a low income, African American community in the Midwest. Participants will learn how we engaged the community in a Photovoice project addressing tobacco use in the neighborhood, and how we used the community building aspects of the Photovoice project to launch our smoking cessation workshops and peer led tobacco alternatives support group.
ARTS-BASED METHODS: TOOLS FOR PROMOTING INDIVIDUAL AND SOCIETAL TRANSFORMATION FOR VULNERABLE WOMEN

Session Format: Creative arts-based discussion session

Intended Skill Level: Intermediate

Sub-Theme(s): Journeys, CBPR

Authors (Presenters in bold): Christine A. Walsh, Faculty of Social Work, University of Calgary, Calgary, AB, Canada; Brigette Krieg, Faculty of Social Work, University of Regina, Regina, SK, Canada; Gayle Rutherford, Faculty of Nursing, University of Calgary, Calgary, AB, Canada

The perspective of vulnerable populations can potentially create new avenues for effective policy and program development. In this session we will reflect on our experiences with arts-based methods in action research as a means to ‘give voice’ to the lived experience of vulnerable populations from their own perspective. These methods are catalyst for individual and community change, which allow participants to document their own worlds, discuss issues with policy makers and become active agents in social action. This session will present perspectives of female Aboriginal youth, Aboriginal single mothers, and women experiencing homelessness and poverty as gleaned through arts-based processes. Attention will be given to strengths and limitations of creative research processes from the perspective of both the researchers and community participants. Examples of the photographs and stories will be shared to demonstrate the use of these methods in addressing locally identified issues.

This session will include knowledge sharing activities that focus not only on a verbal exchange of information but small group discussion and hands-on activities designed to help conference attendees understand the process and application of arts-based methods. Following a discussion of the effectiveness of these methods in promoting the voices of vulnerable populations, session attendees will use selected methods from the work of the presenters or their own work to discuss ways to promote change at the individual, community or broader level.

Session Goals:
- Introduce emerging arts-based methods that can be used as tools to examine and explore the experiences of oppression and marginalization from the perspective of vulnerable populations.
- Discuss the strengths and challenges of using arts-based methods such as photovoice, digital storytelling, poetry and Drama in a community-based participatory research process.
- Demonstrate how arts-based methods can contribute to individual and societal change for women experiencing oppression.

Session Learning Objectives:
- Have increased awareness of the contribution of arts-based methods for community-based research with vulnerable populations.
- Have a deeper understanding of how arts-based methods can engage vulnerable populations and create opportunity for local voice to inform public policies and service delivery.
- Reflect on how these methods can be used within their own research to raise awareness about the issues of importance to vulnerable populations as a means to create personal and system level change.

Session Agenda:
- Examples of arts-based methods used the context of action research will be shared.
- The background and specific details of these methods including strengths and challenges in promoting voice and advancing social change for oppressed populations will be provided.
- Attendees will have the opportunity to directly engage in one or more of these methods.
- We will conclude with considering how these methods can be incorporated into their own research and a handout for further resources will be provided.
QUANTIFYING OUR VALUES: HOW COMMUNITIES CAN USE COST-BENEFIT ANALYSIS FOR UNDERSTANDING AND FOR ADVOCACY

Session Format: Skill-building workshop

Intended Skill Level: Intermediate, Advanced

Sub-Theme(s): Capacity, Health equity

Authors (Presenters in bold): Cassandra Ritas, The People’s Policy Institute, Jackson Heights, NY, USA;

CBPR partnerships produce valuable community-driven data and analysis. When it comes to promoting changes in policy based upon this research, it is useful to be able to translate the findings into language that is both meaningful and compelling to policymakers. Enter Cost-Benefit Analysis. In this session, we will outline an approach to cost-benefit analysis that puts community values front and center. A case study developed out of the work of the Harlem Community and Academic Partnership will be presented. Then, through case analysis and World Cafe-style discussion, we will question some of the values embedded in the analysis, think about how other analysis of the same problem might change the policy recommendation, and brainstorm how we can better quantify what is valuable to community.

The session will begin with a short introduction to cost-benefit analysis, focusing on its goals and values, rather than detailed methodology. Then, using a case study as a jumping off point for a World Cafe-style discussion, participants will explore the values embedded in one particular analysis, some of the variable analysis that could be conducted, and, yes, even the math. The session will close with another round of Cafes, in which participants will think about the question: How do we quantify what is valuable to community?

Session Goals:
- Provide participants with space to think about the values embedded in policymaking
- Create a path for CBPR practitioners to engage policymakers in compelling and persuasive ways
- Record the collective wisdom of the participants about the potential strategies for quantifying what is valuable to community

Session Learning Objectives:
- Understand the application of cost-benefit analysis in a policy change campaign
- Question the values underlying cost-benefit analysis
- Approach the quantification of human well-being fearlessly (or with less fear) whether conducted by themselves or by others

Session Agenda:
- 15 minutes - Introduction to cost-benefit analysis
- 10 minutes - Overview to the case
- 40 minutes - World Cafe-style discussion of the case
- 20 minutes - World Cafe-style discussion of quantifying community values
- 5 minutes - Review and closing

TOWARD A MODEL FOR EFFECTIVE COMMUNITY REVIEW OF ENVIRONMENTAL HEALTH RESEARCH: DEVELOPING A COMMUNITY ETHICS RESEARCH REVIEW BOARD

Session Format: Skill-building workshop

Intended Skill Level: Beginner

Sub-Theme(s): Sustaining, Capacity

Authors (Presenters in bold): Peggy Shepard, WE ACT for Environmental Justice. New York, NY, USA; Beverly-Xaviera Watkins, New York University School of Medicine, New York, NY, USA

The session will focus on the process of developing and implementing the Community Ethical Research Review Board (CERB). The session will include a description of the CERB development process, the implementation of the CERB and an interactive case studies.
Discussion of development and implementing of the Community Ethical Research Review Board (CERB) model. Presentation of several case studies of IRB approved research violations such as the landmark Grimes vs Kennedy Kreiger Institute case. Engagement of the participants in a conversation about the need for community ethical review of research, the current IRB process, and the CERB model. Analysis of differences between the current research review process and the CERB model, and the potential impact of community review on health research outcomes. The discussion would outline each phase in the development and implementation of the CERB model. We would also explore mechanisms for implementing the model in local communities.

Session Goals:
- Propose a model for ensuring community review of ethical considerations associated with research protocols
- Engage attendees in a substantive conversation about the ethical review of research
- Build the capacities of communities to actively engage academic partners in a conversation about review of research

Session Learning Objectives:
- Identify 3 reasons why a Community Ethical Research Review Board is essential to Community-based Participatory Research.
- Discuss current ethical review of research and our alternative approach
- Utilize tools to engage community residents and researchers in ethical review of research being done in their community

Session Agenda:
- Introduction to community ethical review and discuss the need for it.
- Discuss current paradigm and introduce WE ACT’s model.
- Discuss the development and implementation of WE ACT’s model.
- Application of tools and exercise.

BUILDING AND SUSTAINING RELATIONSHIPS WITH SOUTH DAKOTA AMERICAN INDIAN COMMUNITY PARTNERS

Session Format: Story session

Intended Skill Level: Beginner, Intermediate

Sub-Theme(s): Innovative, Interdisciplinary

Authors (Presenters in bold): DenYelle Baete Kenyon, Health Disparities Research Center, Sanford Research, University of South Dakota, Sioux Falls, SD, USA; Kathy Prasek, Health Disparities Research Center, Sanford Research, University of South Dakota, Sioux Falls, SD, USA; Jessica Hanson, Health Disparities Research Center, Sanford Research, University of South Dakota, Sioux Falls, SD, USA; Shannon White, Woodrow W. Keeble Health Care Center, Indian Health Service, Sisseton, SD, USA; Cheryl Medea, School of Education, Sinte Gleska University, Mission, SD, USA; Nancy Fargo, School of Education, Sinte Gleske University, Mission, SD, USA

Presenters from Sanford Research/USD Health Disparities Research Center, Sisseton-Wapheton Oyate Indian Health Service, and Sinte Gleska University will share their experiences working together on several research and service-oriented projects with American Indian communities. They will provide real-world examples of their experiences and will reflect on successes and learning opportunities. Collaborating closely with tribal communities using community based participatory research (CBPR) methods, they will emphasize that building shared trust, developing excellent working relationships, and establishing good communication between tribes, universities, and local health care facilities are essential for the success of any health-focused research and service collaboration.

Based on the information shared from presenters and Q & A, participants will break into groups (approx. 5 participants per group), with each group discussing potential areas of collaborative relationships. Relationship roles include community partners, healthcare professionals, academic professionals, and health professions students. The key topic areas for discussion are: interdisciplinary teams, special needs of rural areas, improved access, expanded services, recruitment and retention, sustainability and growth, and wopila (thanks, giving back). Groups will focus on one of these issues, discussing challenges and methods to overcoming barriers. Groups will next come together to share what they discussed. Presenters will synthesize common themes and lessons that can be applied to future work.
Session Goals:
- To describe how (a) tribal community partnerships enable positive collaborations by creating trust, new ideas, and support; and (b) a lack of partnership leads to negative outcomes.
- To discuss strategies to address social, geographic, and economic issues experienced by tribal communities, while also addressing individual and immediate health concerns.
- To facilitate application of session information ideas collectively and cooperatively through medicine wheel activity, and develop ideas/goals for application to participants' own programs.

Session Learning Objectives:
- To identify and reflect on key issues for the communities, health systems, and universities involved in research partnerships (e.g., sustainability).
- To recognize the opportunity and benefits of working with community-based partners to create successful projects and partnerships.
- To apply the lessons learned from our experiences to their own: what worked, what didn’t, why, and outline the strategies used to overcome challenges.

Session Agenda:
- Welcome/Introductions
- Dialogue: Each panel member representing three organizations (research center in medical setting, IHS healthcare, and tribal college), will reflect on successes and learning opportunities gained from using CBPR in developing relationships.
- Q&A/Open Discussion
- Breakout session using Medicine Wheel activity
- Report and synthesis
- Wrap up

NEW ROUTES TO COMMUNITY HEALTH: WHAT HAPPENS WHEN MEDIA, ACADEMIA, AND PHILANTHROPY UNITE TO ADDRESS HEALTH ISSUES AFFECTING NEW AMERICANS

Session Format: Story session

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Capacity; Innovative

Authors (Presenters in bold): Sam Marie Engle, Office of University-Community Partnerships, Emory University, Atlanta, GA, USA; Hussien Mohamed, Office of University-Community Partnerships, Emory University, Atlanta, GA, USA; Ericka Tucker, Office of University-Community Partnerships, Emory University, Atlanta, GA, USA; Beth Mastin, New Routes to Community Health National Program Office, Madison, WI, USA; Brenda Gonzalez, New Routes to Community Health National Program Office, Madison, WI, USA

New Routes to Community Health National Program officers will explain the grantmaking program; how the Benton and Robert Wood Johnson Foundations are collaborating to fund and manage the program; and how this new kind of grantmaking benefits community-campus partnerships. They will show how to use the newroutes.org website for news and new media, as well as to dialogue and connect with others working on issues affecting New Americans. Then we’ll describe HEARMe and how Emory University, Sagal Radio (local nonprofit producing radio programs in 3 African languages) and community radio station WFRG together are creating radio programs addressing health issues affecting East Africans as well as bringing together these “new” African Americans and Atlanta’s longtime African American community.

Presenters will begin by asking participants to think about the role that radio plays in their lives and make a list of suggestions offered by audience as a way to connect why our project uses radio and how radio is a powerful vehicle for sharing information about health issues. Later, generate a list of who New Americans are as a way to discuss why we use this term to describe refugees. We will stop frequently to ask for questions. We also will ask a lot of “raise your hand if....” questions to connect the audience into our topics and to help them see how they can do what we are doing. To help get to the learning goal of helping people think about unlikely partnerships they could form, we will ask everyone to write down 3-5 potential unlikely partners then ask for examples and provide feedback on those.
Session Goals:
- Showcase how innovative collaboration – between foundations, among local partners, and among grantees - is producing new and powerful tools for addressing health issues of New Americans
- Identify the key characteristics of successful partnerships among unlikely partners: a large university, a community radio station, an ethnic media/advocacy nonprofit, and two large foundations
- Showcase the media products and the positive community changes resulting from HEARMe – Health Education via Airwaves by/for Refugees, a New Routes to Community Health grantee in Atlanta, GA

Session Learning Objectives:
- Learn from our success and apply some of the strategies we employed to create and maintain unlikely partnerships addressing health issues of New Americans
- Identify ways universities can build the capacity of community-serving organizations while also meeting their goals for engaging more faculty and students in multidisciplinary service learning
- Leverage the New Routes to Community Health national network as a resource for culturally appropriate media, information, and connection to others concerned about the well-being of New Americans

Session Agenda:
- Introductions
- Roles of radio in people’s lives.
- Overview of New Routes program with goals, components, etc.
- Demonstrate the newroutes.org website.
- Who are New Americans?
- Overview of HEARMe (purpose, components, goals, partners, roles, etc.)
- Identify characteristics of good partnership.
- Sample media.
- Service learning components of HEARMe.
- Who could be your unlikely partners?
- How can you leverage new media?
- Q&A

COMMUNITY GENETICS FORUM: A MODEL ENGAGEMENT PROGRAM

Session Format: Challenges consultation session

Intended Skill Level: Beginner, Intermediate

Sub-Theme(s): Sustaining; Innovative

Authors (Presenters in bold): Sarah Harding, Education and Community Involvement Branch, National Human Genome Research Institute, National Institutes of Health, Bethesda, MD, USA; O. Fahina Tavake-Pasi, National Tongan American Society, Salt Lake City, UT, USA; Louise A. Stark, Genetic Science Learning Center, University of Utah, Salt Lake City, UT, USA

This session will present an overview of the Community Genetics Forums which are funded by the National Human Genome Research Institute at the National Institutes of Health. The overall goal of the Forums is to develop or enhance models of community engagement and public participation around topics related to genetics, health, and society. This session will present the relevance and importance of genetics to public health, especially as genetics integrates further into routine medicine. This session will describe four Forums, each held in a different region of the country, and will report on the many lessons learned. Finally, the session will provide an opportunity to discuss both the challenges and benefits of these Forums and how the models can be improved.

The Community Genetics Forum is a living program. That is, it changes based on feedback from previous Forums as well as the input of the different communities involved. This session will present the overall aspects and challenges of the Forum, posing questions as to how best to confront those challenges. For example, how can relationships created during the Forum planning best be sustained beyond the Forum itself? How can the models established be adapted by others wishing to hold a similar Forum in their own community? This session will encourage interactive discussion by exploring these questions that have been asked throughout past Forum programs, and have helped to shape the overall program.
Session Goals:
- To describe the Community Genetics Forum, a program that seeks to develop models of public engagement around genetics, health, and society
- To explore new ideas and methods to create and improve sustainable relationships between funding agencies and community organizations
- To explore and discuss challenges related to the development of community partnerships with funding agencies, specifically related to genetics and health

Session Learning Objectives:
- To increase knowledge and understanding of existing models of engagement with communities around topics of genomics and health
- To identify the importance of community engagement in improving the public's health through genomics
- To identify challenges and to explore potential solutions for developing sustainable relationships between funding agencies and community based organizations

Session Agenda:
- Overview of the Community Genetics Forums (5)
- The importance of genetics in public health (5)
- The importance and relevance of community engagement to genetics (5)
- Description of the Community Genetics Forums, with a focus on the 2010 Forum (30)
- Challenges met by the Forums (15)
- Discussion (30)

WEAVING THE IVY: HOW CAN ACADEMIC INSTITUTIONS IN A CITY OR REGION COLLABORATE VERSUS COMPETE IN PARTNERSHIP EFFORTS TO ADDRESS COMMUNITY HEALTH?

Session Format: Challenges consultation session

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Innovative, Interdisciplinary

Authors (Presenters in bold): Cynthia Barnes-Boyd, University of Illinois-Chicago Neighborhoods Initiative, Chicago, IL, USA; Jen Kauper-Brown, Alliance for Research in Chicagoland Communities, Northwestern University, Chicago, IL, USA

As interest in community-based research grows and full community involvement in research becomes a funding priority, an increasing number of academic institutions and community partners are engaging in community research partnerships focused on addressing local health issues. In metropolitan or regional areas with multiple universities and colleges, these academic institutions may find that they are working with the same communities and struggling with the same partnership issues. In response, community partners may be frustrated by the covert competition, inconsistent approach to common issues, and fragmented efforts to develop & sustain relationships. This phenomena presents an opportunity for academic institutions to explore possibilities for synergy, collaboration, and mutual support.

The session facilitators will create an informal comfortable atmosphere that invites questions, participation, and discussion. Time will be allotted at the beginning of the session for all participants to introduce themselves and share why this topic is of interest. After sharing Chicago’s experience, session presenters will facilitate a large group discussion and brainstorming session on the potential benefits and mechanisms for this type of collaboration as well as strategies for addressing potential challenges and pitfalls. If necessary, participants will split into smaller groups for this discussion. Time will be designated at the end of the session for attendees to network and plan for continued exchange on this topic.

Session Goals:
- Share the story of initial efforts to explore/encourage collaboration among community-engaged academic institutions in Chicago
- Learn about strategies for leveraging resources through multi-institutional collaboration (e.g. networking/mentoring, co-sponsored education/training, information-sharing, address shared barriers)
- Learn about tactics to address the challenges of collaboration (e.g. competitive funding environment, time and resource constraints)
Session Learning Objectives:
- Understand the story of initial efforts to explore/encourage collaboration among community-engaged academic institutions in Chicago
- Learn about strategies for leveraging resources through multi-institutional collaboration (e.g., networking/mentoring, co-sponsored education/training, information-sharing, address shared barriers)
- Learn about tactics to address the challenges of collaboration (e.g. competitive funding environment, time and resource constraints)

Session Agenda:
- Introductions 20 mins
- Sharing Chicago’s Initial Steps 30 mins
- Group Discussion/Brainstorming 30 mins
- Wrap-Up/Making Connections 10 mins

MAKING A NAME IN THE COMMUNITY THAT IS MEMORABLE: HOW CAN A TRADITIONAL INSTITUTION STEP OUT OF THE BOX AND MOVE IN TO THE COMMUNITY CIRCLE?

Session Format: Skill-building workshop

Intended Skill Level: Beginner, Intermediate

Sub-Theme(s): Journeys

Authors (Presenters in bold): Lily E. Mar, St. Joseph’s Hospital and Medical Center, Barrow’s Neurological Institute, Phoenix, AZ, USA; Berta Carbajal, University of Arizona, Cancer Prevention and Integrative Medicine Office, Latinos Saludables, Phoenix, AZ, USA; Linda Larkey, University of Arizona, Phoenix, AZ, USA; Julie Gonzalez, University of Arizona, Phoenix, AZ, USA

This session will discuss two research projects. Both projects had significant challenges in making their names memorable in the community. Juntos en la Salud (n= 1035) was a five year grant project funded by the American Cancer Society and ended in 2006. The challenges of Juntos en la Salud helped with the development of Latinos Saludables a project funded by the National Cancer Institutes. With both projects the lessons learned were to incorporate unique community identifiers, to be flexible and educated on sensitive issues of the community. However, there are many more ways to make a name that is memorable in the community. The intention of this session is to brainstorm ideas on how traditional institutions can become more than just friends to the community but family.

Upon entering the session participants will write on a piece of paper a challenge that they be having in making their name memorable in their community. Later in the session 5 challenges will be selected by a drawing and groups will brainstorm ideas to overcome those challenges. Participants will be separated into groups of strangers, friends and family and define the terms; then list places that fall into those categories and why? What can be done to transform these places as part of the community? Why is being sensitive to the community needs part of making a name memorable. Finally participants will hear and educational story and will discuss how it made them feel. Various items will be placed in a circle to engage participants in a storytelling circle opportunity.

Session Goals:
- Expose unique ways of capturing the community’s attention. How about composing a song or developing a Qigong DVD with someone from the community?
- Determine methods of being flexible to community needs. How do you recruit men in a time of economic crisis and the last thing on their mind is participating in a research project?
- Define what it means to be sensitive to community concerns. Maria who is in undocumented doesn’t want to participate, because she is distrustful? What can a program do in order to gain her trust?

Session Learning Objectives:
- Participants will explore transforming traditional institutions to community partners by recognizing community identifiers
- Participants will judge different scenarios on how to become flexible to the community by ranking our perceptions of what it means to transform into a community partner
- Participants will apply the definition of being sensitive to their own community
Session Agenda:
- Introduction
- Ice-Breaker
- Write Challenges
- Defining a Community
- Challenges with Juntos en la Salud
- Current challenges with Latinos Saludables
- Solutions to both of the research projects
- Address community flexibility and sensitivity
- Small group discussion and solutions to participants community challenges
- Address Community Identifiers via a storytelling circle
- Getting real...participants share personal stories

LEGACY: A FAITH-BASED, CAMPUS-COMMUNITY PARTNERSHIP TO PROMOTE HEALTHY AFRICAN-AMERICAN PREGNANCY

Session Format: Story session

Intended Skill Level: Beginning, Intermediate, Advanced

Sub-Theme(s): CBPR, Interdisciplinary

Authors (Presenters in bold): Tyán Parker Domínguez, School of Social Work, University of Southern California, Los Angeles, CA, USA; Glovioell Rowland, Health Ministries, Pasadena Church of God, Pasadena, CA, USA; Geraldine Perry-Williams, Maternal and Child Health, Pasadena Health Department, Pasadena, CA, USA; Christine Dunkel Schetter, Department of Psychology, University of California, Los Angeles, CA, USA; Shirley Wright, Legacy Project, Pasadena Church of God, Pasadena, CA, USA; Jack Turman, Center for Premature Infant Health and Development, Keck School of Medicine, University of Southern California, Los Angeles, CA, USA; Jaymie Lorthridge, Legacy Project, School of Social Work, University of Southern California, Los Angeles, CA, USA; Jennifer Jackson, Legacy Project, Public Health Program, Department of Preventive Medicine, University of Southern California, Los Angeles, CA, USA

Infant mortality is a critical index of social well-being. African Americans have the highest rates of infant mortality, and its most common precursors, preterm delivery and low birthweight in the country, a century-old public health concern unexplained by traditional risk factors. With funding from the March of Dimes, USC Center for Premature Infant Health and Development has partnered with Pasadena Church of God to pilot a two-tiered, faith-based support and education intervention to increase the personal and organizational capital within the church, the traditional center of the African American community, for promoting healthy pregnancy. We will describe the process of developing our partnership, pilot program and evaluation, as well as the challenges and rewards of our work. Didactic power point presentation to describe the health issue with which we are concerned; sharing experiences of our process of development and collaboration with powerpoint slides, pictures, samples of project materials (eg, evaluation instrument, curriculum, etc); enumerating challenges and rewards to elicit discussion and generate ideas.

Session Goals:
- Share the story of how our unique collaborative partnership developed
- Present our faith-based pilot intervention program and evaluation plan
- Engage participants in a discussion regarding the rewards and challenges of working collaboratively across disciplines and institutions (ie, academic, faith, and funding)

Session Learning Objectives:
- Identify ways they can engage in partnership with academic or community/faith-based institutions
- Describe an evidence-based, theoretically driven, faith-based pilot intervention for promoting healthy African American pregnancy
- List challenges and benefits inherent to interdisciplinary and cross-institutional collaborative partnerships

Session Agenda:
- Welcome and Introductions
- The Problem of Birth Outcome Disparities
- Bridging the Divide: USC Center for Premature Infant Health & Development
- LEGACY: A faith-based, campus-community partnership
- Open Dialogue: The Rewards and Challenges of Collaborative Partnerships for Health
COMMUNITY-BASED PARTICIPATORY RESEARCH AS A STRATEGY FOR ADDRESSING HEALTH DISPARITIES

Session Format: Thematic Poster Session

Intended Skill Level: Beginner, Intermediate and Advanced

This thematic poster session is comprised of the 5 posters (CBPR#1-#5) below:

CBPR#1: BUILDING LEADERSHIP AND CIVIC ENGAGEMENT CAPACITY FOR HEALTH: THE VOCEROS DE SALUD PROGRAM

Authors (Presenters in bold): Rocío Muñoz, Benton County Health Services, Corvallis, OR, USA; Daniel López-Cevallos, Western Oregon University, Multnoma, OR, USA; Kelly Volkman, Benton County Health Services, Corvallis, OR, USA, Tatiana Dierwechter, Health Promotion Program, Benton County Health Services, Corvallis, OR

Latinos in Oregon are disproportionately impacted by chronic disease, including obesity, diabetes, and heart disease. To address these health inequities in Benton County, an interdisciplinary team are developing, implementing, and evaluating a Latino Health Ambassador Network (Voceros de Salud). The Voceros de Salud has recruited Latino community members to serve as formal Latino health ambassadors (or lay health advisors). Using a community based participatory approach, these health Ambassadors or Voceros de Salud are participating in comprehensive training to increase their skills and self-efficacy in developing and advocating for effective community interventions; culturally and linguistically appropriate chronic disease related services; and public policies that improve the overall health and well being of Latinos living in the region. This network is formally engaging Voceros to participate in assessment, program planning and development, outreach, and health policy activities.

CBPR#2: AN ACADEMIC AND COMMUNITY PARTNERSHIP APPROACH TO INVESTIGATE AND REDUCE SMOKING AMONG FILIPINA GIRLS IN HAWAI’I

Authors (Presenters in bold): Angela Sy, Department of Public Health Sciences, University of Hawaii, Manoa, HI, USA; Charlene Cuaresma, Asian American Network for Cancer Awareness, Research, and Training, University of Hawaii, Manoa, HI, USA; Kathryn L Braun, Professor of Public Health and Research Director, ’Imi Hale Cancer Network, Manoa, HI, USA

CBPR was conducted to investigate factors related to the high tobacco use among Filipina girls in Hawai’i. Six academic and community organizations representing advocates for the Filipino community, youth equity, and tobacco prevention and control in Hawai’i partnered on all phases of the project. Eleven focus groups (N=88) led by peer facilitators were conducted to identify reasons why Filipina girls smoke. Results were shared with partners and cultural key informants. Filipina girls smoked or not because of stress, family expectations, and school and family responsibilities. Research with a larger sample of Filipina girls was recommended. Partners will collaborate on further research and program development to reduce smoking among Filipina girls. Partnerships ensured CBPR integrity and successful study implementation because respected community academic champions facilitated relevant community participation throughout the project while all recognized the significance of the issue.

CBPR#3: CAMPUS-COMMUNITY PARTNERSHIPS AND CBPR APPROACHES FOR THE PREVENTION OF DIABETES IN THE KOREAN AND SOUTH ASIAN COMMUNITIES IN NEW YORK CITY

Authors (Presenters in bold): Smiti B. Kapadia, Health Promotion and Prevention Research Center, New York University School of Medicine, New York, NY, USA; Nadia S. Islam, Center for the Study of Asian American Health, New York University School of Medicine, New York, NY, USA; Chau Trinh-Shevrin, Center for the Study of Asian American Health, New York University School of Medicine, New York, USA; Mariano J. Rey, Institute for Community Health and Research, New York University School of Medicine, New York, NY, USA

CBPR methods were used to conduct a community needs survey, which found 28% of South Asians have diabetes. In addition, 50% of Koreans have not been seen by a doctor in over a year, and 30% report either fair or poor health. The NYU Prevention Research Center (PRC) aims to build community capacity and leadership for health promotion and disease prevention. The PRC’s core research project will develop, implement, and test a CHW program for diabetes prevention in the Korean and South Asian communities of NYC. The PRC also aims to advance health equity in these populations through the creation of an integrated campus-community infrastructure. This infrastructure will consist of ground-breaking collaborations between the NYU Schools of Medicine, Dentistry and Nursing, and the Public Health
Program, as well as innovative partnerships between multidisciplinary researchers, CHWs, community health centers and agencies, ethnic-specific health coalitions and the NYC public hospital system.

CBPR#4: PREVENTING CERVICAL CANCER IN LITTLE HAITI: A CBPR SUCCESS STORY

Authors (Presenters in bold): Erin Kobetz, Department of Epidemiology and Public Health, University of Miami Leonard Miller School of Medicine; Joshua Diem, Department of Teaching and Learning, University of Miami; Erin Kobetz, Department of Epidemiology and Public Health, University of Miami Leonard Miller School of Medicine, Miami, FL, USA; Joshua D. Diem, Department of Teaching and Learning, University of Miami School of Education, Miami, FL, USA; Laurinus Pierre, Center for Haitian Studies, Miami, FL, USA; Pascale Auguste, Haitian American Association Against Cancer, Miami, FL, USA; Jenny Blanco, Division of Cancer Prevention and Control, University of Miami Sylvester Comprehensive Cancer Center, Miami, FL, USA; Betsy Barton, Division of Cancer Prevention and Control, University of Miami Sylvester Comprehensive Cancer Center, Miami, FL, USA

Haitian women residing in Little Haiti, the predominately Haitian neighborhood in Miami, Florida, experience an increased risk of developing and dying from cervical cancer. This disparity likely ensues from the interplay of multiple factors, most notably underutilization of Pap smear screening. Historical efforts to improve routine screening in Little Haiti have been largely unsuccessful, though there is limited empirical data to explain why. As part of an ongoing CBPR initiative in Little Haiti known as Patnè en Aksyon we conducted a series of key informant interviews to explore community leaders' perspectives on the futility of past efforts. This presentation will describe our efforts to overcome such barriers through meaningful collaboration and cooperation between academic investigators from the University of Miami and community leaders from Little Haiti. Our experience may inform future CBPR efforts in other communities at similar risk for contributing to cancer disparities.

CBPR#5: SUSTAINING A DIVERSE PARTNERSHIP TO IMPROVE THE OCCUPATIONAL HEALTH OF INDIGENOUS FARMWORKERS IN OREGON

Authors (Presenters in bold): Stephanie A. Farquhar, School of Community Health, Portland State University, Portland, OR, USA; Tessa C. McKenzie, School of Community Health, Portland State University, Portland, OR, USA; Nargess Shadbeh, Farmworker Program, Oregon Law Center, Portland, OR, USA; Julie Samples, Indigenous Project, Oregon Law Center, Portland, OR, USA; Valentin Sanchez, Oregon Law Center, Portland, OR, USA; Santiago Ventura, Oregon Law Center, Portland, OR, USA

The poster, “Sustaining a Diverse Partnership to Improve the Occupational Health of Indigenous Farmworkers in Oregon”, will present the processes and results of a four-year National Institutes of Health-funded project with indigenous farmworkers. By creating and sustaining a diverse group that included The Oregon Law Center, Portland State University, Farmworker Justice, Salud Medical Center, Pineros y Campesinos Unidos del Noroeste (PCUN), and Dr. Linda McCauley of Emory University, this partnership worked collaboratively to find ways to address farmworkers’ exposure to pesticides and other occupational health concerns. The project analysis will describe successful ways to sustain authentic partnerships and creative methods to bridge the gap between indigenous communities and institutions. The poster text and photos will present the cultural, linguistic, and occupational realities of the indigenous farmworkers, and will include the results of the baseline and follow-up surveys.
LESSONS LEARNED FROM A HEALTH PROMOTING PARTNERSHIP

Session Format: Story session

Intended Skill Level: Beginner, Intermediate

Sub-Theme(s): Sustaining; Capacity

Authors (Presenters in bold): Suzanne Cashman, Department of Family Medicine and Community Health, University of Massachusetts Medical School, Worcester, MA, USA; Patty Flanagan, YWCA of Central Massachusetts, Worcester, MA, USA

Presenters will lessons learned from a 5 year partnership between a community health center and a local YWCA. Results include: while the partnering organizations had similar missions and wove the principles of partnership into their relationship, problems emerged in the process of bringing together different cultures and expectations; challenges developed from offering open access while simultaneously ensuring that low-income, deconditioned patients understood how best to become active, responsible users of a community-based facility; committed leadership was key, especially to address the need for cultural humility; communication and feedback need to be frequent; no matter how much planning had been done, it was not enough; unexpected challenges of success almost damaged the partnership. Adding an academic partner at two years into the partnership offered another voice and new energy to help sustain the partnership.

Presenters will give a brief summary of the history and aims/goals of the partnership and the methods they used to gather data about it. Presenters will review CCPH's Principles of Partnership and then engage participants in relating lessons they have learned from this five-year partnership to the Principles.

Session Goals:
- Identify experiences and lessons learned from a five-year partnership
- Explore how agency participants met the unique challenges of developing an enduring partnership between two community-based agencies
- Examine the trials and successes of developing a sustainable partnership within the context of the CCPH Principles of Partnership

Session Learning Objectives:
- Apply the CCPH Principles of Partnership to examining a community-based agency partnership
- Identify lessons learned from a unique partnership between a community health center and a local YWCA
- Discuss the role and importance of leadership and an academic partner in developing and sustaining a community-based partnership

Session Agenda:
- Present background/history of the partnership and data gathering methods
- Review CCPH Principles of Partnership
- Present our lessons learned
- Engage participants in discussion of where they see each lesson matching (or not) with the Principles
- Summarize lessons learned for developing and sustaining this partnership as a model for other organizations

RECOGNIZING AND REWARDING COMMUNITY-ENGAGED SCHOLARSHIP: TEN YEARS OF EXPERIENCE AT ONCE INSTITUTION

Session Format: Story session

Intended Skill Level: Intermediate, Advanced

Sub-Theme(s): Journeys, Capacity

Authors (Presenters in bold): Sherril Gelmon, Mark O. Hatfield School of Government, Portland State University, Portland, OR, USA; Roy Koch, Office of Academic Affairs, Portland State University, Portland, OR, USA; Juliette
We undertook a survey of academic staff at Portland State University to build knowledge about current practice with regard to community engagement, with specific emphasis on the reward and recognition process of tenure and promotion review, after 10 years of application of these guidelines. We will present and discuss the results of the survey, which documents the experiences of academic staff with the tenure and/or promotion process, and articulates their experiences as community-engaged scholars. This session provides findings that are unusual in that few other institutions have as long a history of promoting and recognizing community engagement through tenure/promotion policies as Portland State. We will discuss implications for faculty development programs and strategies.

After initial presentation of the context, process and findings, presenters will pose some specific challenges to the audience and seek audience response to these challenges. Depending on the response and the size of the audience, we will then break into small groups for focused "buzz-sessions" on the challenges of greatest interest to the group, and then reconvene for brief report-back from the groups to share knowledge. Presenters will then integrate these responses, and offer suggestions of resources for future work. Participants will be asked to define one action item they will take back to their organization to enable them to act upon the ideas they have learned at this session.

**Session Goals:**
- To describe the process of developing promotion and tenure criteria that recognize and value community-engaged scholarship, and document ten years of experience with the use of these criteria
- To illustrate the process of institutional transformation to integrate community-engaged scholarship into faculty development, and create organizational culture change to value CES
- To share lessons learned across departments and disciplines and engage audience participants in an exchange of experiences to better understand the receptivity of various disciplines towards CES

**Session Learning Objectives:**
- Describe institutional barriers and facilitators to develop and implement promotion and tenure review criteria that recognize and value community-engaged scholarship
- Articulate major steps in institutional transformation and culture change, and creation of faculty development strategies that support these changes
- Identify relevant lessons for departments, disciplines and interdisciplinary groups at one's home institution in order to apply these and develop locally applicable actions

**Session Agenda:**
- 10 mins - introductions, audience members indicate one learning goal
- 15 mins- presentation of context, survey, findings
- 10 mins- presentation of challenges, audience expression of interest
- 20 mins- buzzgroups to discuss challenges
- 15 mins- small groups report back
- 15 mins- presenters integrate content and suggest resources
- 5 mins- participants define action item to implement at home organization

**CES4HEALTH.INFO: AN ONLINE TOOL FOR THE PEER REVIEW AND DISSEMINATION OF NONTRADITIONAL PRODUCTS OF COMMUNITY-ENGAGED SCHOLARSHIP**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Sustaining, Capacity

**Authors (Presenters in bold):** Catherine Jordan, Children, Youth and Family Consortium, University of Minnesota, Minneapolis, MN, US; Alex Allen, Community Planning & Research, Isles, Inc., Trenton, NJ, USA; Eric Bass, Progress in Community Health Partnerships, Baltimore, MD, USA; Robert Hackett, The Corella & Bertran F. Bonner Foundation, Princeton, NJ, USA; Randy Jackson, Canadian Aboriginal AIDS Network, Vancouver, B.C., Canada; Robby Reynolds, Director, MedEdPortal, Association of American Medical Colleges, Washington, D.C., USA; Lorilee Sandman, Department of Lifelong Education, Administration, and Policy, University of Georgia, Athens, GA, USA; Piper McGinley, Faculty for...
We will define CES, particularly the "scholarship" part, focusing on components of impact, dissemination and peer review. Non-traditional products are important vehicles for disseminating information to stakeholder communities and enhancing impact of the work. However, they may not meet criteria for scholarship, and hence may not be counted in P and T unless they are peer reviewed and broadly disseminated. We will present strategies for enhancing the “scholarly-ness” of such products, increasing their impact through broad and sustained dissemination, and submitting them to peer review. We will introduce CES4Health, an online tool for the peer review and dissemination of non-traditional products of CES being developed through CCPH’s Faculty for the Engaged Campus grant.

The session will include presentation, group brainstorming, small group discussion and hands-on exploration of the online tool. Participants will be asked to generate examples of scholarly and non-scholarly approaches to, and products resulting from, community engagement. Small groups will brainstorm effective non-traditional products and strategies they might use to submit such products for peer review and achieve broad and sustained dissemination to target audiences. Participants will have the opportunity to observe the CES4Health tool and then, dependent on the availability of WiFi, experiment with navigating it, accessing peer reviewed resources, learning about submission requirements, etc.

Session Goals:
- Examine the role of nontraditional products (not peer-reviewed manuscripts) in enhancing impact of community-engaged scholarship (CES) on stakeholder communities
- Examine the status of non-traditional products of CES in the promotion and tenure process
- Present a new forum for the peer review and online dissemination of non-traditional products of CES

Session Learning Objectives:
- Participants will understand the importance of non-traditional products in communicating and applying information resulting from CES to stakeholder communities
- Participants will understand how non-traditional products of CES can “count” in the promotion and tenure (P and T) process
- Participants will learn how they can obtain rigorous peer review of their non-traditional products, widely disseminate them, and sustain their impact through a new online tool, CES4Health.info

Session Agenda:
- Introductions of presenters and audience, if size allows (15 min)
- Review of definitions of CES and scholarship (10 min)
- Generation of ideas for effective non-traditional products of CES (10 min)
- Discussion of the status of such products in P and T (5 min)
- Small groups generate ideas for enhancing scholarly-ness, submitting to peer review, and broad dissemination (20 min)
- Presentation of CES4Health.info (15 min)
- Time to experiment with CES4Health.info (15 min)

SUSTAINING UNIVERSITY-COMMUNITY PARTNERSHIPS: A THREE YEAR JOURNEY—SO FAR

Session Format: Story session

Intended Skill Level: Beginner, Intermediate

Sub-Theme(s): Sustaining, Innovative

Authors (Presenters in bold): Trula Nicholas, Human Services and Rehabilitation, Western Washington University, Bellingham, WA, USA; Geof Morgan, Whatcom Family and Community Network, Bellingham, WA, USA

This session will engage participants in a four-year journey of a partnership between a small community organizing agency, local neighborhood associations, and faculty and students from two different departments at the local university. A variety of partners in this endeavor will share stories of this partnership from their unique perspective. The session will include live and video taped interviews/story telling and a variety of hands-on activity for participants.
Participants will engage in dialogue with a variety individuals who have been a part of this partnership over the past three years. Participants will also work with each other to brainstorm ways they can develop or enhance sustained partnerships in their hometowns.

Session Goals:

- Present stories from a variety of perspective of a long-term collaborative effort between a university, local neighborhood associations, and a community development organization
- Examine what it means to engage in community-driven partnerships
- Engage participants in developing and strengthening sustained college/university/community partnerships

Session Learning Objectives:

- Recognize the strengths and challenges in a community-driven partnership between an institution of higher education and local community partners
- Identify and describe what it takes to sustain an authentic community/university partnership
- Create sustainable community-driven partnerships in their hometowns

Session Agenda:

- Introductions (both live and video taped)
- Short overview of our collaborative history
- Sharing our stories (both live and video taped)
- Successes we have experienced
- Challenges we have faced
- Why this partnership is meaningful to me
- Connect with partners (4 or 5) via phone or videoconferencing (depending on technology available) for Q&A
- Participants gather in small group – brainstorm how this can be replicated in my community
- Closing (both live and video taped)

SHAKEN NOT STIRRED: PROMOTING COMMUNITY RESPONSIBILITY FOR ALCOHOL RELATED BEHAVIORS THROUGH ALLIANCES AND EMPOWERMENT

Session Format: Challenges consultation session

Intended Skill Level: Intermediate

Sub-Theme(s): Journeys, Interdisciplinary

Authors (Presenters in bold): Janice Putnam, Nursing Department, University of Central Missouri, Warrensburg, MO, USA; Victoria Steel, Sponsored Program, University of Central Missouri, Warrensburg, MO, USA; Amy Kiger, Office of Violence and Substance Abuse, University of Central Missouri and Warrensburg Partners in Prevention, Warrensburg, MO, USA; Jeff Hancock, City of Warrensburg, Warrenburg, MO, USA

The Warrensburg Area Partners in Prevention Coalition (WAPIP) is a local unit of a statewide membership coalition working to address alcohol related issues that have impacted the community. It envisions a healthy and safe environment for individuals, business and the community at large. WAPIP members are grouped into six subcommittees designed to address the seven goals of this organization. Individual and organizational members provide alcohol related resources, training and expertise to improve public policy and response to alcohol related issues. This session describes exemplars of the developmental strategies, activities, outcomes and lessons learned through this coalition.

Conference attendees will participate in a roundtable discussion. They will be assigned a stakeholder role and attend either the Responsible Hospitality Council, the Law Enforcement Subcommittee, the Policies and Ordinances Subcommittee, the Communications Subcommittee, the Coalition Assessment Committee and the Safe Neighborhoods Subcommittee roundtable. They will be asked to express their views and positions for an assigned task within their role. Presenters will facilitate conversations. Attendees will then have an opportunity to compare their individual roundtable discussion with the whole group in a reflection activity.

Session Goals:

- To discuss how a local unit of a statewide program was founded in response to a key community event: the opportunities and challenges that the coalition needed to meet
- To relate the skills used to complete a needs assessment and the ensuing development of the coalition’s organizational structure leading to the development of a strategic planning
To examine exemplars and challenges of transformational empowerment gained through this experience

Session Learning Objectives:
- The learner will leave the session being able to identify specific actions that they can take in developing a community partnership
- The learner will leave the session being able to cite examples of systematic methods used to define and address social issues such as alcohol related behaviors
- The learner will leave the session having a deeper understanding of transformational empowerment gained by challenging and changing assumptions about social issues such as alcohol related behaviors

Session Agenda:
- 30 minutes presentation
- 25 minutes roundtable discussion groups
- 25 minutes reflection activity
- 10 minute question-and-answer session

CHALLENGES OF TRANSLATING RESEARCH FINDINGS TO SOCIAL ACTION IN COMMUNITY-BASED PARTICIPATORY RESEARCH STUDIES

Session Format: Challenges consultation session

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): CBPR

Authors (Presenters in bold): Patricia E. Stevens, College of Nursing, University of Wisconsin, Milwaukee, WI, USA; Virginia Zerpa-Urionia, Center for Urban Population Health, Milwaukee, WI, USA; Maria Toscano, Department of HIV/AIDS, Sixteenth Street Community Health Center, Milwaukee, WI, USA; Maria Barker, Education Department, Planned Parenthood of Wisconsin, Milwaukee, WI, USA; Jennifer Ward, The Healing Center, Milwaukee, WI, USA; Angela Brautigam, United Migrant Opportunity Services, Milwaukee, WI, USA; David Fazer, Center for Urban Population Health, Milwaukee, WI, USA; Loren Galvao, Center for Urban Population Health, Milwaukee, WI, USA

Our session will open with discussion of the CBPR we have been engaged in for 18 months. Aims in the project were to: a) explore the impact of HIV in the lives of Latinas through qualitative interviews conducted in Spanish, and b) integrate the dynamic involvement of a Community Advisory Board through all stages of the research. We will share stories that Latinas living with HIV told us about the challenges they face in: accessing health care, housing, jobs, and social services without documentation; gender roles and relationships; balancing secrecy and disclosure in families and communities; and staying strong in the face of HIV. Our central task will be to engage the audience as consultants in devising ways to move from research findings to real social change in studies like ours.

Multiple community and campus partners in our CBPR will discuss the project from their unique perspectives, talking about the obstacles encountered and insights gained from the collaboration. To include the voices of Latinas living with HIV we will share from our data their verbatim stories about struggles and triumphs. Throughout the session we will invite comments, questions, and suggestions from the audience. The major interactive discussion we hope to engage among session participants includes these topics: How do community-campus partnerships garner the support and resources necessary to effectively use research findings to enact social justice? How do community-campus partnerships generate positive program and policy changes to reduce health disparities?

Session Goals:
- Discuss our CBPR about the health issues and resource needs of Latinas living with HIV, providing perspectives from community and campus partners
- Share the stories from Latinas living with HIV that are part of our data to demonstrate the challenges they face and the social justice issues at hand
- Engage the audience in analyzing how a community-campus coalition like ours can move from study findings to social action, inviting discussion of strategies and solutions others have used

Session Learning Objectives:
- Deepen their understanding of CBPR
- Reflect on how community-campus coalitions can translate knowledge gained from research into actions to empower communities, make resources available, and change oppressive policies
Be inspired to plan, design and implement community-driven social justice strategies

Session Agenda:
- Briefly introduce presenters and their roles in the CBPR. 5 minutes
- Discussing the CBPR study from the various community and campus perspectives. 25 minutes
- Sharing the stories of HIV-infected Latinas in our study to stimulate discussion with the audience about the social justice issues at stake. 30 minutes
- Facilitating consultation from all participants in the session about turning research findings into viable strategies for improving the health and well-being of communities. 30 minutes

COMMUNITY-UNIVERSITY PARTNERSHIPS BOOK PROJECT—INTERGRATING UNDERSTANDING FROM THE FIELD

Session Format: Creative arts-based discussion session

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Sustaining, Innovative

Authors (Presenters in bold): Kevin Kecskes, Center for Academic Excellence, Portland State University, Portland, OR, USA; Chris Carey, Portland State University, Portland, OR, USA; Anya Hankin, Center for Academic Excellence, Portland State University, Portland, OR, USA; Joshua Todd, Comission on Children, Families and Community, Portland, OR, USA

Portland State University has established a multi-tiered, institution-wide effort to support faculty, staff, students, and community partners to build and maintain sustainable community-university partnerships. Our session will explore key components of this Partnership Initiative, providing participants with tangible tools to apply to their own partnerships. Included in the Partnership Initiative is a forthcoming book on community-university partnerships. In summary fashion, editors will report on visions and strategies addressed in the publication while engaging participants in questions about the emerging data, opening up the publication to voices that are not often included in such texts—the diverse voices of our participants. This innovative and interactive approach to exploring the topic introduces documented approaches for achieving potentials of partnership work, highlighting reciprocity, trust, collaboration and collective empowerment.

Using experiential exercises based on a grounded theory approach, participants are invited to delve deeply into the topic of community-university partnerships, co-creating an understanding of promising-practices and collectively determining next steps. After sharing key insights from the forthcoming book and describing PSU’s Partnership Initiative, presenters will facilitate creative-brainstorming exercises designed to stimulate small- and large-group dialogue and generate excitement about the field. This session is rich in creativity, employing interactive theatre, visual art, and dynamic story-sharing.

Session Goals:
- Present participants with dynamic models to build sustainable partnerships, discussing Portland State University’s institutional effort to support faculty, staff and students to build partnerships
- Report initial insights from the book’s fourteen contributors—including prominent scholars in the field—thus highlighting exemplary and unique models of community-university partnerships
- Creatively engage participants in conversation about the data and models recognizing their wisdom and empowering diverse voices to shape the final publication through their insights and feedback

Session Learning Objectives:
- Critically examine PSU’s overall partnership model and dialogue with participants about how to apply relevant structures to their own partnerships
- Add participants’ voices to the conversation, contributing to a forthcoming volume about promising practices in the field, ensuring that concerns, questions and successes are explored in the text
- Deepen participants’ understanding of how partnerships transform institutions and community, reflect on their own experiences within a context of Portland State University’s Partnership Initiative

Session Agenda:
- Introduce: Presenters & Participants
- Engage: “Speed Interview” activity in which participants share short stories about their partnership experiences & get to know one another
Create: Multi-media presentation on PSU book project highlighting voices of contributors
Envision: Creative brainstorming using theater and writing activities
Contribute: Adding our voices to the conversation—large and small group dialogue
Apply: Next steps--Gathering tangible tools for partnership practice

AN INNOVATIVE APPROACH TO ADDRESS COMMUNITY HEALTH ISSUES AND HEALTH DISPARITIES: SOCIAL MARKETING CAMPAIGN DEVELOPMENT AND IMPLEMENTATION

Session Format: Skill-building workshop

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Sustaining, Innovative

Authors (Presenters in bold): Billie Lindsey, Department of Community Health, Western Washington University, Bellingham, WA, USA; Kathleen Charles, Lummi Nation, Bellingham, WA, USA

For many community health needs, social marketing campaigns play an important role. Many community agencies can benefit from a partnership in which university students assist in the development and implementation of well-designed communication campaigns. This workshop will include a description of an innovative partnership in which senior level Community Health students develop campaigns that include, and require, community based participatory and formative research. We will discuss campaigns designed with the Lummi Nation, including healthy beverages for preschoolers, breastfeeding, and a free spay and neuter program. We will highlight other community campaigns, e.g., underage drinking, HIV testing for homeless youth, and HPV vaccine. This workshop provides a model that addresses community health needs, and in the process, enhances students’ skills related to participatory research and health program planning.

This session will include two presenters: the public health educator from the Lummi Nation and the university faculty. We will highlight methods to work within a community to understand an intended audience’s interests, needs, and perspectives related to benefits and barriers to adopt a health behavior. Participants will have the opportunity to peruse sample campaigns that include rationale, formative research, strategies, and final products. Through question, answer, and discussion, participants will be able to learn how they can apply social marketing principles to develop campaigns and develop similar partnerships. The community health educator will share the keys to successfully working with students and the faculty will share the keys to establishing sustainable partnerships.

Session Goals:
- To introduce a model of a sustained relationship among community health agencies and a university's social marketing course and community health program
- To enhance the understanding of the role, scope, and uniqueness that social marketing campaigns can play in addressing community health needs
- To build research and strategy development skills, including audience segmentation and pre-testing as primary means to effective social marketing campaign development

Session Learning Objectives:
- Identify key social marketing principles and strategies to build and implement results-based campaigns
- Describe the process, keys to successful collaboration, and the requirements, roles, and responsibilities of faculty, students, and agency supervisors for the development of effective campaigns
- Describe campaigns, including a healthy beverage campaign for preschoolers, breastfeeding, HIV testing for homeless youth, underage drinking prevention, and access to health care, among others

Session Agenda:
- An introduction to the partnership between the university and community agencies will include sample campaigns that have been developed over the past 5 years by the social marketing class students; minimal requirements for campaign development: formative/primary research with the intended audience, pre-testing, radio PSAs, and press releases; and keys to success
- Specific campaigns, including the Lummi Nation experience with the partnership
TOOLS AND STRATEGIES FOR SUSTAINABILITY—STANFORD’S EXPERIENCES IN COMMUNITY HEALTH PARTNERSHIP

Session Format: Skill-building workshop

Intended Skill Level: Intermediate, Advanced

Sub-Theme(s): Sustaining, Innovative

Authors (Presenters in bold): Evelyn Ho, Stanford Office of Community Health, Stanford University School of Medicine. Stanford, CA, USA; Janet Hughes, MayView Community Health Centers, Palo Alto, CA, USA; Ann Banchoff, Stanford Office of Community Health, Stanford University School of Medicine. Stanford, CA, USA; Rhonda McClinton-Brown, Stanford Office of Community Health, Stanford University School of Medicine. Stanford, CA, USA

In 2005, the Stanford Office of Community Health (OCH) was inaugurated to augment, institutionalize, and sustain the School of Medicine’s community-academic partnerships. More than 20 local partner agencies, including non-profits, community clinics, and public health agencies, have played a critical role in defining the OCH agenda and training students to be leaders in community health. While this dynamic structure poses unique challenges, it has also elicited dozens of successful community-defined and student-led capacity-building projects as well as increased Stanford participation in broad community health initiatives. The OCH has developed a number of tools and strategies for assessing community need; planning projects; defining goals and expectations; ensuring accountability; and sustaining the positive outcomes of collaboration. Participants will learn the history, challenges and rewards of this work, and will be invited to modify Stanford tools and methods for their own work.

This workshop will be highly interactive following a brief presentation of the Stanford experience. OCH staff as well as current and former community partners will facilitate small group planning sessions aimed at supporting participants in planning for developing and sustaining partnerships. Strategies and ideas will be shared across the larger group through brainstorming and discussion.

Session Goals:
- Describe an iterative process for assessing and fulfilling the potential for sustained community-campus partnerships to address public health challenges
- Provide tools for assessing and responding to community-identified needs through university-based community engagement courses
- Assist individuals and groups with some community-campus partnership experience in planning for sustained, productive and ever-evolving collaborations.

Session Learning Objectives:
- Describe the approach the Stanford Office of Community Health has taken to evolving partnerships beyond individual projects and relationships to sustained institutional collaborations
- Modify tools and methods used by the Stanford Office of Community Health for appropriate use within their own settings
- Outline a strategy for moving their own community-campus partnerships into “sustainability mode.”

Session Agenda:
- Introductions and review of goals, objectives and agenda (10 minutes)
- The Stanford experience (20 minutes)
  - Review of OCH history
  - Partnership case examples
- Small group planning activity (45 minutes)
  - Organizational self-assessment
  - Setting realistic goals
  - Applying OCH tools and strategies to your home setting
  - Identifying next steps towards sustained partnerships
- Large group de-brief and review of session outcomes (15 minutes)
STRATEGIES FOR COMMUNITY AND CAMPUS CAPACITY BUILDING

Session Format: Thematic Poster Session

Intended Skill Level: Beginner, Intermediate and Advanced

This thematic poster session is comprised of the 5 posters (CB#1-#5) below:

CB#1: CREATING ONLINE AND PRINT RESOURCES TO SUPPORT COMMUNITY-ENGAGED RESEARCH: THE STORY OF AN ACADEMIC CENTER’S WEBSITE, ENNEWSLETTER, GUIDES AND RESOURCE MANUALS

Authors (Presenters in bold): Paula B. Fleisher, Community Engagement Program, Clinical Translational Science Institute, University of California San Francisco, San Francisco, CA, USA

The University of California San Francisco (UCSF) Clinical Translational Science Institute (CTSI) is charged with developing infrastructure, services, and resources to encourage, facilitate, and support research that has an impact on the health of our communities. Our goal at the UCSF CTSI Community Engagement Program is to provide up-to-date and informative resources about the design, implementation, dissemination, and application of translational health research that current and potential community partners and investigators find relevant, interesting, understandable, and accessible. High quality web-based and print sources of information are key to this meeting this charge. This poster illustrates (through a timeline, diagrams, screen shots and social network map) and describes (in brief narrative text) the resources and how both the process and products themselves have relied on community engagement to be successful and useful.

CB#2: ALLIANCE FOR RESEARCH IN CHICAGOLAND COMMUNITIES (ARCC): OUR STORY OF ENGAGEMENT AND CAPACITY-BUILDING

Authors (Presenters in bold): Jen Kauper-Brown, Alliance for Research in Chicagoland Communities, Northwestern University Clinical and Translational Sciences Institute, Chicago, IL, USA; Lucy Gomez, Logan Square Neighborhood Association, Chicago, IL, USA; Mandy LaBreche, Asian Health Coalition of Illinois, Chicago, IL, USA; Janine Lewis, Westside Health Authority, Chicago, IL, USA; Josefina Serrato, Northwestern University Clinical and Translational Sciences Institute, Chicago, IL, USA; Gina Curry, Northwestern University Clinical and Translational Sciences Institute, Chicago, IL, USA; Virginia Bishop, Northwestern University Clinical and Translational Sciences Institute, Chicago, IL, USA

ARCC's mission is growing equitable and collaborative partnerships between Chicago area communities and Northwestern University (NU) for research that leads to measureable improvement in community health. ARCC is guided by a Steering Committee (SC) of community-based organizations (CBOs) and NU faculty. CBO SC members were collectively awarded funds from a local funder to focus on the development and institutionalization of their capacity as equal research partners and to serve as ambassadors for community-based participatory research (CBPR). The project aims to increase integration of CBPR principles and practice into CBOs’ priorities & programs. Each CBO is assessing its research skills, priorities, and readiness to engage in research partnerships. In recognition of their unique community and experience, each CBO is developing CBO-specific action plans to increase their research capacity. ARCC SC members and staff will share experiences, future plans, and initial evaluation results.

CB#3: HEALTHSTREET: TRANSFORMING RESEARCH THROUGH COMMUNITY AND RESEARCH INSTITUTION PARTNERSHIP

Authors (Presenters in bold): Catherine LW. Striley, Psychiatry Department, Washington University School of Medicine, Saint Louis, MO, USA; Linda B. Cottler, Washington University School of Medicine, Saint Louis, MO, USA; Catina Callahan O’Leary, Washington University School of Medicine, Saint Louis, MO, USA; Arbi Ben Abdallah, Washington University School of Medicine, Saint Louis, MO, USA; Dan Martin, Washington University School of Medicine, Saint Louis, MO, USA

This poster will present information showing the HealthStreet model of community engagement and partnership, display information on services provided, present student paths to engagement with the community, and provide data depicting the range of community initiatives and involvement. Since January 2009, HealthStreet has solicited health concerns and information from 2,000 individuals in St. Louis, has provided free HIV and STD testing through two organizations, has helped City residents with warrant relief, has provided referrals, toiletries, clothes, classes and health screening to individuals from every zip code in the City using a mobile van and storefront center staffed by students from medicine, social work, arts and sciences, biology, architecture, occupational therapy and physical therapy as well as community
CB#4: LET’S GET STARTED TRAINING: COMMUNITY BASED PARTICIPATORY AND TRANSLATIONAL RESEARCH

Authors (Presenters in bold): Charlene Barrientos Ortiz, Colorado School of Public Health, University of Colorado, Denver, CO, USA; Monica Larrea de Arellano, Latino Community Member, Denver, CO, USA; Sheana Bull, Associate Professor, UC Denver, Colorado School of Public Health, Denver, CO, USA; Lorenzo Ramirez, LUCHAR Community Liaison, Denver, CO, USA; Leslie Wright, Kaiser Permanente Colorado, USA

The Community Engagement Core of the UC Denver CCTSI developed a curriculum to increase capacity and skills in community engagement and translational research among researchers and community members. The curriculum is available to CCTSI affiliates interested in learning more about community engagement and translation research. Training is offered in three sessions spanning 8 hours. Topics covered in the curriculum include: 1) Introduction to Community-based participatory research principles and translational research 2) Strategies for building academic-community partnerships, recruitment and retention of research staff and participants 3) Improving research measures and dissemination of findings. Training is delivered by teams of community and academic partners modeling shared decision making and training responsibilities. Community trainers offer expertise in engagement traditionally missing in research projects.

CB#5: USING RESEARCH PLANNING GRANTS TO ENGAGE COMMUNITY PARTNERS IN CLINICAL TRANSLATIONAL SCIENCE RESEARCH: LESSONS LEARNED

Authors (Presenters in bold): Ann DiGirolamo, Institute for Community Health (ICH), Cambridge Health Alliance (CHA), Cambridge, MA, USA; Jocelyn Chu, ICH, CHA, Cambridge, MA, USA; Milagro Grullon, Relations and Health Improvement, City of Lawrence Mayor’s Health Task Force, Lawrence, MA, USA; Stacey King, Health Promotion and Marketing, Cambridge Public Health Department, Cambridge, MA, USA; Jennifer Opp, Division of Public Health Practice, Harvard School of Public Health, Cambridge, MA, USA; Shalini Tendulkar, ICH, CHA, Cambridge, MA, USA; Karen Hacker, ICH, CHA, Cambridge, MA, USA

Clinical Translational Science Centers (CTSCs), including the Harvard CTSC, offer pilot grants to investigators for innovative projects aimed at improving human health. To encourage community partners to engage in this process, Harvard’s Community-Based Participatory Research Program offers competitive research planning grants to community partners. These small planning grants are intended to support partnerships with Harvard researchers and lead to CTSC pilot grants. Benefits include empowering communities to address their priority health issues, encouraging new partnerships, and building capacity/knowledge necessary to conduct research with communities. Challenges include defining “community”, equalizing power between partners, and enhancing rigor given the varying degrees of research readiness. The presentation will describe the planning grant process and lessons learned, and provide case examples to illustrate benefits and challenges of this approach.
DOING COMMUNITY-MINDED RESEARCH IN LAWRENCE, MA: GUIDANCE FOR RESEARCHERS

Session Format: Skill-building workshop

Intended Skill Level: Intermediate, Advanced

Sub-Theme(s): Capacity, Innovative

Authors (Presenters in bold): Emily Strachan, City of Lawrence Mayor’s Health Task Force, Lawrence, MA, USA; Trinidad Tellez, Greater Lawrence Family Health Center, Latino Center of Excellence for Eliminating Disparities; REACH New England, Lawrence, MA, USA; Milagro Grullón, City of Lawrence Mayor’s Health Task Force & Community Development Department, Lawrence, MA, USA

The Lawrence Research Initiative is a community academic collaborative project that includes representatives from the community, City of Lawrence, universities, and community organizations. It was established to promote community-participatory and community-responsive research in Lawrence. We aim to build an empowerment infrastructure by using Community-Based Participatory Research (CBPR). In order to encourage the use of a CBPR approach in all Lawrence research endeavors a set of Guiding Documents was created, including core principles for research partnerships, a series of questions to help form agreements for research, a model to guide researchers and community members toward an equitable and mutually-beneficial research process and result, and a glossary of research words. This skill-building workshop will empower researchers and community members to act collaboratively by teaching how our model has been successful and how they can put it into action within their own community. The presenters will have opportunities to ask for feedback from participants. For example, our set of four Guiding Documents will be distributed including Questions for Research Partnership Agreements, at which time participants will have a chance to read them and share with the group a question that stands out to them. As we review the documents, participants will have a chance to share what has worked for them or make suggestions to how partnerships could be approached differently. In addition, throughout our presentation we have used metaphors to assist our audience in understanding how research in the community can be described metaphorically. We will then take time to pause for comments as to what thoughts these metaphors provoke and possible other metaphors they bring to mind.

Session Goals:
- Sharing the success of Lawrence, MA in building community capacity for Community Based Participatory Research, and provide tools to replicate our model.
- Highlighting how an innovative partnership of city, academics and community is possible and what has made it successful.
- Build the collaborative capacity of all members of a partnership by teaching them how to use our Guiding Documents for researchers and community organizations to work together successfully.

Session Learning Objectives:
- Participants will be able to list at least three benefits of using a Community Based Participatory Research (CBPR) approach
- Participants will learn about the Lawrence Research Initiative’s efforts to promote an equitable and mutually-beneficial research process and result and a more fully informed and empowered community
- Participants will be able to use or replicate to their needs, our Guiding Documents in other communities to support collaborative research agreements between researchers and community

Session Agenda:
- 10-15 minutes: Start by learning who’s in room/introducing ourselves
- 60 minutes: Power-point slides with interactive parts: Discussion of different research model metaphors
- Questions for Research Partnership Agreements and Questions for Non Collaborative Community Response Research
- Case-studies of different Projects, as examples of outcomes when the Guiding Documents are and aren’t used
- Show video of qualitative feedback from academic and community partners
- 15 minutes: Questions/conversation
A VISION FOR BUILDING RESEARCH CAPACITY IN NEIGHBORHOODS AND COMMUNITY ORGANIZATIONS:  HOW TO ACHIEVE THE VISION, INCLUDING LESSONS LEARNED

Session Format: Skill-building workshop

Intended Skill Level: Intermediate, Advanced

Sub-Theme(s): Capacity, Innovative

Authors (Presenters in bold):  Marlynn May, Center for Community-Based Research, St. Luke’s Episcopal Health Charities, Houston, TX, USA;  Yvonne Green, St. Luke’s Episcopal Health Charities, Houston, TX, USA;  Jane Peranteau, St. Luke’s Episcopal Health Charities, Houston, TX, USA;  Emit Square, St. Luke’s Episcopal Health Charities, Houston, TX, USA;  Patricia Bray St. Luke’s Episcopal Health Charities, Houston, TX, USA;

The Charities’ Center for Community Based Research (CCBR) is motivated by a vision of community-based, community-focused research with underserved neighborhoods. Within that vision is a mission to engage fully neighborhood residents and organizations in the research process. Toward that end, the CCBR recruits, trains and sustains a Community Faculty drawn from the neighborhoods in which it works. This Community Faculty, in turn, trains neighborhood residents from other communities. In addition, the CCBR conducts workshops with community organizations in the skills and culture of formal research. This workshop will convey the vision and mission of the CCBR, its research capacity building program and engage participants in assessing their readiness.

Part II (see agenda) involves interactive presentations by community and academic partners in which the presenters will present narratives/stories from their experiences that make and illustrate their points

Part III (see agenda) is an open exchange of ideas about the vision, how that vision “fits,” or not, with workshop participants’ experiences; completion and discussion of a “readiness inventory” by the participants

Part IV (see agenda) will be an interactive exchange of stories and experiences among the Partners about lessons learned including engagement of participants’ experiences and local knowledge.

Session Goals:
- Present our vision of research capacity building in neighborhoods and community organizations, why we see it as important, complete with real-time examples and applications of the vision
- Engage workshop participants in reflective activities helping them gauge their interest in and readiness for integrating research capacity within their neighborhood and organizations
- Explore the barriers and facilitators that neighborhoods and community organizations will confront if they accept a similar vision of research capacity within their organization

Session Learning Objectives:
- To learn firsthand – from case examples presented by multiple community partners - why the vision “fits” for them, what it does for them
- To gain an initial assessment of their neighborhood’s and its organizations’ research capacity readiness – including their motivation, leadership and potential for research infrastructure
- To receive, discuss and take away a roster of “lessons learned” as experienced by other neighborhood residents and organizations who are integrating research capacity

Session Agenda:
- Brief overview of a multilayered partnership (5 m)
- Presentation of the vision for building research capacity within neighborhoods and community organizations
- Discussion led by our facilitation team engaging workshop participants in discussion, clarification, and critical thinking about the vision – completion by participants of a “research readiness inventory”
- Exchange of lessons learned; interactive application of relevant lessons to the participants’ situations

CHALLENGING WHITNESS IN POLICY-BASED RESEARCH PRACTICES: LEARNING FROM THE COALITION OF COMMUNITIES OF COLOR

Session Format: Skill-building workshop

Intended Skill Level: Intermediate, Advanced

Sub-Theme(s): Journeys, Health equity
In Multnomah County, Oregon, a robust CBPR project exists between the Coalition of Communities of Color and faculty at the School of Social Work at Portland State University. The focus was to "own" documentations of their experience and strengthen advocacy practices. Outcomes include expanded legitimacy of the Coalition, researcher transformations to reject whiteness in policy research, and beginning a movement to change mainstream policy research practice. The CBPR methods and findings will be shared. The participants will engage in an inventory of whiteness bias as it currently exists in mainstream policy research, via an experiential segment. It will be of interest to CBPR practitioners who aim to work on the social determinants of health, particularly in the areas of income, education and employment, as well as social service delivery. Facilitators are the academic researchers and community members.

Methods used to facilitate interactive discussion:
1. Mainstream data collection tools will be shared and analyzed together
2. Powerpoint of findings will be discussed by all participants for their relevance outside the project
3. Participants will participate in collective reflection on the project's success

Session Goals:
- To experience the influence of whiteness in the construction of research questions, data collection tools, analysis and representation of data findings
- To understand alternatives to whiteness as contained within culturally-verified data practices
- To advance research practices that are culturally-specific and culturally-licensed

Session Learning Objectives:
- Examine traditional research practices for whiteness bias
- Understand key dimensions of successful advocacy practices in the policy research arena
- Explore connections of own research interests to the content provided

Session Agenda:
- Introduction to facilitators
- Overview of the CBPR project
- Sharing of findings - both analytic and process oriented
- Activity - distribution of data collection tools and exploration of whiteness embedded in the tools
- Collective reflection and discussion

THE TRADE HEALTH AND ENVIRONMENT (THE) IMPACT PROJECT: A COMMUNITY-ACADEMIC COLLABORATIVE TO REDUCE THE IMPACTS OF PORTS AND GOODS MOVEMENT IN ENVIRONMENTAL JUSTICE COMMUNITIES

Session Format: Skill-building workshop

Intended Skill Level: Intermediate

Sub-Theme(s): Journeys, Sustaining

This session will describe a community-academic collaborative called THE Impact Project which uses science-based information and community engagement to inform public policy decision-making, encouraging healthy solutions for communities impacted by ports, rail yards, intermodal facilities, distribution centers, trucking routes and other goods.
movement expansion activities. One of THE Impact Project’s goals is to ensure that reducing health, environmental and community impacts becomes central to the transportation and goods movement planning and policy process. THE Impact Project also seeks to shift the nature of the debate about ports and freight movement to elevate community voices in policy-making, while also using the science and policy work of the academic partners to strengthen those voices. THE Impact Project trains community members to conduct street science and engages them in developing digital stories as tools to describe their empowerment and organizations.

We will use several methods to facilitate interactive discussion, including (1) demonstrating a mapping exercise and seeing if participants would like to add their “goods movement facilities” (ports, railyards, etc) to the map; (2) having a community partner describe the process of developing a digital story over the course of a weekend training, including collecting her own photos, writing the script and editing the final video in FinalCutPro; (3) discussions of traffic counting and other ways that community members can act as “street scientists,” what parts seem “doable” and at what point do the public health professionals need to “step in?” and (4) debate what is more important – the collection of data or the empowerment that occurs among community members?

Session Goals:

- To describe a unique community-academic partnership focused on reducing the health and community impacts of moving products made in China through U.S. ports to their destinations
- To describe the value of bi-directional communication, in which community members use science in their organizing and policy work, and research agendas are shaped by knowledge of community concerns
- To describe communication tools (in this case digital storytelling) that can empower community residents, publicize accomplishments of their organizations or the partnership, and inform funders

Session Learning Objectives:

- Participants will be able to understand how a campus-community partnership can build the knowledge and skills of partners, regardless of their educational levels, and lead to policy changes
- Participants will be able to understand ways that trained community members can collect environmental health information in the field and present their findings to policymakers
- Participants will be able to describe basic steps in creating digital stories that describe communities, and ways that partnerships have created change and transformed individuals

Session Agenda:

- Describe THE Impact Project, why it focuses on impacts of international trade, and why involving both community and academia makes the partnership “bigger than the sum of its parts”
- Demonstrate the mapping project at www.TheImpactProject.org
- Describe training on traffic counting and presenting results to policymakers
- Play 2-minute digital stories, describe how they were developed, how long the process takes, what skills are needed and their value to both partners and funders

COMMUNITY-BASED PARTICIPATORY RESEARCH AND YOUTH ORGANIZING FOR EDUCATIONAL REFORM: A UNIVERSITY AND COMMUNITY PARTNERSHIP TO REDUCE RACIAL CONFLICT IN INNER-CITY HIGH SCHOOLS IN SAN BERNARDINO, CALIFORNIA

Session Format: Story session

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Innovative; CBPR

Authors (Presenters in bold): Thomas Dolan, Pitzer College – Pitzer in Ontario Program, Inland Congregations United for Change, Claremont, CA, USA; Tessa Hicks, Pitzer College, Center for California Cultural and Social Issues, Claremont, CA, USA; Sam Hamft, Pomona College, Claremont, CA, USA; Rocio Ruiz, San Gorgonio High School, San Bernardino, CA, USA

This session will describe the partnership between Pitzer College and Inland Congregations United for Change (a faith-based community organizing agency) in an extensive community-campus partnership, based in community-based, participatory research and community organizing. This collaboration has affected not only the pedagogical and epistemological foundations of the academic curriculum at Pitzer College but has also affected change in the local community of San Bernardino. In addition to discussing the learning outcomes of both the college and high school
students involved, this session will also tell the story of the community impacts and social change outcomes, as well as particular successes and challenges that resulted from this collaboration.

Mirroring the methodology of the narrative inquiry and participatory action research of the Pitzer-ICUC case study, this session uses a narrative approach in facilitating an interactive discussion with participants. By providing a space for people to share their stories in detailed personal accounts, bridges of understanding are built, relationships nurtured, heretofore silenced or marginal voices empowered and social phenomena illuminated. The presenters will stress the importance of creating an equal, fluid and two-way exchange (i.e., sitting in a circle, using “I” statements, creating space for all to be heard) in the story telling and question and answer discussion, thus negating the subject-object duality often found in both traditional research and traditional conference panels.

Session Goals:
- To share stories of university students and professors working as researchers in partnership with high school students working as organizers in a campaign to address racial violence among students
- To share high school students’ stories of transformation as students become researchers and as they teach researchers to become organizers
- To share stories of how the development of a university-community partnership works to effect change in the culture and policies of the university

Session Learning Objectives:
- Participants will better understand how their partnerships address issues of complementarity and power in their interactions, both as institutions and as individuals
- The stories of personal transformation will teach participants how partners construct their own stories of transformation and how they co-construct a narrative of personal and social transformation
- Session participants will learn how we have worked with the university to engage individual professors and university institutions in discussion about strategic partnerships

Session Agenda:
- Introductions
- Presentation – Participatory research and community organizing: Lessons learned in an action research partnership – Stories from three perspectives and the construction of a collective story of institutional and cultural change
- Discussion
- Presentation - Stories of personal transformation and institutional change: Moving beyond the culture of service learning
- Discussion

FORGING POWER-BALANCED PARTNERSHIPS WITH COMMUNITY AND ACADEMIC EXPERTS: A FIVE-YEAR EXPERIENCE OF COMMUNITY ENGAGEMENT OF A MID-WESTERN URBAN ACADEMIC CENTER

Session Format: Challenges consultation session

Intended Skill Level: Intermediate, Advanced

Sub-Theme(s): Interdisciplinary

Authors (Presenters in bold): David Frazer, University of Wisconsin School of Medicine and Public Health, Center for Urban Population Health, Milwaukee, WI, USA; Loren Galvão, University of Wisconsin-Milwaukee, College of Nursing, Center for Urban Population Health, Milwaukee, WI, USA; Virginia Zerpa-Uriona, University of Wisconsin-Milwaukee, College of Health Sciences, Center for Urban Population Health, Milwaukee, WI, USA; Ella Dunbar, Social Development Commission, Milwaukee, WI, USA; Ana Paula Soares Lynch, CORE/El Centro – Walker’s Point Community Clinic, Milwaukee, WI, USA

The Center for Urban Population Health (CUPH), an academic center established in 2001 as a partnership between two universities and one managed care organization, has developed and established community-campus partnerships with a wide variety of institutions, including community-based organizations and governmental agencies in Milwaukee and Wisconsin. Over the past five years, CUPH has rapidly expanded its internal infrastructure in order to better engage and respond to community research and educational needs. This challenge session will discuss lessons learned from the point of view of researchers and select community partners about this expansion and include how CUPH has leveraged its
institutional partnerships in order to grow its presence and engagement in the community and advancing population health research.

This session will draw on CUPH staff’s experiences and provide an opportunity for select members of the community who are in partnerships with the Center to share their perspectives and lessons learned. The session will use an interactive approach and will be divided into short presentations by CUPH staff and community partners, time for discussion and experience sharing by the audience. The major interactive discussions we hope to stimulate among session participants include these topics: How are power-balanced community-campus partnerships formed, implemented and sustained? How do community-campus partnerships in population health lead to concrete changes to reduce health disparities? How do community-campus partnerships lead to positive policy changes to address health disparities?

**Session Goals:**
- Provide an overview of an interdisciplinary and interprofessional academic center’s efforts to address racial and ethnic health disparities: Center for Urban Population Health
- Share lessons learned in planning, developing and sustaining power-balanced community-campus partnerships in an urban setting
- Discuss the challenges and political issues in implementing projects in interprofessional, interdisciplinary and intersectoral collaborations

**Session Learning Objectives:**
- Describe the process of developing community-campus partnerships with a variety of community partners in urban settings; describe stages of community engagement from preliminary to full partnerships
- Identify at least three major barriers and challenges in developing and sustaining community-campus partnerships
- Recognize at least three potential solutions to address challenges in developing and sustaining community-campus partnerships

**Session Agenda:**
- Brief introduction of presenters and the session-10 minutes
- Overview of the Center for Urban Population Health-10 minutes
- Sharing lessons learned in the development implementation and expansion of community-campus partnerships-30 minutes
- Challenges and barriers in implementation and translation of research findings into policies / programs-20 minutes
- Facilitating discussion and consultations from all the participants about turning research findings into concrete actions-20 minutes

THE SOUTH EAST COASTAL COMMUNITIES PROGRAMME: TACKLING DISADVANTAGE AND PROMOTING SUSTAINABLE DEVELOPMENT THROUGH COMMUNITY-UNIVERSITY PARTNERSHIP WORKING THROUGH A COLLABORATION OF UK UNIVERSITIES

**Session Format:** Challenges consultation session

**Intended Skill Level:** Intermediate; Advanced

**Sub-Theme(s):** Sustaining

**Authors (Presenters in bold): Angie Hart, Community-University Partnership Programme, University of Brighton, Brighton, Susx, UK; Elizabeth Hoult, Pro-Vice Chancellor’s Office, Canterbury Christ Church University, Canterbury, Kent, UK; Paul Bramwell, The Working Together Project, Brighton, Susx, UK

The South East Coastal Communities Programme (SECC) is an innovative attempt to develop community-based knowledge exchange in the UK. Funded by the Higher Education Funding Council, it brings together nine institutions. SECC works across an area whose coastal resorts and ports are characterised by economic decline and social disadvantage. The programme develops strategic partnerships between universities and their local communities and is a demonstrator model of university-community partnership building. This session will outline the Communities of Practice approach to improving health and well-being adopted by the Universities of Brighton, Sussex and Canterbury Christ Church University, including an evaluation model which captures outcomes for both university and community partners.

The session will pose a number of key challenges: How do we develop and maintain unity in different universities and community contexts across a regional programme; how do we create a viable and sustainable joint funding model; and how do we provide evidence for the value added to the university and the value added to the communities involved in the
partnership? Participants will be invited to share their experiences of tackling these challenges through small group discussion and to develop innovative strategies to address them.

Session Goals:
- To explore ways in which community university partnerships can be sustained within the wider context of higher education, including university consortia working together to address common interests
- To better understand the essential inputs, outputs and outcomes for both University and Community partners and ways of measuring these
- To enable participants to begin to develop new strategies to apply within their own institutions

Session Learning Objectives:
- Apply their knowledge of a UK example of collaborative university-community partnership working to their own practice
- Develop links with members of the UK team and deepen their understanding of university-community work in an international context through discussion with them
- Reflect on the complexities involved in collaboration between universities and communities and between university partners, including specific policy contexts and geographical/historical dimensions

Session Agenda:
- Introductions
- Mini-presentation: the South East Coastal Communities Programme. Questions and discussion
- Group discussions on the key challenges and feedback from discussion groups
- Group work: devising and presenting new strategies
- Feedback and plenary discussion
- Conclusion

INTERNATIONAL COMMUNITY-CAMPUS PARTNERSHIPS

Session Format: Thematic Poster Session

Intended Skill Level: Beginner, Intermediate and Advanced

This thematic poster session is comprised of the 4 posters (INTL#1-#4) below:

INTL#1: GLOBAL HEALTH AND AGING: ENHANCING COMMUNITIES IN NICARAGUA

Authors (Presenters in bold): Alan K. DeLaTorre, Institute on Aging, School of Community Health, Portland State University and the Jessie F. Richardson Foundation, Portland, OR, USA; Margaret B. Neal, Institute on Aging, School of Community Health, Portland State University, Portland, OR, USA; Keren Brown Wilson, Jessie F. Richardson Foundation, Portland, OR, USA

This presentation will detail Portland State University’s international service-learning program titled Global Aging and Health: Enhancing Communities in Nicaragua. The program is entering its 7th year and continues to evolve its approaches based on communication with stakeholders in Nicaragua and community partners in the U.S. Students, faculty, and community partners continue to work toward the goal of improving the quality of life of persons of all ages and abilities, while focusing broadly on issues related to public health and community development. The partnership was initiated by the Jessie F. Richardson Foundation and includes PSU’s Institute on Aging, among other university departments, and Nicaraguan partners (e.g., the public sector, advocates); this year marks the first time that Nicaraguan stakeholders have been brought to the U.S. to improve the outcomes of program and to disseminate research findings and experiences that have occurred in conjunction with the partnership.

INTL#2: ON A JOURNEY TOWARDS A SUSTAINABLE AVIAN PARK PRIMARY HEALTH CARE SERVICE LEARNING CENTRE IN WORCESTER

Authors (Presenters in bold): Lindsay-Michelle H. Meyer, Ukwanda: Centre for Rural Health, Stellenbosch University: Faculty of Health Science, Stellenbosch, South Africa; Hoffie H. Conradie, Ukwanda Centre for Rural Health, Stellenbosch University, Stellenbosch, South Africa; Therese Fish, Community Services and Interaction, University of Cape Town, Cape Town, South Africa

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Stellenbosch University, Health Sciences Faculty places a strong focus on positive community interaction. Ukwanda Centre for Rural Health initiated the Avian Park Primary Health Care Service Learning Centre project in Avian Park in 2007. The purpose of the project was the redevelopment of the site in this underserved community on the outskirts of Worcester, South Africa. The community is situated 6.5 km from the nearest primary healthcare facility. Currently it is the only formal health service point in Avian Park. The project involves: (1) acquisition of funds; (2) identification of the stakeholders in Avian Park’s healthcare infrastructure; (3) identification of and meeting local community stakeholders; (4) formal submission of the tender for the land and the structural plans to the local municipality; (5) establishment of Avian Park Primary Health Care CAB. This is the description of the journey towards a sustainable Avian Park Primary Health CSLC and the challenges along the way.

INTL#3: BUILDING RESEARCH-CAPACITY THROUGH CANADIAN-UGANDAN HIV/AIDS RESEARCH COLLABORATIONS

Authors (Presenters in bold): Katherine A. Muldoon, Faculty of Health Science, Simon Fraser University, BC Centre for Excellence in HIV/AIDS; Vancouver, BC, Canada; Josephine Birungi, The AIDS Support Organization, Kampala, Uganda; Moses Ngolobe, The AIDS Support Organization, Kampala, Uganda; Kate Shannon, BC Centre for Excellence in HIV/AIDS, University of British Columbia, Vancouver, BC, Canada; Robert Hogg, BC Centre for Excellence in HIV/AIDS, Simon Fraser University, Vancouver, BC, Canada; David Moore, Research Scientist, BC Centre for Excellence in HIV/AIDS, University of British Columbia, Vancouver, BC, Canada.

Research-based knowledge to inform evidence-based practice has been acknowledged as a crucial approach to further understand the mechanisms that influence and control the epidemic. Building a sustainable and long-term commitment to HIV/AIDS research will involve global collaboration of resources and exchange of expert practical and theoretical knowledge. Among the critical mass of HIV/AIDS researchers world-wide there is a clear disparity of capacity between the global North and South, namely the South over-represents the global burden of HIV with less resources and capacity to address the growing health concern. When indigenous organizations develop their ability to identify and articulate the issues that influence the health of the communities they work with they can strategically influence the research agenda to accurately reflect the challenges of halting and reversing the HIV/AIDS epidemic.

INTL#4: COMMUNITY BUILDING IN XICOTEPEC MEXICO: A ROTARY INTERNATIONAL AND UNIVERSITY OF IOWA SERVICE-LEARNING PARTNERSHIP

Authors (Presenters in bold): Christine M. Catney, The University of Iowa College of Pharmacy, Iowa City, IA, USA; Hazel H. Seaba, Assistant Dean for Curriculum and Assessment, The University of Iowa College of Pharmacy Iowa City, IA, USA; James W. Peterson, Rotary International District 6000, Iowa City, IA; Craig L. Just, Department of Civil and Environmental Engineering, The University of Iowa College of Engineering, Iowa City, IA, USA; Jean Florman, The University of Iowa Center for Teaching, Iowa City, IA, USA; Connie Trowbridge, The University of Iowa College of Nursing Iowa City, IA, USA.

Presenters describe successes, outcomes, and challenges of a long-term service project begun by Rotary International clubs in Iowa and Xicotepec, MX, which includes a University of Iowa service-learning course partnership. Faculty representing engineering, pharmacy, journalism, nursing, and Rotary plan and conduct the course together. In Mexico, students, faculty and Rotary members work on activities identified and valued by the Xicotepec community. Projects include designing and installing drinking water purification systems; building classrooms and school libraries; providing dental hygiene education, dental fluoride application, health exams and deworming medication for school children. SL partners currently are exploring opportunities to expand health/disease prevention projects.

LEVERAGING PARTNERSHIPS FOR CHANGES IN PRACTICE AND POLICY

Session Format: Thematic Poster Session

Intended Skill Level: Beginner, Intermediate and Advanced

This thematic poster session is comprised of the 4 posters (LP#1-#4) below:

LP#1: FROM PERCEPTIONS TO POLICY-MAKERS-A COMMUNITY-CAMPUS PARTNERSHIP TO ADDRESS THE NEEDS OF AT-RISK AFRICAN AMERICAN YOUTH IN METROPOLITAN ATLANTA

Authors (Presenters in bold): Tabia K. Henry Akintobi, Community Health and Preventive Medicine, Morehouse School of Medicine Prevention Research Center, Atlanta, G, USA; Shelia Lenoir, Wholistic Stress Control Institute,
Morehouse School of Medicine and Wholistic Stress Control Institute’s Pointing African-Americans Towards Health Community Coalition collaborated to assess identified strategies addressing risky behaviors among African American youth in Metropolitan Atlanta. A community demographic profile using archival data and key informant interviews was conducted to inform development of an alternative education focus area. Surveys were administered to identify experiences, perceptions and recommendations on the Atlanta Public School (APS) alternative education system. Survey findings highlighted themes central to a proposal presented to the APS Board on community alternative education priorities. Community-based organizations are central to prevention research. While intuitively aware of both problems and solutions, they may lack a credible evidence-base. This community-campus partnership transformed concerns, to community, data-driven priorities presented to decision makers for action.

LP#2: FROM COMMUNITY ENQUIRY TO POLICY CHANGE: HOW A TENANT ORGANIZATION – HEALTH DEPARTMENT PARTNERSHIP HELPED IMPROVE THE LOW-INCOME RENTAL HOUSING POLICIES IN PORTLAND

Authors (Presenters in bold): Elisa M. Aguilera, Community Alliance of Tenants, Portland, OR, USA; John A. Dougherty, Program Development and Evaluation Services (PDES), Multnomah County Health Department, Portland, OR, USA

The poster will describe the tenant organization health department partnership formed to obtain NWHF CBPR funding to systematically understand housing-related health concerns of low-income renters and the barriers they encountered in getting housing repairs made. The poster also will describe the development of systematic enquiry skills among tenants, the analysis of tenant narratives, how the findings were used to influence rental-housing policy, and how involvement in the CBPR influenced the respective partners. Also, the respective expertise and contributions of the partners will be outlined, and we will describe how the partnership is using NWHF action research funding to examine the effectiveness of mold & moisture assessments and interventions provided by the tenant organization in low-income rental housing.

LP#3: SUCCESS IN THE CLINIC WORTH THE SWEAT AT THE TABLE: A COMMUNITY-ACADEMIC PARTNERSHIP

Authors (Presenters in bold): Tanya D. Darlington, Harlem United, New York, NY, USA; Margarita Morales, Harlem United, New York, NY, USA

Through the HRSA funded Community-Based Dental Partnership Program, Harlem United (HU), a community-based organization providing medical, mental, social, and dietary services for people living with HIV/AIDS, partnered with Columbia University College of Dental Medicine (CUCDM) to establish a dental clinic to increase access to dental care. Staffs from both partners formed a multidisciplinary team to develop the dental clinic, plan scope of dental services, and develop didactic and clinical education for residents and pre-doctoral students of CUCDM. Fully integrating the dental program into the scope of HU services and the Harlem community, the dental program has served over 1400 unique clients providing diagnostic, preventive, emergency, restorative, endodontic, prosthetic, periodontic, and oral surgery services since opening its door. Challenges and lessons learned of a community-academic partnership from the community-based organization perspective will be highlighted and presented.

LP#4: TRANSFORMING WOMEN’S HEALTH: THE POWER AND PROMISE OF A MULTI-LAYERED NETWORK OF ACADEMIC-COMMUNITY PARTNERSHIPS

Authors (Presenters in bold): Nancy Milliken, UCSF National Center of Excellence in Women’s Health, San Francisco, CA, USA; Stacey Cunningham, Mary-Amelia Whited Community Women’s Health Center, New Orleans, LA, USA; Marjorie McGee, WowDHEC, Oregon Health and Sciences University, Portland, OR, USA; Judy Young, UCSF National Center of Excellence in Women’s Health, Academic Community Partnerships in Women’s Health, San Francisco, CA, USA; Jeannette Magnus, Tulane Xavier National Center of Excellence in Women's Health, New Orleans, LA, USA; Michelle Berlin, OHSU Center for Excellence in Women's Health, Portland, OR, USA; Dixie Horning, Executive Director, UCSF National Center of Excellence in Women's Health, San Francisco, CA, USA; Ellen Goldstein, UCSF National
Program staff will briefly discuss key elements of this academic community partnership model, including utilizing the National Center of Excellence in Women’s Health network as a pre-existing foundation for building and supporting partnerships and expanding available resources; the rationale of multi-year funding; and various methods of technical assistance provided at each stage of program and partnership development. The session highlights a few currently funded programs, with academic and community partners sharing challenges and opportunities encountered, strategies employed, and key learnings. The session concludes with a facilitated question and answer period for reflection, critical inquiry, and the active transfer of information and lessons learned between all participants.

POSTERS

LISTEN TO ME: FINDINGS FROM A FOCUSED ETHNOGRAPHY EXPLORING THE LIVED CONTEXTS OF BLACK YOUTH IN WEST PHILADELPHIA

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Journeys, Innovative

Authors (Presenters in bold): Dana M. Prince, Social Work, University of Washington, Seattle, WA, USA

The poster will describe the initial study undertaken by the author, a focused ethnography of eight youth living in West Philadelphia. The poster will include quotations from the youth participants about their lived experiences. Particularly focusing on sexual decision making, intimate relationships, family relationships and experiences of violence. The poster will also describe the peer health education group that these young folks participated in, as well as their ongoing relationships with the author (transformation theme). The poster will include tips for how knowledge elicited from this type of deep qualitative research should feed back into partnership planning, particularly program planning for youth development/empowerment endeavors (promising practices theme). Lastly, how this type of research could be used as an advocacy tool for increasing resources for young people living in harsh contexts.

Poster Goals:
- To describe the lived experiences of eight Black youth living in Philadelphia who participated in a school-based peer health education program that was part of the U-Penn Netter Center Partnership
- To demonstrate how relationships with youth allow for deep qualitative research to occur, eliciting findings that should direct youth development programming and highlight youth voice
- To share the transformational journey of a White woman educator working with Black youth in West Philadelphia.
- To articulate the critical need for self-reflexivity, cultural humility and commitment

Poster Learning Objectives:
- See the value of qualitative research for illuminating the lived context of young people and how that knowledge should feed program planning for youth development programs
- To understand the contextual and historical factors affecting the lives of young people who participated in this study and gain a broader understanding of why youth may engage in risky activities
- To understand what is meant by critical reflexivity and cultural humility for youth workers and University-based partners

IN TWO WORLDS: USING DUAL POSITIONS IN UNIVERSITY AND COMMUNITY TO LEVERAGE SUPPORT AND SUSTAIN SERVICES FOR HOMELESS YOUTH

Intended Skill Level: Beginner, Intermediate

Sub-Theme(s): Building, Youth

Authors (Presenters in bold): Edward J. Ameen, School of Education, Department of Educational and Psychological Studies, StandUp For Kids, University of Miami, Miami, FL, USA
This poster explores how author addresses youth homelessness through roles as both doctoral student and as executive
director of a non-profit youth outreach program. Specific critical moments in the program’s development align with specific
courses and with opportunities provided by faculty mentors, service-learning courses in other departments, research
centers, and student groups. The poster will show how dual position-holders contribute to the richness of university life,
benefit professionally from the coalition building, and support organizations that need the analytic tools and thought capital
of academia to survive and sustain. It will also offer an informative timeline about the development of one key partnership
initiative, the Miami Task Force For Homeless youth. The program has multi-faceted university supports, which will be
measured on dimensions including benefits to each party and sustainability.

**Poster Goals:**
- Demonstrate how dual positions in both non-profit organizations and the university can multiply the availability of
  resources to address a social injustice
- Elaborate on the dearth of traditional resources available for unaccompanied homeless youth and the compensatory resources available through building coalitions to address rights and services
- Discuss the secondary effects that collaboration entails for students to enrich their experiences in program
development, evaluation, and community partnerships for intervention and prevention

**Poster Learning Objectives:**
- Understand how one’s roles in both academic and community settings can complement each other and the respective organizations
- Locate and compare inventories of university and community resources against needs presented by a complex social problem such as youth homelessness
- Compare one’s personal experiences of the process of coalition building against this unique case-study

**GROWING COMMUNITY-UNIVERSITY PARTNERSHIPS: TRANSITIONS & TRANSFORMATIONS TO COMMUNITY-BASED LEARNING IN LARGE CLASSES**

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Journeys, Building

**Authors (Presenters in bold): Yona Sipos, Faculty of Land and Food Systems, University of British Columbia, Vancouver, BC, Canada**

Community-based learning (CBL), including community-based research & community service-learning, is increasingly heralded for post-secondary engagement with complex, real-world issues. Here, we report & reflect on considerations of incorporating CBL into university food system study. We present the case of the UBC-based Community Food Assessment Project in the Faculty of Land & Food Systems at the University of British Columbia, Canada. Since 2006 approximately 1000 students have participated in team- and course-based community food system assessments across the province of British Columbia, spanning urban, suburban & rural regions, through integrative, action-oriented, community-university partnered projects. We share results from our transition towards CBL, from both student & community perspectives & a preliminary guide for large classes keen on CBL. Such transition & ultimately transformation, requires a desire to engage, adaptive capacity & some dedicated resources.

**Poster Goals:**
- Present the UBC-based Community Food Assessment Project, a food system research & service collaboration, including over 1000 undergrads & 40 community partners from across British Columbia, since 2006
- Share findings (including student & partner voices) from transitions & transformations to community-based learning in large (>150 students), required classes
- Engage participants to consider opportunities & challenges of including large (>150 students), required classes in post-secondary community-based learning

**Poster Learning Objectives:**
- Articulate a model for community-university engagement that is being developed by the UBC Faculty of Land and Food Systems (FLFS)
- Compare the FLFS model and project findings with other community-based learning experiences - particularly in large-class settings
- Consider opportunities & challenges of integrating community-based learning into large (>150 students), required post-secondary classes
ADVANCING THE MODEL OF ACADEMIC ENVIRONMENTAL RESEARCH, UTILIZING COMMUNITY PARTNERSHIPS AND PRINCIPLES OF ENVIRONMENTAL JUSTICE

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** CBPR, Health equity

**Authors (Presenters in bold):** Teresa Dodd-Butera, College of Natural Sciences, Department of Nursing, California State University, San Bernardino, CA, USA; Tamara Bakewell, Community Education, Carolyn E. Wylie Center for Children, Youth and Families, Riverside, CA, USA; Mary Molle, Nursing, California State University, San Bernardino, CA, USA; Sara Zarubick, California State University, San Bernardino, CA, USA; Jessica Wardell, California State University, San Bernardino, CA, USA; Carly Trepp, California State University, San Bernardino, CA, USA; Joy Spires, Early Intervention Services, Carolyn E. Wylie Center for Children, Youth and Families, Riverside, CA, USA

Conceptual frameworks exist amid controversy, regarding the complexities of environmental disparities. This project was based on a community partnership examining environmental exposure, and structured as an expansion of student service learning: integrating goals of academia and community centers, beyond outreach. A project of lead screening and education for poison prevention was developed, in order to educate parents about toxic exposures, provide information about community resources, and identify blood lead levels. Mother–children pairings (n=45) attended lead screening clinics at participating community centers, divided by geographic area. This research examines the concept of differential location influencing differential exposure. In addition, the scientific principles of exposure assessment, coupled with participant education and empowerment, can be utilized as a model for further community-based research to eliminate environmental disparities; advancing science and addressing societal concerns.

**Poster Goals:**
- Describe a model for scientific research and societal benefit, regarding environmental disparities
- Examine the benefits and limitations of the concepts of differential location and differential environmental exposures
- Transform principles of student service learning to include a mutually beneficial relationship between academia and community, beyond the paradigm of outreach

**Poster Learning Objectives:**
- Critically examine the conceptual framework of environmental disparities and health equity
- Identify the concepts of differential location and differential environmental exposures
- Re-examine the current principles guiding student service learning and expand this paradigm of teaching and learning

UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER, DALLAS, TX, USA

IDENTIFYING THE CHARACTERISTICS OF LAY HEALTH PROMOTERS THAT CONTRIBUTE TO DIFFERENT LEVELS OF SUCCESS PROMOTING HEALTH BEHAVIOR CHANGE IN THE CONGREGATIONAL SETTING

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** CBPR, Health equity

**Authors (Presenters in bold):** Vanessa A. Danquah, Division of Community Health Sciences, University of Texas Southwestern Medical Center, Dallas, TX, USA; Mark J. DeHaven, Division of Community Health Sciences, Department of Clinical Sciences, Dallas, TX, USA

The GoodNEWS (Genes, Nutrition, Exercise, Wellness, and Spiritual Growth) Program, is a community-based participatory research (CBPR) program among 30 African-American congregations, for reducing cardiovascular disease. As part of the project, we performed a review of the literature examining factors related to Lay Health Promoter (LHP) success promoting lifestyle change. The review was examined by the GoodNEWS Community Health Ministry Working Group - comprised of community nurses, health educators, social scientists, and a community psychologist – and the most relevant factors were identified. A survey was developed consisting of indicators that would be likely to affect the success of LHPs. The survey was administered to the GoodNEWS Program’s forty (40) LHPs, and the results will be presented and discussed during this session. Conclusions will be offered concerning the attributes of LHPs that contribute to success generally and specifically in the GoodNEWS setting.
Poster Goals:

- Communicate a strategy for evaluating the effectiveness of individual Lay Health Promoters (LHPs) related to their ability to promote health behavior change
- Report the findings of a literature review and expert panel recommendations concerning the most influential factors contributing to LHP success
- Increase awareness of the importance and possible contribution of LHPs as a valuable approach for community-based health improvement programs

Poster Learning Objectives:

- Replicate a strategy for examining the effectiveness of approaches to community health improvement in the congregational setting
- Recognize the most important and relevant personal characteristics of LHPs, that are essential for guiding LHP recruiting and training
- Apply these findings for the purpose of enhancing their own LHP program

“WE HAVE TO DO SOMETHING FOR OURSELVES”: USING PHOTOVOICE AND PARTICIPATORY ACTION RESEARCH TO CREATE CAPACITY BUILDING STRATEGIES IN FREETOWN, SIERRA LEONE

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Journeys, CBPR

Authors (Presenters in bold): Ashley D. Walker, School of Human Sciences, Community Health Education, University of Northern Colorado, Greeley, CO, USA; Jody Oomen-Early, Department of Health Studies, Texas Woman's University, Denton, TX, USA

Sierra Leone currently has the highest child mortality rate in the world. Among those children who have the greatest chance of survival are those who have access to life's basic needs. Because the government of Sierra Leone does not provide child welfare programming, non-governmental organizations (NGOs) are often lifelines for millions of children. Few studies have explored the barriers facing NGOs or have used participatory action research methods. This research study serves as a case study for NGOs, global agencies, health professionals and governmental leaders working to address barriers to individual and community health in war-torn and developing countries. This poster will highlight the findings of a qualitative study and describe how Photovoice and participatory action research methods can be used as capacity-building strategies to mobilize communities, organizations, and governments to address barriers to health and quality of life in countries like Sierra Leone.

Poster Goals:

- To promote awareness about barriers to health and quality of life for orphans in Sierra Leone
- To apply culturally competent and community building assessment strategies to address global health problems in a under-developed and developing countries
- To illustrate the impact of Photovoice as a tool for community empowerment and capacity building

Poster Learning Objectives:

- Outline obstacles NGOs face in caring for orphans in Sierra Leone
- Identify the necessary steps needed to conduct Photovoice and participatory action research in war-torn and developing countries
- Explain how individual involvement in the process of Photovoice can ignite grassroots change

COMMUNITY NURSING COALITION: STORY OF A SUCCESSFUL COMMUNITY PARTNERSHIP

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Sustaining, Innovative

Authors (Presenters in bold): Pamela D. Ark, College of Nursing, University of Central Florida, Orlando, FL, USA

This poster reports on service-learning in an underserved area of a metropolitan area. Outreach is supported through Area Health Education Center funding. Members are dependent elders and young people of African-American descent. The partnership was requested by members for a university Community Nursing Coalition. Members and students/faculty partner with scope of concern of improving quality of life and service enhancement. Participatory decision making occurs
to prioritize health needs and interventions; such as health fairs, health education, medication management, home environment safety. National Healthy People Objectives guide interventions of community assessment, celebrating community history, and health promotion/screening events; Body Mass Index and Vision Screening & Tobacco Prevention/Asthma Management programs. Morbidity data yield findings allowing students to interpret real data to guide community care plan development. Genuine engagement is the key to success.

Poster Goals:
- Highlight community partnerships with the College of Nursing
- Outline student service-learning outcomes
- Showcase Community Nursing Coalition strategies to promote health promotion

Poster Learning Objectives:
- Identify three effective strategies to maintain successful community partnerships
- Discuss challenges in the academic calendar schedule and community service-learning program delivery
- Use the National Healthy People Objectives to guide clinical service-learning activities

BUILDING CAPACITY FOR CULTURALLY COMPETENT NURSING THROUGH INNOVATIVE PARTNERSHIPS

Intended Skill Level: Beginner

Sub-Theme(s): Building, Innovative

Authors (Presenters in bold): Masami Nishishiba, Division of Public Administration, Mark O. Hatfield School of Government, Portland State University, Portland, OR, USA

The purpose of this session is to describe lessons learned in an innovative partnership program for Nurturing Cultural Competence in Nursing (NCCN) program. A unique community partnership was formed with the initiative of the Oregon Center for Nursing: nursing faculty from Washington State University Vancouver, Linfield College, Oregon Health and Science University; diversity expert from Kaiser Permanente; evaluation expert from Portland State University and a program officer at the Oregon Community Foundation. This core team provides mini-grants to nursing schools and health care organizations. Seven organizations were awarded mini-grant during 2009-2010. While the primary objectives for NCCN program is to identify best practices in promoting cultural competence, developing successful collaborations was also an important aspect of the program. In this presentation, lessons learned for successful collaborations will be shared with the conference participants.

Poster Goals:
- To inform the audience about “the Nurturing Cultural Competence in Nursing” program
- To share the lessons learned in how successful partnerships can be developed between those who are in the nursing profession and those who are not in the nursing profession
- To share the lessons learned in how successful partnerships can be developed among different organizations who are in the nursing and health care profession

Poster Learning Objectives:
- Participants will learn about the unique partnership approach taken by “the Nurturing Cultural Competence in Nursing” program
- Participants will learn important factors in developing successful partnerships between those who are in the nursing profession and those who are not in the nursing profession
- Participants will learn important factors in developing successful partnerships among different organizations who are in the nursing and health care profession

LEARNING MY LESSONS: STRENGTHS AND CHALLENGES OF CONDUCTING GRADUATE RESEARCH FROM WITHIN A COMMUNITY-BASED PARTICIPATORY RESEARCH PARTNERSHIP

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Building, Youth

Authors (Presenters in bold): Kathleen M. West, Center for Alaska Native Health Research, Portland, OR, USA; Scarlett E. Hopkins, Center for Alaska Native Health Research, University of Alaska, Fairbanks, AK, USA; Kim J. Hopper, Clinical Sociomedical Sciences, Columbia University, New York City, NY, USA; Kelly Fryer-Edwards, Department of
While there is increasing momentum for investigators to pursue community-based participatory research endeavors, there is a lack of published literature on the process of conducting CBPR studies from the perspective of novice investigators. I present five lessons learned from my experiences conducting graduate research from within the partnership between the Center for Alaska Native Health Research and the Yukon-Kuskokwim Health Corporation, representing the Yup'ik Eskimo community members of southwest Alaska. By discussing strengths and challenges of the research process from a student’s perspective, I hope to contribute to the body of information that other students might use to develop ethical and high quality studies within community-campus partnerships.

**Poster Goals:**
- To contribute to the discussion and body of literature about the role of students in community-based participatory research
- To relate some of my research experiences, highlighting the benefits that I received and the challenges that I faced as a student in a CBPR center
- To offer a set of lessons that I learned while conducting my Master’s research, to students who are considering CBPR as part of their graduate program

**Poster Learning Objectives:**
- Understand some of the strengths and challenges to conducting graduate research within a particular CBPR setting in Alaska
- Apply lessons learned from a graduate student’s work to their own graduate study or to mentoring new students in project development
- Be familiar with some of the research that the Center for Alaska Native Health Research is currently undergoing, with particular emphasis on the dissemination of genetics research results

**GROWING THE GARDEN: UTILIZING INTERPROFESSIONAL PARTNERSHIPS AND MULTIDISCIPLINARY SERVICE LEARNING TO GROW YOUR CBPR PARTNERSHIP WHILE MEETING COMMUNITY NEEDS**

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Building, Interprofessional

**Authors (Presenters in bold):** Mary E. Molle, Center for the Promotion of Health Disparities Research and Training, California State University, San Bernardino, CA, USA; Tamara Bakewell, Community Education, Carolyn E. Wylie Center for Children, Youth and Families, Riverside, CA, USA; Teresa Dodd-Butera, Nursing, California State University, San Bernardino, CA, USA; Melody Amaral, Carolyn E. Wylie Center for Children, Youth and Families, Riverside, CA, USA; Lisa Dryan, Mental Health Services, Carolyn E. Wylie Center for Children, Youth and Families, Riverside, CA, USA; Amy Larsen, California State University, San Bernardino, CA, USA

Using our academic-community partnership between California State University, San Bernardino (CSUSB), a minority serving academic Institution and the Carolyn E. Wylie Center for Children, Youth and Families, a private non-profit agency as a case example, we will demonstrate key principles in developing service-learning opportunities in our community. This partnership is unique in its interprofessional nature in addition to a strong service-learning component. This was supported by the CSUSB Community University Partnership Institute (CUP) enabling us to incorporate use of the University of Kansas Community Tool Box Workstation to link partners. The partnership is less than a year old and is at the point of growing and nurturing the partnership, highlighting successes and challenges to this multifaceted operation. Service learning components include students from Nursing, Social Work, Public Health (MPH) and possibly Communications at both undergraduate and graduate levels.

**Poster Goals:**
- Demonstrate potential opportunities for interprofessional and interdisciplinary service learning in a CBPR partnership
- Highlight student contributions to the partnership goals and outcomes; preparing students as fertilizer to address community needs
- Discuss the fine print in service learning: human subjects review and agency contracts
Poster Learning Objectives:

- Name one potential interdisciplinary service learning activity you could begin at your agency/institution
- Name one financial benefit to utilizing students for community partnership projects
- Name one technique for academics to facilitate the protection of participants rights in community research

ENABLING THE PARTICIPATORY RESEARCH PROCESS: A QUALITATIVE EVIDENCE SYNTHESIS

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Sustaining, Innovative

Authors (Presenters in bold): David Parry, Department of Family Medicine, Participatory Research at McGill/McGill University, Montreal, QC, Canada; Ann C. Macaulay, Department of Family Medicine, Participatory Research at McGill/McGill University, Montreal, QC, Canada; Jon Salsberg, Department of Family Medicine, Participatory Research at McGill/McGill University, Montreal, QC, Canada; Pierre Pluye, Department of Family Medicine, Participatory Research at McGill/McGill University, Montreal, QC, Canada; Carol P. Herbert, Schulich School of Medicine, University of Western Ontario, London, ON, Canada

We will present the methods and results of our qualitative evidence synthesis that sought to identify practical strategies that have been applied in practice by four leaders in participatory research (Barbara Israel, Meredith Minkler, Nina Wallerstein and Ann C. Macaulay). Highlighted will be the five broad types of strategies most frequently cited and specific examples given of their application in practice for a broad array of projects. Emphasis will be placed on how the results of this review can be used by practitioners interested in starting their own participatory research project. The role of Mercer et al.’s ‘Reliability-tested Guidelines for Assessing Participatory Research Projects’. In identifying these strategies will be explained, along with how this can be used in the assessment of the participants’ own participatory research projects. Limits and gaps in the Mercer et al. guidelines will also be discussed.

Poster Goals:

- Report on the results of our qualitative evidence synthesis that identified the most frequently mentioned partnership-enabling strategies utilized by recognized leaders in participatory research
- Explain the link between the identified partnership-enabling strategies and our conceptual model of Mercer et al.’s ‘Reliability-tested Guidelines for Assessing Participatory Research Projects’
- Discuss other partnership-enabling strategies identified in the literature yet not captured by the conceptual framework of Mercer et al. guidelines and implications for partnership development

Poster Learning Objectives:

- Better think about how they can start their own participatory research projects and have a base of partnership-enabling strategies applied by leaders in the field with self-reported success
- Use the Mercer et al. guidelines as a tool to assess their own projects while having a source of partnership-enabling strategies to draw upon to fill in any potential gaps
- Recognize that commonly mentioned partnership-enabling strategies in the literature must still be adapted to local contexts and cultures in order for them to work and be accepted by all partners

HEART-TO-HEART PEER EDUCATOR PROGRAM: DEVELOPMENT, IMPLEMENTATION AND LESSONS LEARNED

Intended Skill Level: Beginner, Intermediate

Sub-Theme(s): Sustaining, Innovative

Authors (Presenters in bold): Kristine J. Zimmermann, Center for Research on Women and Gender, University of Illinois at Chicago, Chicago, IL, USA; Manorama Khare, University of Illinois at Chicago, Chicago, IL, USA; Rachel Huber, The Cooper Institute, Dallas, TX, USA; Patricia Moehring, Southern Seven Health Department, Ullin, IL, USA; Cherie Wright, Community Health and Wellness, Southern Seven Health Department, Ullin, IL, USA; Allison Hasler, Southern Seven Health Department, Ullin, IL, USA; Abby Koch, University of Illinois at Chicago, Chicago, IL, USA

Heart-to-Heart (HH) is a peer education program developed as part of the Southern Seven Women’s Initiative for Cardiovascular Health (SSWICH), a collaboration of the Southern Seven Health Department, The Cooper Institute, the University of Illinois at Chicago, the Illinois Department of Public Health and Arthur Agency. SSWICH uses multiple strategies to reduce heart disease risk in Illinois’ 7 southernmost counties, which have among the worst cardiovascular outcomes in the state. HH aims to empower graduates of a 12-week heart health class-another component of SSWICH-to share what they learned in their social networks. HH expands the reach of SSWICH while creating a cohort of lay health
educators-an asset in an under-resourced, rural community. The HH curriculum was developed with input from graduates and participants of the 12-week class to be locally relevant, useful and useable. We will describe the development, implementation and evaluation of HH, and successes and lessons learned.

**Poster Goals:**
- To describe a multi-strategy heart disease risk-reduction initiative, with a focus on a peer educator program for women to promote healthy lifestyle behaviors in their social networks
- To explain the significance of the collaboration among the partners in developing, implementing, evaluating and sustaining the Heart-to-Heart peer educator program
- To describe the process of developing, implementing and evaluating the Heart-to-Heart peer educator program, including successes and barriers faced

**Poster Learning Objectives:**
- Participants will be able to: describe why peer education can be a useful component of a multi-strategy lifestyle change intervention targeting residents of a rural region
- Participants will be able to: state why collaboration is important for the success of community-based programs
- Participants will be able to: understand successes and lessons learned as they relate to the development, implementation and evaluation of a peer education program

“WHAT A VISTA CAN DO: THE MISSING LINK BETWEEN COLLEGE AND COMMUNITY”

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Journeys, Building

**Authors (Presenters in bold):** Caitlin M. Lambert, Lorain County Community College (LCCC) Service-Learning Program, Lorain County Community College, Elyria, OH, USA

Service-learning at LCCC, a new program with limited funds, has one vital resource, a fulltime VISTA volunteer. This poster is about how the VISTA is transforming the program through strengthening college and community partnerships. With the grant focus of No Child Left Inside, a national movement addressing childhood obesity, the VISTA has connected the college to community agencies that address youth, food access and diabetes. The poster captures how the VISTA formed these strategic relationships, addressing best practices on how volunteers can bridge the divide between college and community. The VISTA however has not just built one-way college and community partnerships, but has created a program that brings together multiple assets in the greater community to address childhood obesity and build civic engagement. The poster shows how the VISTA has introduced external community assets into the traditional college and community partnership to enhance the service-learning experience.

**Poster Goals:**
- To motivate and inspire a large and diverse audience to strengthen their organization’s use and dedication to fulltime, government sponsored volunteers; building capacity for meaningful volunteerism
- To convey the added value and substantial resources a fulltime volunteer brings to an organization, particularly in the context of building and strengthening college and community agency partnerships
- To strengthen the correlation between community colleges and service-learning programs through the work of a VISTA, dispelling the myth that service-learning is only for private institutions

**Poster Learning Objectives:**
- Connecting the whole community to a service-learning project, not just the immediate college and community agency, creates the environment for a successful and meaningful partnership to evolve
- A community partner agency can act as a recipient of service-learning, as well as a provider. When both objectives are met, a more holistic service-learning project and partnership will develop
- A fulltime VISTA volunteer is the link between college and community that connects needs to assets and forms the relationships needed for meaningful service-learning projects. A VISTA makes it happen
THE LOCAL AND THE GLOBAL: REINVISIONING THE INTERNATIONALIZATION OF CURRICULUM IN THE
HENRIETTA SCHMOLL SCHOOL OF HEALTH AT ST. CATHERINE UNIVERSITY

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Building, Interprofessional

Authors (Presenters in bold): Martha J. Malinski, Center for Community Work and Learning, St. Catherine University, St. Paul, MN, USA; Yui Hashimoto, Center for Community Work and Learning, St. Catherine University, St. Paul, MN, USA; Virginia M. McCarthy, Department of Nursing, Henrietta Schmoll School of Health, St. Catherine University, St. Paul, MN, USA

This poster will provide a case study of how a university has used the transition from a college to a university as an opportunity to renew its commitment to internationalizing its curriculum. A collaborative model has emerged on-campus, as well as with other higher education institutions and community partners to support this effort. Within the University, the Henrietta Schmoll School of Health, with its twenty-six associate, bachelors and graduate degree programs, is integrating service-learning locally, nationally and internationally. The poster will highlight the School of Health and will focus on the Center for Community Work and Learning’s work across the curricular and co-curricular within this School to integrate service-learning. Conference attendees will learn about how this Center has leveraged internal and external resources to facilitate this work.

Poster Goals:
- Provide a case study of how an university utilizes institutional change as an opportunity to renew its commitment to internationalizing its service learning curriculum
- Provide guiding principles for facilitating local to global community-campus partnerships
- Share examples of how an institution has leveraged resources to implement an internationalized, service learning-based curriculum

Poster Learning Objectives:
- Share their own strategies and tools in creating collaborative efforts in internationalizing service-learning
- Discuss the multifaceted definitions of "internationalization"
- Reflect and discuss on the experiences of different players in the internationalization of campus-community partnerships

A SERVICE-LEARNING APPROACH FOR PLANNING COMMUNITY HEALTH PROGRAMS: THE WESTERN OREGON UNIVERSITY EXPERIENCE

Intended Skill Level: Beginner

Sub-Theme(s): Innovative, CBPR

Authors (Presenters in bold): Katrina Griffith, Division of Health and Physical Education, Western Oregon University, Monmouth, OR, USA; Kristty Polanco, Division of Health and Physical Education, Western Oregon University, Monmouth, OR, USA; Daniel F. Lopez-Cevallos, Division of Health and Physical Education, Western Oregon University, Monmouth, OR, USA; Jerry Brazza, Western Oregon University, Monmouth, OR, USA

The aim of this poster presentation is to provide an overview of our Program Planning class, describing both the organization of the class and the Service Learning, Community-Based participatory process. This course offers a small group of students and faculty members trained in Community Health as a resource to support organizations in developing grant proposals and health promotion, health education programs. Currently, we have six active projects and community partnerships such as supporting an orphanage in Vietnam (Forgotten People Foundation), raising Methamphetamine awareness in our local county (United Communities against Meth), building a playground for a rural community (Project Play), improving dental care programs for disadvantaged children (Dental HOPE), increasing fruit and vegetable consumption in WIC participants through community gardening (WIC/Marion-Polk Food Share), and increasing access to preschool reading programs for farmworker children (Lecturas en Familia).

Poster Goals:
- To describe the service-learning approach of an undergraduate Program Planning class for Community Health majors at Western Oregon University
- To outline the structure of the Program Planning class, highlighting the service-learning, CBPR components
To analyze the value of a service-learning, CBPR approach for community health work and its benefits for our community partners and students

Poster Learning Objectives:
- Describe service-learning in the context of an undergraduate Program Planning class at a small public liberal arts college
- Explain the necessary components of a service-learning, CBPR class to improve community engagement and accountability
- Articulate the importance of a service-learning, CBPR approach to engaging community partners and students in community health initiatives

BIO-PSYCHO-SOCIAL MANAGEMENT OF MENTALLY ILL PATIENTS; OPPORTUNITIES FOR COMMUNITY ENGAGEMENT AND COLLABORATION TO IMPROVE PATIENT CARE

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Innovative, Health equity

Authors (Presenters in bold): Judy W. Gichoya, Moi University, School of Medicine, Moi University, School of Medicine, Embu, cent, Kenya

Mental health illnesses remain under diagnosed and stigmatized in Kenya. Causes of mental illnesses are attributed to witchcraft, evil spirits or as a form of punishment. Mental illnesses run a long chronic course with some like schizophrenia worsening with every episode of illness. A bio-psycho-social approach has been adopted in management of mental illnesses. There exists no well defined social system for follow up of patients after their discharge from hospitals. To improve the care of our mental illness, the psychiatry department organized fifteen home visits to facilitate the community integration of the patient and ten visits to a special school of mentally handicapped children in 2009. The poster will describe the process and challenges of organizing such activities; describe the community experience, issues raised and patient follow-up and a comparison of outcome on follow-up and drug after community involvement.

Poster Goals:
- To describe the bio-psycho-social approach to management of mental illnesses
- To describe the actual partnership between Moi University, Moi Teaching and Referral Hospital and the communities of Western Kenya in the bio-psycho-social model in managing mentally ill patients
- To stimulate discussion among participants on opportunities for future community partnerships in management of mental illnesses and other chronic illnesses

Poster Learning Objectives:
- To identify areas of community collaboration in the care of mentally ill patients
- To learn how to organize for home visits and other community engaging sessions in care of patients with mental illnesses under the bio-psycho-social model of treatment
- To learn the role of bio-psycho-social approach in management of patients with mental illnesses

ASSESSING WOMEN’S ACCEPTABILITY OF SELF-SAMPLING FOR HPV AMONG WOMEN IN THOMONDE, HAITI

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Building, Health equity

Authors (Presenters in bold): Erin Kobetz, Department of Epidemiology and Public Health, University of Miami Leonard Miller School of Medicine, Miami, FL, USA; Joshua D. Diem, Department of Teaching and Learning, University of Miami, Coral Gables, FL, USA; Sara Marsh, Partners in Health, Boston, MA, USA; Maxi Raymonville, Zanmi Lasante, Cange, Haiti

In Haiti, cervical cancer is the primary cause of cancer deaths among women. High rates of disease incidence and mortality are due, in large part, to a general lack of resources for prevention of disease, untimely follow-up for abnormalities, and limited treatment options. Resources for primary prevention (HPV vaccination) and secondary prevention (Pap testing) are extremely limited in Haiti, and often well beyond the reach of most women, especially those who are impoverished and/or reside in rural areas, such as Thomonde. This poster describes one CBPR effort to help
such women overcome some of the barriers that preclude them from routine Pap smear screening and predispose them to an excess risk of developing and dying from cervical cancer.

Poster Goals:
- Introduce a CBPR initiative that aims to attenuate the excess cervical cancer morbidity and mortality experienced by women in rural Haiti
- Discuss methodology that includes enlisting the help of local, Haitian Community Health Workers (CHWs), known as Ajan Fanm to achieve study aims
- Address critical access barriers including poverty, language, and socio-cultural concerns that may similarly affect preventive health behaviors of other immigrant or medically-underserved population

Poster Learning Objectives:
- Describe the high rates of cervical cancer incidence and mortality among women in Haiti
- Understand some of the barriers to cancer screening that account for this disparity
- Consider the approaches employed as part of an ongoing CBPR initiative in Haiti to address such barriers

IMPROVING LATINO FARM-WORKER HEALTH THROUGH COMMUNITY EDUCATION AND OUTREACH

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Sustaining, Health equity

Authors (Presenters in bold): Chad Cheriel, IOA, School of Community Health, Portland State University, Portland, OR, USA; Laura Isiordia, Farmworker Housing Development Corporation, Woodburn, OR, USA, Nathalie Huguet, Research Associate, Portland State University, Portland, OR, USA

This presentation will highlight the challenges and the successful outcomes of a multiyear CCPH project designed to teach chronic disease self-management skills to Latino farm-workers in two Oregon counties. The project, titled “My Health in My Hands” (“Mi Salud en Mis Manos”), built on findings from a previous CBPR study on Latino health. A six-week structured class on the chronic disease self-management program, “Tomando Control de Su Salud” (TC), as well as other health education programs on nutrition, diet, and exercise were offered. Over 200 participants have completed the TC classes and many participated in follow-up classes. The impacts of the intervention were evaluated by pre-post assessments on measures of health distress, depression, self-efficacy, functional limitations, health-care utilization, pain, and overall health status. Strategies used to recruit and retain project participation and preliminary findings of effectiveness will be discussed.

Poster Goals:
- To promote the value of CCPH in reaching minority communities
- To demonstrate the effectiveness of community-led educational interventions
- To show the importance of measuring and marketing outcomes as a way to further promote the educational programs

Poster Learning Objectives:
- Explain the benefits and methods of establishing long-term relationship with the community in designing and delivering effective CCPH programs
- Identify key strategies that promoted participant engagement leading to positive health outcomes
- Identify key project intervention outcomes, the methods and meanings of assessment

INNOVATIVE PARTNERSHIPS TO IMPROVE HEALTH ACCESS: CONNECTING NEW IMMIGRANTS/ADULT LEARNERS AND PUBLIC HOSPITALS IN QUEENS, NY

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Sustaining, Innovative

Authors (Presenters in bold): Eileen E. Sabino, Queens Library HealthLink, Jamaica, NY, USA; Tamara A. Michel, Queens Library HealthLink, Jamaica, NY, USA; Priya Massand, Queens Library Adult Learner Program, Jamaica, NY, USA; Alexis Stevenson, Albert Einstein College of Medicine of Yeshiva University, New York, NY, USA; Lauren Kashman, Albert Einstein College of Medicine of Yeshiva University, New York, NY, USA; Elisa S. Weiss, Albert Einstein College of Medicine of Yeshiva University, New York, NY, USA; Bruce Rapkin, Albert Einstein College of Medicine of Yeshiva University
Queens Library HealthLink, a library-based CBPR partnership, created neighborhood Cancer Action Councils (CAC) for community leaders to collectively assess local need and deliver tailored cancer programming. Using in-depth interview data, CAC identified students in the library's Adult Learner Program (ALP) as an underserved population and developed the ALP-public hospital (Queens Cancer Center-QCC) partnership. This poster explores strategies to create and maintain this partnership and its effectiveness in increasing cancer screening.

CAC organized a tour of QCC for ALP students; afterwards, cancer screenings were scheduled. Once the partnership was established, incorporating such events into ALP student programming promoted ongoing awareness, trust, and sustainability. Results suggest this partnership is critical in getting marginalized communities into a continuum of care. This poster demonstrates the benefit of a CBPR model where intervention is continually tailored to meet need.

**Poster Goals:**
- Promote partnerships between ESOL (English for Speakers of Other Languages)/literacy students and public hospitals
- Describe strategies to create and maintain relationships between public hospitals and public libraries
- Provide information and clear examples of partnerships as a means of improving inequitable systems and creating institutional justice

**Poster Learning Objectives:**
- Identify potential partnership opportunities between health institutions and adult learners
- Describe the partnership between Queens Cancer Center and Queens Library Adult Learner Program as an example of a successful partnership
- Recognize partnerships between adult learners and health institutions as a way to increase health equity

**BUILDING A MODEL FOR COMPREHENSIVE OBESITY PREVENTION: “JUNIOR DOCTORS OF HEALTH”**

**Intended Skill Level:** Beginner

**Sub-Theme(s):** Sustaining, Interprofessional

**Authors (Presenters in bold):** Scotty M. Buff, Office of the Assistant Provost for Education, Medical University of South Carolina (MUSC), Charleston, SC, USA; Kelli Anderson, Junior Doctors of Health, Charleston, SC, USA; Pamela Gibbs, Charleston County Public School System; Charleston, SC, USA; LaSheia Oubre, Charleston County Public School System, Charleston, SC, USA; Jane Arail, MUSC Center for Academic Excellence and The Writing Center, Charleston, SC, USA; Raymond Greenberg, MUSC, Charleston, SC, USA

Junior Doctors of Health® (JDOH) represents a six-year partnership between the Medical University of South Carolina (MUSC) and underserved schools. MUSC students from different colleges (Dental Medicine, Graduate Studies, Health Professions, Medicine, Nursing, and Pharmacy) teach elementary-age children about nutrition, exercise, and leading a healthy lifestyle while encouraging health professional and biomedical research career choices. Children become official “Junior Doctors of Health”, receiving full authority to take control of their own health and educate their family, friends and community on the importance of healthy eating and exercise. JDOH functions under an appointed director guided by a diverse advisory board. Continued engagement among schools, community, and University groups promote teacher, parent, and family wellness. Through a Duke Endowment grant reward, JDOH is further partnering with the SC Area Health Education Consortium (AHEC) to extend activities across SC.

**Poster Goals:**
- Share how providing interprofessional student collaboration opportunities create unique approaches to address public health concerns
- Illustrate that community ownership and sustainability can transform the way communities view a University
- Address the need for role modeling by health professional students, teachers, and parents in community education

**Poster Learning Objectives:**
- Describe interprofessional approaches to community-focused health promotion/prevention with emphasis on strategies to prevent childhood obesity
Recognize the importance of community engagement and project sustainability
Identify methods to improve the health of a child through direct and indirect interaction

INCENTIVIZING HEALTH PILOT

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): CBPR, Interprofessional

Authors (Presenters in bold): Dawn Dziuba, Washington University, St. Louis, MO, USA

This research illustrates how multidisciplinary collaboration in research resulted in a community health policy pilot project. Our research examines follow-up rates for patients referred from the emergency department (ED) to any federally qualified health clinic (FQHC), and identifies any barriers to patients accessing medical care. The most often cited barriers for patient follow-up are transportation and cost.

We engaged a multi-disciplinary team to develop a pilot health policy project to determine if barrier removal and financial compensation will improve medical outcomes. Frequent ED users with chronic conditions lacking a usual healthcare source are placed into 1 of 3 groups: a control group, a “barrier” group of patients who receive transportation vouchers and no co-payment, and an “incentive” group which receives financial compensation in addition to barrier removal. We have partnered with a local FQHC to measure the long-term impact of these measures on patients.

Poster Goals:
- Introduce the importance of collaboration in community based participatory research
- Describe the process of using research as a basis of discussion with members of the community to develop a community based participatory research plan
- To illustrate how identifying barriers to health care can help foster relationships within between academia and community health clinics to develop a health policy pilot project

Poster Learning Objectives:
- Participants will be able to understand an example of how to take a research project and transform it into a pilot health project.
- Participants will learn how to address challenges inherent in cross-disciplinary collaborative teams that involve academia along with community members working together to address health inequity.
- Participants will engage in discussion of how to apply the lessons from this example to challenges to forming collaborative projects in their own communities.

SUSTAINING LOCAL PARTNERSHIPS TO ADDRESS HEALTH DISPARITIES DURING UNSTABLE POLITICAL AND ECONOMIC TIMES

Intended Skill Level: Intermediate, Advanced

Sub-Theme(s): Sustaining partnerships and the outcomes they achieve, Interprofessional, interdisciplinary and/or intersectoral collaborations

Authors (Presenters in bold): Alexis Jurow-Stevenson, Department of Epidemiology and Population Health, Albert Einstein College of Medicine of Yeshiva University, Bronx, NY, USA; Elisa Weiss, Albert Einstein College of Medicine of Yeshiva University, Bronx, NY, USA; Bruce Rapkin, Albert Einstein College of Medicine of Yeshiva University, Bronx, NY, USA; Alexis Jurow Stevenson, Albert Einstein College of Medicine of Yeshiva University, Bronx, NY, USA; Lauren Kashman, Albert Einstein College of Medicine of Yeshiva University, Bronx, NY, USA; Jennifer Erb-Downward, Community Capacity Building Core, Albert Einstein College of Medicine of Yeshiva University, Bronx, NY, USA; Eileen Sabino, HealthLink Community Outreach Coordinator, Queens Library, New York, NY, USA; Tamara Michel, HealthLink, Queens Library, New York, NY, USA; Margaret Kemeny, Director, Queens Cancer Center, New York, NY, USA; Tameron Ackley-Kazdal, American Cancer Society, New York, NY, USA; Loida Garcia-Febo, Queens Library, New York, NY, USA; Maureen O’Connor, Queens Library, New York, NY, USA

Since 2000, economic turmoil and political trends have led to a reduction in funding for health research and healthcare for low income populations. In 2006, the National Cancer Institute funded Queens Library HealthLink (HL) to test the efficacy of a CBPR partnership to reduce cancer disparities in Queens, NY. At the time of funding the HL budget was cut 29%. Since then, its budget has been cut at least 3% each year, three Queens hospitals closed, and free cancer screening
programs were sharply cut or eliminated; unemployment and crime in study neighborhoods increased. This poster will describe how the HL partnership has adapted and sustained its efforts in the face of these challenges. Strategies have included increased communication among partners, reallocation of funds, heightened flexibility of roles, redefining short and long term goals, increased reliance on local student interns and community members, developing new ways to build community capacity, and expanding the partnership.

**Poster Goals:**
- Describe strategies to sustain interdisciplinary and intersectoral partnerships during times of economic and policy change on the national and local levels
- Identify ways partnerships can adapt and thrive in the face of resource reductions
- Describe ways partnerships can build community capacity to address cancer disparities in the face of funding cuts

**Poster Learning Objectives:**
- Learn how interdisciplinary partnerships can be sustained in challenging political and economic environments
- Describe how lessons learned from the Queens Library HealthLink partnership can be applied to other partnerships
- Identify ways to maximize partnership success during challenging economic and political

**INTERPROFESSIONAL SERVICE LEARNING EXPERIENCE AT UNMC – BRIDGING PROFESSIONS, COMMUNITY-ACADEMIA, AND ACADEMIC INSTITUTIONS WHILE BUILDING ‘LEGACY’ SERVICE LEARNING PROJECTS**

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Interprofessional, Youth

**Authors (Presenters in bold):** Ruth Margalit, College of Public Health Health Promotion, Social & Behavioral Health, University of Nebraska Medical Center, Omaha, NE, USA

In our institution, we implemented an Interprofessional Service Learning experience that resulted with several student-initiated legacy project developed to be sustainable projects in underserved communities around Omaha. The Service learning Experience (SLE) included students and faculty from the medical campus, College of Public Health, College of medicine, College of Pharmacy, School of allied Health Professions, College of Nursing, and from the neighboring college campus with the School of Social Work, College of Information Systems and Technology, and the School of Communication. The SLE required students to work together with colleagues from across UNMC colleges to complete the project, ‘learning with, from and about each other’ to while building a meaningful project.

**Poster Goals:**
- Present and discuss successes and challenges in implementing interprofessional, intercampus, service learning projects within a medical center context
- Discuss benefits and scholarship potential to community, students, and faculty in forming academia community partnerships
- Engage audience in discussion and sharing of experiences with interprofessional work and solutions to common challenges

**Poster Learning Objectives:**
- Describe eight service learning ‘legacy projects’ developed with students and various underserved communities in Omaha, NE
- Identify the advantages and challenges in structuring interprofessional engagement service learning projects
- Discuss training of interprofessional faculty advisors and challenges in skill-building for standardized facilitation, response to critical reflections, and respectful community engagement
BUILDING COMMUNITY PARTNERSHIPS IN INTERNAL MEDICINE RESIDENCY: STEP 1

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Sustaining, Advancing

Authors (Presenters in bold): Caitlyn B. Meltvedt, Department of Internal Medicine, University of California, Davis, Sacramento, CA, USA; Tonya Fancher, University of California, Davis, CA, USA; Richard Pan, University of California, Davis, CA, USA; Elizabeth Sterba, University of California, Davis, CA, USA; Heather Hutcheson, Tahoe Colonial Community Collaborative, Sacramento, CA, USA; Mark Henderson, University of California, Davis, CA, USA

We describe our IM training program: Transforming Education And Community Health (TEACH). TEACH improves continuity of care for the medically underserved between the university hospital and county clinic. This HRSA-funded program is a collaboration between UC Davis, Sacramento County clinics and community organizations through Communities and Physicians Together (CPT). CPT trains physicians to provide high quality care by understanding the social determinants of health and equipping them with skills to engage in their patients’ communities. Physicians learn to: 1) use Asset Based Community Development; 2) identify local health concerns; 3) describe the community with the perspective of a community member; 4) develop an advocacy project. After, physicians demonstrated an improved understanding of advocacy and the tools to engage in their community and build meaningful partnerships. This program can be replicated in other programs to promote community partnerships and shared learning.

Poster Goals:
- Describe a partnership between an academic medical center and grassroots community based organizations that teaches physicians to incorporate the social determinants of health into quality health care
- Highlight the aspects of the partnership that are exportable to other academic institutions
- Discuss the partnership’s successes and challenges

Poster Learning Objectives:
- Learn about a new education model they can take back to own institution/community
- Learn about potential barriers and solutions to creating medical center-community partnership
- Have new tools to expand their own medical center-community partnership

SYNTHESIZING OUTCOMES OF PARTICIPATORY HEALTH RESEARCH: A SYSTEMATIC REALIST REVIEW OF COMMUNITY- AND ORGANIZATION-BASED RESEARCH PARTNERSHIPS

Intended Skill Level: Beginner

Sub-Theme(s): Sustaining

Authors (Presenters in bold): Justin J. Jagosh, Department of Family Medicine, Faculty of Medicine, McGill University, Montreal, PQ, Canada; Ann Macaulay, Department of Family Medicine, Faculty of Medicine, McGill University, Montreal, PQ, Canada; Jon Salsberg, Department of Family Medicine, Faculty of Medicine, McGill University, Montreal, PQ, Canada; Pierre Pluye, Department of Family Medicine, Faculty of Medicine, McGill University, Montreal, PQ, Canada; Jim Henderson, PRAM, McGill University, Montreal, PQ, Canada; Robbyn Seller, PRAM, McGill University, Montreal, PQ, Canada; Paula Bush McGill University, Montreal, PQ, Canada; Erin Sirett, McGill University, Montreal, PQ, Canada

Participatory Research (PR) is a burgeoning approach in health sciences which democratizes research by involving community members, health professionals or other stakeholders as co-investigators. This collaborative, coeducational approach to researcher-participant relationships holds the promise of generating health solutions that are more effective, relevant and useful to end-users. However, evidence demonstrating the impact of participation on research outcomes is scant. Our systematic review uses a realist perspective to synthesize evidence of the conditions and mechanisms of participation and their corresponding outcomes. 7,167 citations have been identified in the literature, filtered through an identification and selection procedure, generating 200 studies that are being appraised for evidence of the impact of participation. Theoretical concepts pertaining to realist review methodology (contexts, mechanisms, and outcomes), and their practical application to PR will be presented.

Poster Goals:
- To present a synthesis of the literature on participatory research, using a realist perspective
- To provide a brief description of ‘Realist Review’ methodology and what it offers for generating knowledge on participatory health research
To describe the challenges and successes of using realist review to uncover the impact of community and professional participation on intermediate and final outcomes in health research

Poster Learning Objectives:
- To further the insights about contextual elements of participatory research design that determine success of research partnerships
- To further the insights about ‘mechanisms of participation’ that determine the success of research partnerships
- To understand the role of middle-range theories in realist review, which, applied to case studies, can inform policy on the direction and development of the field of participatory research

TO KNOW WHAT YOU DON'T KNOW: THE BEAUTY OF UNDERSTANDING ABILITY THROUGH DISABILITY AND FAMILY

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Journeys, Capacity

Authors (Presenters in bold): Katie A. Stanton-Nichols, School of Physical Education and Tourism Management, Indiana University Purdue University Indianapolis, Indianapolis, IN, USA

Emphasizing the themes of journeys of transformation and building capacity, the poster content will focus on how the service learning experience helps transform the students understanding by engaging with individuals and their families. Additionally, the content will focus on the building of clinical skills and the sustainability of their understanding as their clinical skills develop and progress through the experience.

Poster Goals:
- To describe the format of service learning experience used to bridge the conceptual understanding of disability in a physical activity environment
- To discuss the evolution of understanding disability through engaged service and interaction
- To describe how students engage through interaction, planning, and reflection to improve their understanding of disability

Poster Learning Objectives:
- Participants will understand the challenge of teaching ability as reference to disability in a physical activity and exercise environment
- Participants will be informed of the structure and setting of the service learning experience
- Participants will be shown the materials used to achieve student learning outcomes and will be asked to provide feedback regarding these items

LISTENING, LEARNING AND RESPONDING: COMMUNITY-UNIVERSITY PARTNERSHIPS IN MINNESOTA INDIAN COUNTRY

Intended Skill Level: Beginner

Sub-Theme(s): Building capacity, Interprofessional, interdisciplinary and/or intersectoral collaborations

Authors (Presenters in bold): Diana M. Martenson, University of Minnesota Extension, St. Paul, MN, USA; Dawn Newman, Extension American Indian Liaison, University of Minnesota, St. Paul, MN, USA; Deb Zak, University of Minnesota, St. Paul, MN, USA

The University of Minnesota Extension American Indian Task Force (AITF) was established by the Dean of Extension in 2006 to improve access and representation of American Indian communities to the University. The interdisciplinary task force listened and learned from visiting and building relationships on five northern MN tribal nations. As a result, tribal representatives joined the task force. Staff development for task force members and University staff were provided, leading to a community-university partnerships focused on community interests and university expertise and resources. Six educators were hired to work in Indian Country. They are providing culturally specific programs, pursuing interdisciplinary work and fostering sustainable community-university partnerships. Extension's $30,000 initial commitment to the AITF operating fund over three years has helped leverage over $460,000 in additional funding.
Poster Goals:
- To illustrate improved access and representation of the American Indian community's to the University of Minnesota
- To highlight how cultural literacy of University of Minnesota professionals has been enhanced through staff development
- To discuss the design and delivery of culturally appropriate programs provided through innovative approaches

Poster Learning Objectives:
- To understand and practice the importance of putting people first by listening, learning and then responding in partnership with the community to what is learned
- To learn why it is important to map current community-university relationships and programs, learn about them, recognize and build upon what currently exists
- To understand how cross-discipline community-university teams can open doors for comprehensive, sustainable partnerships producing transformational change

PHILADELPHIA COMMUNITY INSPIRATIONAL BUS TOUR, DREXEL UNIVERSITY COLLEGE OF MEDICINE

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Journeys

Authors (Presenters in bold): Elissa J. Goldberg, Office of Community Experience, Drexel University College of Medicine, Philadelphia, PA, USA; Steven Rosenzweig, Office of Community Experience, Drexel University College of Medicine, Philadelphia, PA, USA; Barbara Saba, Office of Community Experience, Drexel University College of Medicine, Philadelphia, PA, USA

The Office of Community Experience (OCE) of Drexel University College of Medicine was established over 18 years ago. Its mission is to integrate meaningful community service and reflective learning to prepare medical students to address socioeconomic determinants of disease and become community-responsive physicians. OCE provides a required, service curriculum for all 260 first-year students. Responding to students’ request to form earlier and deeper connections with underserved neighborhoods of Philadelphia, we created an Inspirational Bus Tour that brought students to visit community sites and engage with representatives of social programs working for greater physical and social health. In this poster session we will explain the history and stepwise development of the tour as a learner-centered innovation, describe the structure and content of the tour, and report on student reflections of the experience.

Poster Goals:
- Discuss challenges and opportunities for cultivating relationships between learners and underserved communities
- Feature the value of learner-centered innovation within community service curricula
- Report on the impact of an innovative program for medical students, crafted to reduce fear and increase enthusiasm for service in low-income, “scary” communities

Poster Learning Objectives:
- Describe social and geographic barriers separating Drexel medical students from low-income communities
- Understand the process of learner-centered innovation within the community service curriculum of Drexel University College of Medicine
- Discuss the Drexel Community Inspirational Bus Tour as a model to overcome social and geographic barriers separating students from low income communities

MIAMI SPEC: PROMOTING STRENGTHS, PREVENTION, EMPOWERMENT, AND COMMUNITY CHANGE THROUGH ORGANIZATIONAL DEVELOPMENT PARTNERSHIPS

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Journeys, Innovative

Authors (Presenters in bold): Scotney D. Evans, Department of Educational & Psychological Studies, School of Education, University of Miami, Coral Gables, FL, USA; Adrine McKenzie, Department of Educational & Psychological Studies, School of Education, University of Miami, Coral Gables, FL, USA; Ora Prilleltensky, Department of Educational & Psychological Studies, School of Education, University of Miami, Coral Gables, FL, USA; Isaac Prilleltensky, School of Education, University of Miami, Coral Gables, FL, USA
SPEC Learning and Changing by Doing is a three-year, action research and organizational change project designed to ultimately promote social justice and well-being in the community. SPEC is an acronym that stands for Strengths, Prevention, Empowerment, and Community Change. The project consists of five community organizations working in partnership with each other and University researchers to explore and tackle internal organizational change in order to better promote justice and well-being in their respective constituencies. In this poster we present a review of this multicase study of organizational change in human services. we outline the SPEC conceptual framework as an alternative guiding paradigm for human services and present formative findings from the initial stage of this project. We will focus on how the organizations in this study are attempting to change internal organizational conditions and finish with lessons to be drawn from the first phase of the project.

Poster Goals:
- Describe our conceptual framework for critical practice in human service organizations
- Outline our unique partnership approach to building organizational capacity for community change
- Summarize the lessons learned from this three-year action research partnership and draw implications for similar collaborative organizational change efforts

Poster Learning Objectives:
- Participants will learn the SPEC conceptual framework and understand how promoting strengths, prevention, empowerment, and community change is an important goal in human service organizations
- Participants will explore a unique University-Community partnership that has real potential to promote organizational learning and change in human services
- Participants will learn from the experiences of this partnership for change and help draw implications for future efforts

ALZHEIMER'S DISEASE IN LIMITED ENGLISH PROFICIENCY COMMUNITIES

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Sustaining partnerships and the outcomes they achieve, Building capacity

Authors (Presenters in bold): Darby J. Morhardt, Cognitive Neurology and Alzheimer’s Disease Center, Northwestern University Feinberg School of Medicine, Chicago, IL, USA; Marta Pereyra, Coalition for Limited English Speaking Elderly, Chicago, IL, USA

Limited data exist on how members of different cultures understand dementia. Results of an Administration on Aging (AoA) Alzheimer’s Disease Demonstration Grants to States (ADDGS) in 5 limited English proficiency (LEP) communities (Assyrian, Arabic, Bosnian, Hindi, Urdu) revealed 13% of enrolled subjects sought evaluation. Goals were to understand how LEP communities conceptualize dementia and reasons LEP communities seek or do not seek help. 48 interviews conducted with family members of persons identified with dementia in person’s native language, translated and subjected to thematic analysis. Results: memory loss is explainable and normative – due to aging, medication or trauma due to war, family or immigration problems. The primary predictor to not seeking an evaluation was dependent upon other more concerning psychosocial stressors. AD education is needed in LEP communities to increase awareness of early diagnosis, treatment intervention and management of difficult behaviors.

Poster Goals:
- Demonstrate the partnership building process between Northwestern University and 5 limited English proficiency communities - Assyrian, Arabic, Bosnian, Hindi, and Urdu
- Present data regarding reasons families of persons with cognitive impairment in limited English proficiency communities conceptualize dementia and seek or do not seek medical evaluation and diagnosis
- Describe future project developments based on study results

Poster Learning Objectives:
- Attendees will understand the partnership building process between the university and ethnic community agencies and lessons learned
- Attendees will learn how Alzheimer’s disease is conceptualized in limited English proficiency communities and reasons why they seek and do not seek medical help
- Attendees will learn what future steps these 5 communities are taking in partnership with the university to better understand and serve persons with Alzheimer's disease and their caregiving families
DR. MORYA ALLEN: THE MCGILL MODEL; THE EXPANSION OF NURSING WITHIN THE FIELD OF HEALTH PROMOTION

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): CBPR, Advancing

Authors (Presenters in bold): Diane S. Miller, Department of Health and Human Services, George Mason University, Woodbridge, VA, USA

My poster describes the McGill Model and the nursing theory behind it. I will discuss the life and goals of Dr. Moyra Allen including pictures and a brief history of her work. I will also review how the model came into play with the creation of the universal healthcare in Canada. The Developmental Model is a direct result of the universal healthcare system and how nurses in Canada coped with the changes. The changes resulted in a focus on families and patients as a whole rather than separate entities. It also stresses the importance of focusing on wellness and health rather than illness. With the lack of current resources in communities we need to become more creative in our focus on community care. In light of our current healthcare situation, I believe this poster would certainly be of interest with some ideas of how we can promote change.

Poster Goals:
- Educate nurses on the importance of focusing on health and wellness rather than illness when treating clients
- Promote emphasis on health promotion within the community by filling the gaps between the lack of community resources and healthy development of families throughout their lifetime
- Improve patient satisfaction as well as outcomes

Poster Learning Objectives:
- Participants will be able to grow professionally as well as personally after implementing some of the strategies used in the McGill Model
- Participants will learn the importance of forming partnerships with patients and families to foster improved health
- Participants will recognize the value in caring for the family as a whole and developing a plan of care in collaboration with the patient/family promoting successful outcomes for all

THE IMPACT OF A “HOME-BASE” PARTNERSHIP BETWEEN A SCHOOL OF NURSING AND A COMMUNITY FREE CLINIC ON SUSTAINABLE PROGRAM OUTCOMES

Intended Skill Level: Beginner

Sub-Theme(s): Sustaining, Building capacity

Authors (Presenters in bold): Barbara J. Olinzock, School of Nursing, University of North Florida, Brooks College of Health, Jacksonville, FL, USA; Rhonda Morris, Mission House Clinic, Jacksonville Beach, FL, USA

Providing medications to low-income and homeless clients is a particular challenge for health clinics. An innovative partnership between the Mission House Clinic and nursing students has resulted in an on-going sustainable Prescription Assistance Program. A cohort of nursing student’s partner with the clinic for four consecutive semesters and build relationships with the clients and staff. Students assist staff to identify pharmaceutical resources, enroll clients and provide individualized follow-up and teaching. This four year sustainable partnership has helped the clinic build capacity and resulted in a cost savings of over $15,000, freeing up clinic resources. Access to prescription drugs for a vulnerable population and investing students in authentic partnership are the primary outcomes. Each subsequent “generation” of nursing students has contributed to program continuity assuring comprehensive and seamless services.

Poster Goals:
- Address the need for empowering clients in accessing prescription services
- Present an innovative Campus-Community model for offering prescription assistance for vulnerable populations
- Share the process of developing a long-term sustainable Community-Campus Partnership between a community clinic and a nursing program

Poster Learning Objectives:
- Describe how a community clinic and nursing students can partner to develop a comprehensive Prescription Assistance Program for vulnerable clients
• Describe how a sustainable Community-Campus Partnership between a nursing program and a community clinic can build and strengthen long-term capacity
• Discuss how a long-term partnership between a community clinic and nursing program can benefit all stakeholders

MEETING THE COMMUNITY WHERE IT IS AND WHERE IT IS GOING: OBSTACLES AND OPPORTUNITIES TO IMPLEMENTING PROGRAMS IN A RECOVERY SETTING

Intended Skill Level: Beginner, Intermediate

Sub-Theme(s): Journeys

Authors (Presenters in bold): Stacey C. Cunningham, Community Health Sciences, Tulane University School of Public Health and Tropical Medicine, New Orleans, LA, USA; Mary Amelia Center; Paula Zeanah, Associate Professor of Clinical Psychiatry, Tulane School of Medicine, New Orleans, LA, USA; Jean Valliere, Coordinator for Mental Health, Maternal and Child Health, Louisiana Office of Public Health, New Orleans, LA, USA; Jeanette H. Magnus, Chair/Professor, Tulane School of Public Health, Community Health Sciences, New Orleans, LA, USA

The levee breaches following Hurricane Katrina compounded disparities in healthcare, education and housing. As rebuilding began, it was clear that important social support networks were also washed away. The Mary Amelia Center of Tulane University’s School of Public Health and the MCH office of the LA Office of Public Health designed the STAND Project – a public health program addressing social support and stress reduction and focused on women as community gatekeepers. Based on formative research, STAND designed a program to help women provide supportive environments for sharing. The training curriculum focused on communication skills, group facilitation and leading support groups. Three trainings and five community workshops were conducted. Additionally, over 1,000 informational brochures distributed to workplaces, health care settings and community events. Three important lessons were learned: Listen to community, be flexible and patient, and maintain fidelity to core principles.

Poster Goals:
• Describe the evolution of a project as it adjusts to community conditions
• Review core principles for an academic-community partnership
• Provide participants with “lessons learned” to assist with future program development

Poster Learning Objectives:
• Identify the role of formative research in program development
• List at least 3 core elements of a community-based, peer-led social support program
• Describe ongoing evaluation techniques that lead to project responsiveness

BUILDING PARTNER CAPACITY AND TRAINING FUTURE LEADERS: THE FIRST FIVE YEARS OF THE STANFORD PATIENT ADVOCACY PROGRAM

Intended Skill Level: Beginner

Sub-Theme(s): Sustaining, Capacity

Authors (Presenters in bold): Ann Banchoff, Office of Community Health, Stanford University School of Medicine, Stanford, CA, USA; Janet L. Hughes, MayView Community Health Centers, Palo Alto, CA, USA; Parastou Fatemi, Stanford University, Stanford, CA, USA; Melissa Liu, Stanford University, Stanford, CA, USA; Gabriel Garcia, Stanford University, Stanford, CA, USA

The Stanford University Patient Advocacy Program, established in 2004, combines a year-long course with weekly clinic shifts and capacity-building projects at community clinics providing care for local underserved populations. The clinics have an ongoing need for a corps of trained volunteers, but lack training and coordination resources. At the same time, many students are eager to engage in substantive community health activities. The Patient Advocacy Program seeks to address both these needs, and to contribute to building a diverse and culturally competent health care workforce. This poster session will review the background, history and evolution of this unique community partnership service-learning program, now in its 6th year. We will present results from 2009 community partner and alumni surveys. Attendees will have the opportunity to speak with the program director, student leaders, and a community partner about programmatic challenges and successes.

Poster Goals:
- Describe the background, history and evolution of the Stanford Patient Advocacy Program, a community partnership service-learning initiative now in its sixth year
- Describe the impact of a multi-year service learning program on 3 partner clinics
- Describe the impact of a multi-year service learning program on the 40 students who have graduated from the program to date

**Poster Learning Objectives:**
- Describe how one program succeeds in addressing community-identified needs while building undergraduate student skills and knowledge for leadership in community health
- Identify and describe at least 3 ways in which community clinics can benefit from structured student contributions
- Describe the results of the first-ever Patient Advocacy Program alumni survey, and the impact the program has had on its student participants

**DC HEALTH AND ACADEMIC PREP PROGRAM: OUR PARTNERSHIP, OUR FUTURE**

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Advancing, Youth

**Authors (Presenters in bold):** Emily A. Morrison, School of Medicine and Health Sciences, The George Washington University, Washington, DC, USA; Melanie Sellers, Executive Director, Capital City Area Health Education Center, Washington, DC, USA; Shyrea Thompson, Program Director, Capital City Area Health Education Center, Washington, DC, USA; Dr. Yolanda Haywood, Student and Curricular Affairs, School of Medicine, The George Washington University, Washington, DC, USA

The poster will illustrate the transformative power of the District of Columbia’s Health and Academic Prep Program (DC HAPP) on underserved youth. DC HAPP is a four-week summer program for college bound DC youth who are interested in pursuing a health career. The display will outline how DC HAPP engages student scholars in active learning experiences and provides them with committed mentors to guide them through college and career decisions. After the scholar-mentor relationships, the heart of the program is its health curriculum that emerged from a campus-community partnership created to promote healthcare workforce development and health equity. The campus-community partnership includes The George Washington University (GW) School of Medicine and Health Sciences, GW School of Public Health and Health Services, and the Capital City Area Health Education Center. The poster will address each of these areas, as well as lessons learned.

**Poster Goals:**
- The first goal of this session is to show participants one way their community may be able to advance equity in healthcare workforce development
- The second goal of this session is to inspire and mobilize participants to create community-campus partnerships to address the needs of underserved youth and health care shortages
- The third goal of this session is to educate participants on the key steps to creating balanced and equitable campus-community partnerships

**Poster Learning Objectives:**
- Participants will learn how to advance equity in the healthcare workforce with focus on preparing underserved youth to successfully transition into and through college and later to health professions
- Participants will learn how to foster effective youth and student leadership through curriculum development, community engagement, mentorship and skill development
- Participants will learn how to create and implement transformative programs; and will learn how societal, institutional and personal transformation is achieved through community-campus partnerships

**EXTENDING THE HEALTH CAREER LADDER: OMAHA HOUSING AUTHORITY AND NEBRASKA METHODIST COLLEGE PARTNERING TO IMPROVE HEALTH THROUGH SERVICE AND EDUCATION**

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Innovative, Advancing

**Authors (Presenters in bold):** Kristin Mattson, Nebraska Methodist College, Omaha, NE, USA; Marilyn Valerio, Nursing, Nebraska Methodist College, Omaha, NE, USA
In 2007, Nebraska Methodist College obtained Board approval for a Center for Health Partnerships; working to affect health inequity by focusing partnership development on addressing health disparities and increasing access to education. The poster focuses on NMC’s partnership with the Omaha Housing Authority. NMC has provided basic health care and education to OHA public housing residents for many years. Current focus is on deepening this partnership by assessing and addressing barriers OHA residents face to higher education. In the Spring 2009, OHA and NMC co-taught Bridging to the Healthcare Professions, preparing OHA CNA graduates for the next step in the health career ladder. In July 2009, NMC successfully bid for a contract to offer CNA instruction to 60 public housing residents. A unique facet of this certificate course is the health career education provided by nursing and allied health students to encourage quick and successful movement along the health career ladder.

**Poster Goals:**
- Relate history of partnership development between the Omaha Housing Authority and Nebraska Methodist College
- Highlight the importance of goal focused partnership development for alleviating health inequity
- Explore the tools institutions of higher learning have to bring to bear in efforts to address health inequities (eg. access to education)

**Poster Learning Objectives:**
- Identify benefits of focused community partnership development to alleviating health inequities
- Identify ways in which community campus partnerships can be deepened to facilitate movement of disadvantaged groups along the health careers ladder
- Understand the history of highlighted partnership and its relevance to other partnership development efforts

ENHANCING CHRONIC DISEASE CARE AT THE MAYVIEW COMMUNITY HEALTH CENTER: THE ROLE OF STUDENTS IN DEVELOPING AND SUSTAINING THE CHRONIC DISEASE CARE PROJECT

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Sustaining

**Authors (Presenters in bold):** Parastou Fatemi, Department of Chemistry, Stanford University, Plano, TX, USA; Janet L. Hughes, MayView Community Health Center, Palo Alto, CA, USA; Melissa Liu, Department of Chemistry, Stanford University, Stanford, CA, USA

The Chronic Care Project stemmed from the MayView Community Health Center’s self-identified need to manage the care of their chronic disease patients. Since 2005, Stanford undergraduates and medical students, committed to working in community clinics with underserved populations, have partnered with dedicated clinic staff and others in the community to address this need. The partnership yielded a series of capacity-building projects, including clinic-wide implementation of an electronic disease management system and establishing self-efficacy classes for the patients and their families. The project’s sustainability has included recruiting new student and community partners to the team, applying for long-term monetary support, training clinic staff to use and take ownership of the electronic system, analyzing progress and making changes as needed, and moving from one phase to another. Our poster will show how others can accomplish sustainable campus-community partnered projects.

**Poster Goals:**
- Describe the progress and impact of the ongoing collaboration between Stanford students and the MayView Community Health Center to improve chronic disease care for the underserved
- Present a model for combining student and community resources to address clinic partner-identified needs and train student leaders in population-level health advocacy
- Discuss the challenges involved in piloting and implementing the Chronic Disease Care project and planning for long-term sustainability

**Poster Learning Objectives:**
- Describe the benefits and challenges inherent in establishing, maintaining, and ensuring sustainability for a multi-year campus-community collaborative project
- Identify strategies to successfully pool the unique assets of all contributors in an interdisciplinary project to achieve collectively defined and mutually beneficial goals
- Identify potential barriers to sustainably implementing a similar project at a different institution and describe strategies for addressing these barriers
DIABETES SELF-MANAGEMENT USING CULTURE-BASED EDUCATION: LAND, FOOD, & HEALTH

Intended Skill Level: Intermediate

Sub-Theme(s): Journeys, Advancing

Authors (Presenters in bold): Mele A. Look, Department of Native Hawaiian Health John A Burns School of Medicine, University of Hawai'i, Honolulu, Hi, USA; Tricia Usagawa, John A Burns School of Medicine University of Hawai'i, Honolulu, Hi, USA; Sheryl Yoshimura, Kokua Kaliihi Valley Comprehensive Family Services Honolulu, Hi, USA; Nani Rothfus, Hui Mālama Ola nō 'Ōiwi, Honolulu, Hi, USA

Prevalence rates for type 2 diabetes in Native Hawaiians and other Pacific People (NHPP) are among the highest of any ethnic population in the United States, with rates at about 20% of the adult population. Chronic disease management for NHPP is challenged by issues of differing language and culture in addition to low socio-economic and education levels. Four community health agencies across Hawai'i, with support from University of Hawai'i, have begun an innovative and promising approach to teaching diabetes self-management by incorporating cultural practices of maintaining food gardens as part of their teaching strategies. Historically, NHPP relationship to land includes spiritual, historical, and familial aspects. Culture-Based education (CBE) pioneered by educational researchers for indigenous populations emphasize place-based, hands-on and interactive learning. Clinical evaluation showed statistically significant improvement of important health indicators such as HbA1c.

Poster Goals:
- Present the health disparity for type 2 diabetes in Native Hawaiians and other Pacific People
- Present the theoretical model for Cultural Based Education
- Share types of programs developed and clinical improvements identified

Poster Learning Objectives:
- Describe the reasons health disparity in diabetes with Native Hawaiians and other Pacific People
- Understand the Culture-Based Education theoretical model
- Identify different programs that incorporate Pacific concepts of land, food and health for diabetes self-management

THE ELDERSMILE PROGRAM: SERVICE LEARNING IN ORAL HEALTH AND AGING

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): CBPR, Advancing

Authors (Presenters in bold): Lynn M. Tepper, College of Dental Medicine, Columbia University Health Science Campus, New York, NY 10032, NY, USA

Project ElderSmile is a university-community partnership sponsored by grants from private foundations which seek to promote improved health care services for the medically underserved members of urban communities. The College of Dental Medicine at Columbia University is engaged in an innovative outreach program in northern Manhattan, which seeks to improve the oral health care status of older minority elders within these communities. ElderSmile has provided a series of interactive educational presentations about aging and oral health, and free dental screenings by dental school faculty and students in each of their four years of dental school to over 600 older residents of public housing units and senior centers within these neighborhoods. These screenings are followed by free treatment in four community dental clinics including the College of Dental Medicine. This presentation will discuss the rationale, development, protocol, and evaluation of this four-year program.

Poster Goals:
- To discuss the rationale, development, protocol, and evaluation of an innovative four-year program that introduces dental students to the service needs of a medically underserved population
- To understand the attitudinal and behavioral outcomes of both students and elderly community residents which result from of university-community partnerships
- To suggest and recommend the establishment of similar university-community partnerships that promote improved oral health for medically underserved minority elders
**Poster Learning Objectives:**
- Develop an understanding of the complexities of setting up university-community partnerships
- Appreciate the anticipated and unanticipated outcomes of community outreach programs
- Recognize the implications for research resulting from university-community partnerships

**APPLICATION OF COMMUNITY-BASED PARTICIPATORY RESEARCH IN THE OBSERVATION OF FOOD STORES IN DETROIT**

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Building, CBPR

**Authors (Presenters in bold):** Betty T. Izumi, Kellogg Health Scholars Program, University of Michigan School of Public Health, Ann Arbor, MI, USA; Christine Wilson, Rebuilding Communities Inc., Detroit, MI, USA; Shannon N. Zenk, University of Illinois at Chicago College of Nursing, Chicago, IL, USA; Amy J. Schulz, University of Michigan School of Public Health, Ann Arbor, MI, USA; Graciela B. Mentz, University of Michigan School of Public Health, Ann Arbor, MI, USA; Christine Wilson, Rebuilding Communities Inc., Ann Arbor, MI, USA; Sharon L. Sand, University of Michigan School of Public Health, Ann Arbor, MI, USA

Direct observation of the food environment is a research method for identifying pathways through which limited access to nutritious foods contributes to health inequities and an important tool for building a partnership’s capacity to improve food access. We describe how the Healthy Environments Partnership — a CBPR partnership working since 2000 to address excess cardiovascular disease risk in Detroit, MI — applied a CBPR approach to the direct observation of food stores in three low-income, multiethnic communities. Four community members were trained to assess the shopping environment and the availability, selection, price, and quality of food in 180 food stores. We describe the contributions made by the community members to the data collection process, strategies used to promote and evaluate inter-rater reliability (IRR), and IRR results. In addition, we will discuss contributions and challenges of a partnership approach to observing food stores.

**Poster Goals:**
- Share information about the experience of one community-campus partnership, the Healthy Environments Partnership, in the observation of food stores
- Engage participants in a conversation about the contributions and challenges of observing food stores using a CBPR approach
- Share information about methods for promoting and evaluating inter-rater reliability

**Poster Learning Objectives:**
- Describe a CBPR approach to collecting data on the food environment through direct observation
- Identify strategies for working with community members to achieve acceptable inter-rater reliability
- Describe contributions and challenges of observing food stores using a CBPR approach

**BRINGING EDUCATION TO LIFE**

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Sustaining, Interprofessional

**Authors (Presenters in bold):** Margaret E. Machara, Department of Family and Consumer Sciences, Tennessee State University, Nashville, TN, USA

The parenting class at Tennessee State University is partnering with Metro Action Council to implement, analyze and respond to a community needs assessment with parents of Head Start children. Students will complete phone survey needs assessments. They will then analyze the needs expressed and explore community services that will meet those needs. Information to assist parents in meeting perceived needs will be organized into material that can be distributed to the parents. A summary of findings and resources will be presented to the Metro Action Council. Throughout course material, students gain and understanding of how interconnected family functioning is. The needs and resources of parents directly relate to their parenting skills and the outcomes for children. This project will not be completed until December 2009. Findings and experiences will be compiled for a poster or thematic poster presentation.

**Poster Goals:**
- Demonstrate unique ways to approach classroom content by meeting community needs
- Demonstrate ways to integrate higher order student development in Service-Learning activities
- Demonstrate student produced findings regarding community needs and ways to address them

**Poster Learning Objectives:**
- Identify different ways that community assistance can be integrated into classroom content
- Explore possible ways to extend Service-Learning activities into higher order learning
- Envision how to creatively meet community need

**STEERING FROM BOTH SEATS: A STUDENT-DRIVEN ADVOCACY SKILLS TRAINING FOR CHANGE**

**Intended Skill Level:** Beginner

**Sub-Theme(s):** Building capacity, Youth and student leadership

**Authors (Presenters in bold): Rebecca L. Pearson, Physical Education, School & Public Health, Central Washington University, Ellensburg, WA, USA; Jennifer M. Lehmbeck, Physical Education, School & Public Health, Central Washington University, Ellensburg, WA, US; Emily Whitney, Central Washington University, Ellensburg, WA, USA

Advocacy and policy change strategies are increasingly recognized as crucial for public health professionals, particularly for social justice issues, yet these strategies are misunderstood and frequently not included in undergraduate public health curricula. A recent assessment of regional public health professionals indicated an interest in developing advocacy and change skills. Central Washington University (CWU) public health students are currently collaborating with faculty to develop and implement an assessment of their own needs for professional preparation surrounding advocacy and policy change. We anticipate using the results of both the assessments to develop an advocacy training designed to bring students and regional professionals together in exploring and practicing these important skills. CWU students will continue working closely with faculty to create a training that reflects their needs and bridges the student-professional divide.

**Poster Goals:**
- Present student-faculty and student-professional collaboration for professional development as a workable reality
- Discuss lessons learned during the process of developing and implementing student-driven assessment and training
- Inspire other students, faculty, and professionals to co-create learning and working opportunities to make change

**Poster Learning Objectives:**
- Make a case for creating similar collaborative, student-driven assessments and trainings
- Identify skills that would be relevant for similar collaborative, student-driven assessments and trainings
- Outline a plan to create such assessments and trainings

**GETHEALTHYHARLEM.ORG: A COMMUNITY-DRIVEN HEALTH INFORMATION AND SOCIAL NETWORKING WEBSITE**

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Innovative, Interprofessional

**Authors (Presenters in bold): Andrea M. Nye, Department of Sociomedical Sciences, Mailman School of Public Health, Columbia University, New York, NY, USA; Carly Hutchinson, Department of Sociomedical Sciences, Mailman School of Public Health, Columbia University, New York, NY, USA; Michelle Smith, Harlem Health Promotion Center, New York, NY, USA; Rita Kukafka, Department of BioMedical Informatics, Columbia University, New York, NY, USA; Alwyn Cohall, Harlem Health Promotion Center, New York, NY, USA

One approach to addressing health disparities is through increased access to new media and technology. Therefore, through interdisciplinary community partnerships, researchers at Columbia University developed GetHealthyHarlem.org, a health website based upon expressed community needs and interests. Collaborations played a crucial role in site development, ensuring that the needs of local residents were central to overall design and content. Columbia’s Prevention Research Center provided project oversight and professional developers supplied technical expertise. The site then evolved based on formative research, community feedback and ongoing usability testing. The final website is a hybrid of a traditional closed information network and more novel, open social networks (e.g. Wikipedia, Facebook). Users can
access accurate and locally-relevant health information and can participate via social networking functions such as blogs and discussion boards. Evaluation of the website is ongoing.

**Poster Goals:**
- To demonstrate how innovative and promising partnership practices can be used to develop and implement a community-based health website
- To show how a website focused on health literacy and community content can help advance health equity
- To share experiences and demonstrate how inter-professional and interdisciplinary collaborations via academic and community partnerships were used to create online health education content

**Poster Learning Objectives:**
- Develop ideas for using the Internet to convey relevant, accurate, low-literacy health information to underserved populations
- Recognize novel ways that interdisciplinary and inter-professional partnerships can be utilized to advance health equity
- Describe approaches to the use new media technologies and the web 2.0 platform in community collaborations

**TEAM MEMBER PERSPECTIVES ON INVOLVEMENT IN COMMUNITY-BASED PARTICIPATORY RESEARCH IN THE DOMINICAN REPUBLIC**

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Building, CBPR

**Authors (Presenters in bold):** Fidela Chiang, Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, GA, USA; Jennifer Foster, Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, GA, United States

Community-based participatory research (CBPR) equips researchers to address global health disparities with social justice in mind. One such team comprised of nurses and community members in the Dominican Republic (DR) participated in all aspects of a project’s research process to understand the quality of maternity care in one hospital. This study examined the efficacy of CBPR by documenting the experience of these research team members through in-depth interviews. Qualitative methods were employed for content analysis, revealing positive attitudes towards CBPR and the empowering effects of knowledge, teamwork, and community involvement. CBPR is a research approach that transcends sociocultural hierarchies and builds capacity for collaboration towards a common goal of improving healthcare. Findings may encourage implementation of CBPR projects in other parts of the DR; this project may also serve as a model for international collaborations for promoting maternal and newborn health.

**Poster Goals:**
- To explain the premise and the potential of community-based participatory research
- To provide a case study for the larger framework of community-based participatory research as a means for further discussion
- To promote the community-based participatory research approach to address social and public health issues for vulnerable populations

**Poster Learning Objectives:**
- Identify how community-based participatory research can be implemented in a variety of settings
- Discuss the advantages and disadvantages of conducting community-based participatory research
- Explain how community empowerment is possible through collaborative partnerships and capacity building

**CAVS AND PANTHERS: A UNIVERSITY/SCHOOL MENTORING AND ENRICHMENT PROGRAM**

**Intended Skill Level:** Intermediate

**Sub-Theme(s):** Sustaining, Innovative

**Authors (Presenters in bold):** Eleanor V. Wilson, Curry School of Education, University of Virginia, Charlottesville, VA, USA; Kevin Pujanauski, College of Arts and Sciences, University of Virginia, Charlottesville, VA, USA; Max Gruenther, Darden School of Business, University of Virginia, Charlottesville, VA, USA; Megan Gutierrez, College of Arts and Sciences, University of Virginia, Charlottesville, VA, USA
This session will illustrate the stages of development of a school/university partnership currently involving 25 elementary school students, fifteen university undergraduate and graduate students, three teachers, a principal, and a university faculty member. The presentation will describe the evolution of this program, “Cavs and Panthers”, from that of an ad hoc volunteer experience through a university service organization as the initial volunteers applied for and received university funding for this community based grant. University and school personnel collaborated on the design of the program as well as on the format to evaluate the program's outcomes. The presentation will discuss initial findings about the efficacy of the mentorship program based on data gathered during the 2009-2010 school year. The program is located in a rural elementary school with a high rate of poverty and provides tutoring, mentoring and enrichment opportunities not currently available for its students.

Poster Goals:
- The first goal of this session is to discuss the evolution of a school/university partnership designed to develop students’ motivation and learning in after-school club in a rural elementary school
- The second goal of this presentation is to explain the context within which the partnership became formalized through a university-wide call for funding innovative school/community programs
- The third goal is to describe the current status of the partnership at the end of two years through discussion of initial research findings, and related program documentation

Poster Learning Objectives:
- To identify key components necessary for establishing university/community collaborations
- To explore ways to fund collaborations
- To describe key elements for continuing school/community programs

TRANSFORMATIVE SCHOLARSHIP IN SERVICE-LEARNING: INSIDE THE LENS OF REFLECTION

Intended Skill Level: Intermediate

Sub-Theme(s): Journeys, Innovative

Authors (Presenters in bold): Lorece V. Edwards, School of Community Health and Policy, Morgan State University, Baltimore, MD, USA

The poster will discuss various aspects of reflection in service-learning. The poster will illustrate reflection as a learning tool for students as well as the community. The benefits of reflection in the development of the reflective professional and agent of change will also be highlighted. Reflection is particularly important in public health practice; therefore, the role of reflection in facilitating a deeper understanding of the root causes of health problems will be explored and linked to health disparities and social justice.

Poster Goals:
- Discuss reflection as a tool for learning
- Discuss how reflection in service-learning transforms students to agents of change
- Discuss how critical reflection within the community facilitates a deeper understanding in the root causes of health problems, and increases the opportunity to problem solve

Poster Learning Objectives:
- Understand reflection as a learning tool that encourages students to recognize gaps in their own knowledge and skills
- Explain a typology for reflective practice in public health. This will focus on three domains of interest in health promotion and disease prevention: self, context, and process
- Understand why reflection opens the way for marginalized groups to be heard, valued, and self-problem solve
CULTURALLY COMPETENT HEALTH CARE: PARTNERING TO STUDY DISEASES OF POVERTY IN A MULTIETHNIC COMMUNITY IN BLUEFIELDS, NICARAGUA

Intended Skill Level: Beginner, Intermediate

Sub-Theme(s): CBPR, Advancing

Authors (Presenters in bold): Robin M. Kendall, University of Virginia, McIntire School of Commerce, University of Virginia, Charlottesville, VA, USA; Emma M. Mitchell, University of Virginia, School of Nursing, Charlottesville, VA, USA

Robin Kendall and Emma Mitchell received the '08-09 Community Based Undergraduate Research Grant from the University of Virginia, intended to partner undergraduate and graduate students for mentored community-based research. The students traveled to Bluefields, Nicaragua, where they had previously worked in partnership with a University there to develop potentially sustainable development projects. Robin and Emma returned and partnered with Casa Materna, a community agency designed to provide housing and food to women living in rural communities traveling to the Bluefields hospital to give birth. Partnering with the head nurse, the researchers conducted group interviews of women at Casa Materna, and key informant interviews of community stakeholders (including local NGOs, healthcare workers, and University Professors) to identify community perceived health care needs of women. Based on findings, the students created an hour long public radio announcement on nutrition for mothers.

Poster Goals:
- To explore research issues in international campus-community partnerships
- To discuss the process of partnering with international community stakeholders to assess cultural competence of existing health care resources
- To discuss creating social justice in the context of international research

Poster Learning Objectives:
- Participants will be able to identify 3 strategies for recruiting community participants in campus-community research projects
- Participants will be able to describe the importance of the community feedback loop necessary for international campus-community partnership research projects
- Participants will be able to define: Key informant; community stakeholder; community capacity for change; and cultural competence in health care

DEVELOPING COMMUNITY CAPACITY, COLLABORATIVE PARTNERSHIPS AND HEALTHY LIFESTYLES THROUGH COMMUNITY GARDEN PROGRAMS.

Intended Skill Level: Beginner

Sub-Theme(s): Sustaining, Capacity

Authors (Presenters in bold): Ruth B. Grubesic, School of Nursing, University of Texas Health Science Center at San Antonio, San Antonio, TX, USA

Presentation as a poster will include three sections providing content and examples for each goal. Discussion during poster viewing and oral summary at thematic poster session will enhance poster content. Community gardens can help build community capacity by providing social support, engaging community members in an activity that promotes a feeling of dignity and pride, a commitment to neighborhood, sense of ownership and development of social networks. Collaborative relationships are developed as community gardening programs are initiated between community partners. Examples include partnerships with local schools, senior centers, foundations, neighborhoods, gardening associations, and university programs. Healthy lifestyle behaviors result from the physical activity and consumption of healthy produce provided by the community garden. Social support and well being improve from interactions and relationships developed during gardening activities.

Poster Goals:
- Demonstrate how community garden programs can develop community capacity
- Describe how community gardens promote collaborative relationships within and between communities
- Discuss potential health benefits resulting from participation in community gardening activities and how this promotes healthy lifestyle behaviors
**Poster Learning Objectives:**
- List three ways community gardens help build and/or strengthen community capacity
- Provide an example of a collaborative relationship that developed as a result of a community gardening initiative
- Explain how community gardens encourage healthy lifestyle behaviors resulting positive health outcomes

**LIVING IN THE RURAL HOOD: A COMMUNITY UNIVERSITY PARTNERSHIP**

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Journeys, Innovative

**Authors (Presenters in bold):** Warren A. Rhodes, College of Health & Public Policy, Delaware State University, Dover, DE, USA; Shirley Westley, Capitol Park Civic Association, Delaware State University, Dover, DE, USA; Maryann Wiltbank, Capitol Park Civic Association, Delaware State University, Dover, DE, USA

A unique partnership between Delaware State University, Dover, Delaware and the Capitol Park Civic Association - a predominantly African-American community - will be described from its conception through funding and program implementation. Community and university leaders will discuss individual and collective lessons learned.

**Poster Goals:**
- Describe the development of a true community university partnership and the lessons learned
- Describe available funding sources which support the development and sustaining of this and similar community university partnerships
- Demonstrate how community leaders can serve as teachers in the academy, providing credibility to the partnership and facilitating intellectual exchange

**Poster Learning Objectives:**
- Appreciate the unique contribution of community partners to enriching the intellectual environment of the academy
- Develop a multidisciplinary community university partnership in a rural community that addresses issues typically associated with urban communities
- Conceptualize how to develop and sustain health disparity interventions focusing on the entire community

**SHARING IS CARING: AN INTERGENERATIONAL, INTERDISCIPLINARY, MULTIMEDIA APPROACH TO FAMILY HEALTH HISTORY CONVERSATIONS AND RESEARCH**

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Journeys, Interprofessional

**Authors (Presenters in bold):** Vaughn Edelson, Genetic Alliance, Washington, D.C., USA; Raymond Smith, Department of Mass Communication, Iona College, Rochelle, NY, USA; Penelope J. Moore, Social Work, Iona College, Rochelle, NY, USA; William J. Gratzer, Mathematics, Iona College, Rochelle, NY, USA; Caroline Lieber, Joan H. Marks Graduate Program in Human Genetics, Sarah Lawrence College, Bronxville, NY, USA; James O’Leary, Genetic Alliance, Washington, D.C., USA

Family shapes a person’s habits and behaviors, and family health history (FHH) can be a significant predictor of risk for developing a condition. Yet there has been little study of whether FHH tools used by individuals, families, and communities inspire measurable changes in behavior and communication. For the Community Centered Family Health History Project, Iona College recruited students to test the usability and utility of the “Does It Run In the Family?” toolkit with their families and partnered with local organizations, such as intergenerational and mentoring groups, to disseminate messages throughout the community about the importance of knowing and sharing your FHH. The Iona College family health history (FHH) video will be used as a launching pad for conversations about the need for more community-based FHH research, among other topics, and participants will be asked to brainstorm ideas for possible projects. Other multimedia elements – such as a customizable FHH public service announcement – will be incorporated to further conversations about outreach and recruitment.

**Poster Goals:**
- Use the experience of one college/community as an example and model for family health history research and initiatives
- Provide a forum for brainstorming on future community-based research around family health history
- Engage participants in discussion about the importance of belonging to community and if/how that impacts family, health, and participation in research

**Poster Learning Objectives:**
- Articulate a broad definition of community and understand the effects of belonging to multiple communities simultaneously
- Identify gaps and areas for future research around family health history
- Develop a multidisciplinary community university partnership in a rural community that addresses issues typically associated with urban communities

**LESSONS LEARNED IN A CBPR PARTNERSHIP BETWEEN TRIBAL AND ACADEMIC INSTITUTIONS**

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Sustaining, CBPR

**Authors (Presenters in bold): Robin LW Sigo, The Suquamish Tribe, Suquamish, WA, USA; Lisa Rey Thomas, Alcohol and Drug Abuse Institute, Seattle, WA, USA; Dennis Donovan, Alcohol and Drug Abuse Institute, Seattle, WA, USA; Alberta-Jane Lawrence, The Suquamish Tribe, Suquamish, WA, USA; Lisette Austin, Alcohol and Drug Abuse Institute, Seattle, WA, USA; Laura Price, Port Gamble S'Klallam Tribe, Kingston, WA, USA

In this poster, we will present “lessons learned” in the development and implementation of Community-Based Participatory Research collaboration between a Tribal community and an academic institution. We will use the sessions of the culturally-grounded curriculum to discuss challenges and successes in this three-year pilot project. The twelve sessions are: (a) The Four Winds and the Canoe Journey metaphor, (b) How am I perceived? Stereotypes, media awareness/literacy, (c) Who am I? Beginning at the center, (d) Community help and support on the journey, (e) Who will I become; goal setting, (f) Overcoming obstacles and solving problems, (g) Listening, (h) Effective communication, (g) Moods and coping with negative emotions, (h) Safe journey without drugs and alcohol, (i) Strengthening our community, and (j) Honoring Ceremony.

**Poster Goals:**
- Increase knowledge of the complexities of relationship/partnership development and sustainability between tribal communities and universities
- Explain and demonstrate the importance of utilizing cultural humility and strengths-based perspective in community-university partnerships
- Demonstrate how investing time, energy and funding into developing a mutually-beneficial partnership will strengthen research projects

**Poster Learning Objectives:**
- Provide as a case study the Healing of the Canoe Project as a successful collaboration between the Suquamish Tribe and the University of Washington's Alcohol and Drug Abuse Institute
- Provide a detailed examination of the lessons learned from both the tribal and university prospective including an explanation of cultural humility
- Provide guidelines for beginning and sustaining a collaborative process that truly embraces community-based participatory research methodologies

**SURVIVOR VOICES: CO-LEARNING, RE-CONNECTION AND HEALING THROUGH COMMUNITY ACTION RESEARCH AND ENGAGEMENT (CARE)**

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Innovative, CBPR

**Authors (Presenters in bold): Elaine Walters, The Trauma Healing Project, Eugene, OR, USA; Sharon Peters, The Trauma Healing Project, Eugene, OR, USA; Rose Wilde, Department of Human Services, District 5, Eugene, OR, USA; Jeff Todahl, Couples and Family Therapy Program, University of Oregon, Eugene, OR, USA

The CARE Project is an innovative participatory action research collaboration between trauma survivors, researchers, and community partners facilitated by the Trauma Healing Project in Eugene, Oregon. This poster will highlight the
development, implementation and outcomes of a community-based survey and focus group process that included severe trauma survivors labeled mentally ill and developmentally disabled. Survivors have been involved at every level from research design to data collection, analysis and dissemination. In this spirit, a survivor will co-present this workshop together with the research partners and project director. Often described as “unreliable historians” within the mental health and other social service systems, this effort shows even the most vulnerable and impacted survivors can positively influence and interpret research in service to their own and others’ healing, community education and engagement and overall well-being

**Poster Goals:**
- To present specific engagement and research methods incorporated and adapted for work with trauma survivors
- To share challenges and benefits of our work through a survivor presentation
- To present and discuss strategies for inclusion and engagement we developed for supporting these unique and powerful new relationships

**Poster Learning Objectives:**
- Viewers will be able to assess and communicate the steps to safely prepare and involve trauma survivors in a participatory action research process
- Viewers will be able to describe the development and use of an inclusive survey research method
- Viewers will be able to identify opportunities for including survivors in their own projects and communities

**THE TUFTS COMMUNITY RESEARCH CENTER (TCRC): CHANGING THE CLIMATE, CREATING CAPACITY, AND PROMOTING PARTNERSHIPS**

**Intended Skill Level:** Beginner, Intermediate, Advanced

**Sub-Theme(s):** Innovative, CBPR

**Authors (Presenters in bold): Linda S. Sprague Martinez, Community Health Program, Tufts University, Medford, MA, USA; Beverly Russell, Center for Community Health Education Research and Service, Boston, MA, USA**

The benefits of CBPR partnerships in reducing health disparities and promoting health equity have been well documented. However, the barriers to building sustainable university community partnerships are many, ranging from a lack of institutional support, historical conflicts, and divergent philosophies, to lack of adequate infrastructure. In order to promote CBPR partnerships and provide a forum to address challenges to community research partnerships, the Tufts Community Research Center (TCRC) was instituted. The work of the TCRC is guided by an interdisciplinary group of Tufts University faculty and researchers, community stakeholders and students. This poster will show lessons learned. We will focus specifically on strategies to demonstrate the institutional/organizational value of university community partnerships, creating institutional/organizational mechanisms to facilitate collaboration, and strategies to bring the community into the university and vice versa.

**Poster Goals:**
- Discuss common institutional and organizational barriers to engaging in community research partnerships
- Share the successes of the Tufts Community Research Center in mitigating everyday institutional barriers to partnership research
- Create a dialog around successful strategies for fostering institutional climates that are supportive of and receptive to increasing university community research partnerships

**Poster Learning Objectives:**
- Participants will be able to identify strategies to increase institutional/organizational support for community university research partnerships
- Participants will be able to identify ways to create institutional/organizational infrastructural changes that facilitate CBPR partnerships
- Participants will develop mechanisms for sustaining community university dialogs

**DEVELOPING EMPOWERED PARTNERSHIPS: STRENGTHENING CAPACITY FOR COMMUNITY HEALTH**

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Capacity, Health Equity
Authors (Presenters in bold): **Anh-Luu T. Huynh-Hohnbaum**, School of Social Work, California State University, Los Angeles, CA, USA

This poster introduces an Empowered Partnership approach developed by the authors to help health care professionals create and maintain successful relationships with culturally diverse individuals and families. Many in the health care professions approach relationships with the community with well-meaning intentions; yet few are provided with the concrete skills necessary to promote a meaningful partnership that sustains and strengthens community health. This poster will be beneficial to viewers by providing a specific skill set to create and maintain partnerships that validate, affirm, and accommodate cultural diversity with culturally appropriate and responsive communication. The empowered partnership approach is based on 4 R’s: Reflection, Reciprocity, Responsiveness, and Resource enhancement.

**Poster Goals:**
- Teach individuals communication skills that promote an empowering culture for the disenfranchised
- Show how individuals can support personal and institutional transformation to create an empowering culture to community health, emphasizing how to work together to sustain and strengthen these bonds
- Help individuals contextualize experiences to provide culturally appropriate and relevant responses that validate and affirm cultural diversity within the context of community health

**Poster Learning Objectives:**
- Learn and practice specific, concrete skills in cultural communication that promote an empowering culture for the disenfranchised
- Learn how they can support personal and institutional transformation to create an empowering culture to community health
- Contextualize viewers own unique experiences within a framework that defines culturally appropriate and relevant responses that affirm cultural diversity

**LETTING THE COMMUNITY DECIDE**

**Intended Skill Level:** Beginner, Intermediate

**Sub-Theme(s):** Sustaining, Capacity

Authors (Presenters in bold): **Danielle M. Bailey**, Oregon Office on Disability and Health, Center on Community Accessibility, Oregon Health and Science University, Portland, OR, USA; **Charles E. Drum**, Center on Community Accessibility, Oregon Health and Science University, Portland, OR, USA

Community Engagement Initiative (CEI) is a method to increase accessibility for people with disabilities. People may use CEI to identify strengths and needs in their communities and to plan for action and change to solve issues of local concern. We will be presenting our CEI methodology, which consist of three phases: Town Hall Meeting, Community Infrastructure Meeting, and the Community Resource Mobilization Phase. The poster will show techniques and tools used in our experience in implementing the CEI methodology with the disability population in 18 communities across Oregon to identify barriers to accessing healthcare in their communities. The poster will also show how CEI can serve as a general model that can be adapted to work with various populations to address other social issues or identify roadblocks, specifically those in housing, transportation, education, employment, healthcare, education, and accessing public areas within a community.

**Poster Goals:**
- To provide attendees with an understanding of the Oregon Community Engagement Initiative methodology as a process for bringing together citizens and community infrastructure to resolve social issues
- To provide participants with information about best practices, tools and lessons learned in implementing the Community Engagement Initiative methodology in different communities across Oregon
- To provide participants with the skill set and knowledge to apply the Community Engagement Methodology to their individual communities

**Poster Learning Objectives:**
- To understand the phases of the Community Engagement process to analyze best practices for their community
- To develop a community profile and identify key players in community infrastructure to address social issues/identified barriers
To identify tools and measurements at the individual, organizational, and environmental level to improve community mobilization and overall sustainability of action plans

**HOW DO THEY DO IT?: SUSTAINABILITY FACTORS IN COMMUNITY PARTNERSHIPS**

Intended Skill Level: Beginner, Intermediate, Advanced

Sub-Theme(s): Sustaining

Authors (Presenters in bold): Joan L. Ilardo, College of Human Medicine, Michigan State University, East Lansing, MI, USA

The motivation for the study is that in the next several decades, almost every community will contend with aging issues due to demographic trends. The purpose of this study was to explore three communities’ efforts to address the needs of the increasing number of older adults in their catchment areas through partnerships. Specifically, this study examines grassroots partnerships for older adults that receive no external support or funding. The overall conclusion drawn from the research is that each of the partnerships formed around a genuine desire to enhance the quality of life of its community’s older residents. Each partnership achieved a set of necessary and sufficient conditions required to maintain sustainability. A core group of stakeholders in each community formed a partnership that pursued and sustained efforts that actively promoted advocacy for senior issues, service coordination, collaboration, and ways to fill gaps in the service continuum.

**Poster Goals:**
- Identify the necessary and sufficient conditions for sustainable community partnerships
- Provide three case examples of community partnerships for older adults that were able to sustain their efforts
- Discuss challenges to sustainability and how they can be addressed

**Poster Learning Objectives:**
- Understand the conditions that must exist for a partnership to sustain its efforts
- Understand the types of challenges that partnerships face that have an impact on whether they can sustain their efforts
- Develop effective strategies for fostering the necessary and sufficient conditions for sustaining a community partnership in aging