



**Community-Campus Partnerships as a Strategy for Social Justice:  
Where We've Been & Where We Need to Go**  
15<sup>th</sup> Anniversary Conference • April 18-21, 2012 • Houston, Texas USA

**PEER-REVIEWED PRESENTATIONS**  
*As of December 22, 2011*

**This document contains descriptions of peer-reviewed presentations taking place at the conference.**

**These include:**

- **Skill-building 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** emphasize the telling of stories experienced by the presenters that have valuable lessons to share. We especially encourage stories of "what didn't work and why," lessons learned from mistakes and strategies for addressing the challenges discussed.
- **Creative arts sessions** combine arts-based presentations (e.g., photo voice exhibit, theatre, film, dance) with opportunities for questions, answers and group discussion.
- **Roundtable sessions** are an opportunity for a focused conversation around a particular topic, question, issue or challenge. Scheduled during breakfast or lunch, roundtable discussions can be used to incubate kernels of ideas, challenge current beliefs, and network with others who share similar issues.
- **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 topics, listed below:**

- **Communities as centers of learning, discovery & engagement**
- **Engaged institutions**
- **Sharing power & resources**
- **Ensuring ethical practices**
- **Changing policies & systems**
- **Sustaining partnerships & their outcomes**
- **Youth and student leadership**
- **Mobilizing knowledge for action**
- **Sustaining ourselves & each other**

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

**Below is a table of contents to help you in navigating this document.**

<b>Page</b>	<b>Presentation Category</b>
2	Concurrent sessions, Thursday April 19, 10:30 am – 12 pm
11	Concurrent sessions, Thursday April 19, 1:30 pm – 3 pm
20	Concurrent roundtable sessions, Friday April 20, 7:30 am – 8:30 am
25	Concurrent sessions, Friday April 20, 8:45 am – 10:15 am
35	Concurrent sessions, Saturday April 21, 8:30 am – 10 am
44	Concurrent sessions, Saturday April 21, 10:30 am – 12 pm

Please send any corrections to [conference@ccph.info](mailto:conference@ccph.info).

For information about other components of the conference program, visit <http://depts.washington.edu/ccph/conf12-agenda.html>

Last but not least, we extend a special thank you to members of the Conference Planning Committee who thoughtfully reviewed over 240 proposals, resulting in the stellar line-up of sessions you see here! Their photos & bios are posted at <http://depts.washington.edu/ccph/conf12-overview.html#PlanningComm>

### **THURSDAY, APRIL 19 AT 10:30 AM – 12:00 PM**

#### **COMMUNITY GRAND ROUNDS – COMMUNITY AND UNIVERSITY PARTNERS UTILIZING INNOVATION TO ADDRESS POPULATION HEALTH ISSUES IN AN URBAN SETTING**

**Session Format:** Story session

**Intended Skill Level:** Intermediate

**Topic(s):** Communities as centers of engagement, learning and action, Sharing power & resources

**Authors (Presenters in bold):** ***Doriane C. Miller**, Urban Health Initiative, University of Chicago, Chicago, IL, USA.; **Kimberly J. King**, Center for Community Health and Vitality, University of Chicago, Chicago, IL, USA; **Jen Kauper-Brown**, Community-Engaged Research Center, Northwestern University Clinical and Translational Sciences Institute, Chicago, IL, USA; **Gina Curry**, Alliance for Research in Chicagoland Communities, Community-Engaged Research Center, Northwestern University Clinical and Translational Sciences Institute, Chicago, IL, USA; **Ernest Sanders**, Greater Auburn-Gresham Development Corporation, Chicago, IL, USA*

Community participation in population health improvement can assist university researchers in targeting intervention resources more effectively and efficiently, leading to more effective implementation of interventions, because of joint ownership of both process and product. Community members and faculty from the University of Chicago have created a series of seminars called Community Grand Rounds, which gave community members the opportunity to educate university investigators about their approaches to community health and revitalization, describing both opportunities and challenges. In turn, faculty and staff were able to provide a series of educational seminars within community settings that discussed current and future university related initiatives that are designed to address health disparities within urban areas emphasizing associated challenges and outcomes at the community level.

#### **Session Goals:**

- Highlight the effectiveness of community participation in the development and implementation of population health improvement plans and strategies
- Show the significance of providing paid consultancy opportunities for community members that are involved in formulating community-based health programming
- Emphasize bidirectional communications between community organizations and university partners that establishes trust and transparency between the two groups.

#### **Session Learning Objectives:**

- Provide examples of community engagement techniques utilized in community-based participatory research that focuses on ethnic and racial populations in urban areas
- Identify concrete strategies to develop a bidirectional communications process that involves community members that can help influence trans-disciplinary health investigations at universities
- Discuss effective strategies and barriers for addressing disparities in health services for ethnic and racial minorities in urban settings.

## **GEOSPATIAL TECHNOLOGY APPLICATIONS AND COMMUNITY-BASED PARTICIPATORY RESEARCH: ENHANCING COMMUNITY PARTICIPATION AND STRENGTHENING PARTNERSHIPS**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate

**Topic(s):** Engaged institutions; Mobilizing knowledge for action

**Authors (Presenters in bold):** **David A. Padgett**, *Associate Professor of Geography and Director of the Geographic Information Sciences Laboratory, Tennessee State University, Nashville, TN, USA*

Community stakeholders and health science researchers are increasingly applying geospatial technology to research related to racial health disparities and environmental justice. This presentation focuses upon geographic information systems (GIS) held in support of community-based participatory research initiatives. The presenter will demonstrate applications of GIS, global positioning systems (GPS), and remote sensing, including a look at a specific case study. Attendees will be introduced to online and PC-based mapping tools and data resources they may employ to independently investigate potential environmental threats to community health. The target audience includes community stakeholders and academic researchers who have little to no past experience with GIS.

The presenter will invite the audience to provide geographic information specific to their communities (i.e. zip code areas) in order to demonstrate online public health data mapping resources. Participants will then identify on the maps local potential threats to human health and foster discussion on potential research designs and investigation strategies.

### **Session Goals:**

- Expose stakeholders and researchers to potential applications of geospatial technology in support of community-based participatory research
- Demonstrate how community-university partnerships are strengthened and enhanced through sharing and use of geospatial data
- Introduce novice users to numerous sources of PC-based and online mapping platforms for use in environmental justice and racial health disparities research

### **Session Learning Objectives:**

- Assess organizational, community, or individual needs for geospatial technology applications in community-based participatory research
- Develop effective methods for applying geospatial technology and data in community problem solving and research
- Identify and interpret geospatial data resources for use environmental justice and racial health disparities investigations

## **SIX CONVERSATIONS THAT TRANSFORM PARTNERSHIPS BY BUILDING INDIVIDUAL OWNERSHIP AND COMMITMENT**

**Session Format:** Skill-building workshop

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

**Topic(s):** Sharing power & resources; Sustaining partnerships and their outcomes

**Authors (Presenters in bold):** **Gayle Hilleke**, *Executive Director, Kentucky Campus Compact, Highland Heights, KY, USA*; **Margaret Rahn**, *Faculty, (Indiana), Sunman, IN, USA*

In this session we will present the work of Peter Block, an organization development expert who created the Six Conversations after years of consulting with organizations and not seeing significant change. The practice of the Six Conversations provides an environment where everyone in a partnership has equal voice – students, faculty, staff, citizens, community agencies. Through focusing on possibility rather than problem solving, all participants are encouraged to envision what could be if everyone works together - to think about what can be done collectively that can't be done separately. The six conversations are: Invitation, Possibility, Ownership, Dissent, Commitment, and Gifts.

Participants will hear about the history of the methodology, practice a few of the conversations and then participate in a dialogue about how these conversations can be used in service learning reflection and other situations where a deeper understanding of self and the other is desired.

**Session Goals:**

- Help people experience a different way to be in conversation with each other; a way that will help us stop working against each other in our efforts to move our communities forward
- Give people tools to create a future that is distinct from the past and powerful enough to bring reconciliation to the community
- Tap into the expertise and creativity of the participants in how this methodology can be used in various situations

**Session Learning Objectives:**

- Explain the Six Conversations methodology to colleagues and partners
- Understand how to engage in the conversations
- Identify ways in which the Six Conversations can be used in service learning or other settings where deep reflection is desired

**PARTNERSHIP DEVELOPMENT IN A GLOBAL CONTEXT: INCREASING STUDENT CAPACITY AND AWARENESS ON THE ETHICAL ISSUES OF SERVICE LEARNING ACROSS NATIONAL BOUNDARIES**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate

**Topic(s):** Ensuring ethical practice; Youth & student leadership

**Authors (Presenters in bold):** ***Arianna Taboada**, Graduate Advisor for Global Programs, Campus Y at UNC Chapel Hill, Chapel Hill, NC, USA; **Michal Osterweil**, Faculty Advisor for Global Programs, Campus Y at UNC Chapel Hill, Chapel Hill, NC, USA*

The Campus Y at UNC Chapel Hill has been the hub of social justice activities on campus with a legacy of student-initiated community service. As international programming grows at an unprecedented pace, the Campus Y is pro-actively working to develop infrastructure and operational procedures for globally focused service learning. These efforts seek to better support Carolina students engaged with communities abroad, as well as develop innovative approaches for connecting the world of service-learning with a variety of academic disciplines at UNC. This story session narrates the experience of creating workshops and discussion groups for Campus Y groups to help them think more carefully and critically about the kinds of service and engagement they are participating in. Specifically, presenters will be sharing strategies and materials used to raise issues related to ethics, justice, and cultural sensitivity that undergraduate students encounter in their service work abroad.

**Session Goals:**

- Share lessons learned in the process of developing curriculum for critical reflection on issues of development

- Engage participants in conversation about challenges and opportunities of transnational partnership models using examples from the Campus Y Global Programs
- Spark critical dialogue on the ethics of service, aid, and development work within a global context

#### **Session Learning Objectives:**

- Discuss classical models and alternatives to international development and service-learning work
- Identify 3 of the logistical and ethical challenges to transnational partnerships
- Describe useful tools and materials used to address logistical/ethical challenges to international development and service-learning work

### **THE SOCIAL DETERMINANTS OF COMMUNITY ENGAGEMENT: REFRAMING THE QUESTION OF COMMUNITY ENGAGEMENT FROM A PRAXIS PERSPECTIVE**

**Session Format:** Skill-building workshop

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

**Topic(s):** Communities as centers of engagement, learning and action; Changing policies & systems

**Authors (Presenters in bold):** **Francisco Arguelles**, *Colectivo Flatlander - CCHE, Houston, TX, USA*; **Maria D. Jimenez**, *Epidemiology, University of Texas School of Public Health, Houston, TX, USA*

Using a popular education methodology, participants will critically reflect on their experiences fostering community engagement for research, education and policy advocacy. Through facilitated dialogue we will put our experiences in structural and historical context and reflect on how privilege and marginalization interact to create barriers to participation, the group will engage in a creative exchange of tools and experiences to identify strategies and actions that are effective to overcome barriers to participation and can help institutions and research teams develop genuine collaboration with community partners. We will also identify some principles for outreach, planning, facilitation and follow up that are effective to overcome barriers for participation and also help transform relations between institutions and community partners.

We will use several popular education exercises developed to help practitioners identify the "social determinants of community engagement" as well as the role we can play in reproducing or transforming the systems and relations that create inequality. This session is a combination of presentation, facilitated dialogues and "dinámicas" and other popular education techniques to open a space where participants can critically reflect on how our complex and contextual identities can be a barrier or a tool to foster community engagement. We will mix large and small group discussions to make sure different styles of participation have an opportunity to be expressed. This will also be a bilingual session in English - Spanish with simultaneous interpretation.

#### **Session Goals:**

- Reflect on complex interaction of privilege and exclusion-oppression as barriers and opportunities for community and institutional engagement in context of research and organizing efforts
- Exchange tools, best practices and challenges faced in our efforts to achieve community engagement and critically reflect on how these tools and practices relate to identities of practitioners.
- Identify and analyze the Social Determinants of Community Engagement based upon experiences of participants. Identify successful strategies to overcome barriers and promote policy and systemic change

#### **Session Learning Objectives:**

- Identify aspects of privilege and marginalization that impact community engagement. Reflect critically on the role of inequality and inequity in relation to community engagement

- Describe complex interaction between services, research, advocacy and organizing and the barriers and opportunities they can represent for community engagement. Identify practices that promote synergy
- Learn and practice popular education exercises that foster critical reflection on interaction between privilege and barriers for participation. Define principles for respectful community engagement

## **EFFECTIVE PARTNERSHIPS WITH PHILANTHROPY: LESSONS FROM 50 COMMUNITIES**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner

**Topic(s):** Communities as centers of engagement, learning and action; Sustaining partnerships and their outcomes

**Authors (Presenters in bold):** **Sherril B. Gelmon**, *Mark O Hatfield School of Government, Portland State University, Portland, OR, USA*; **Linda A. Norman**, *School of Nursing, Vanderbilt University, Nashville, TN, USA*; **Jennifer M. Fuller**, *Partners Investing in Nursing's Future, Northwest Health Foundation, Portland, OR, USA*

An effective strategy to address community-identified challenges is creation of meaningful partnerships among community leaders, practitioners, administrators, educators, and government leaders with local philanthropic organizations. This session summarizes new insights from “Partners Investing in Nursing’s Future,” a national program of the Robert Wood Johnson and Northwest Health Foundations. Fifty local partnerships involving over 200 funders and more than 450 community partners are working on local issues. Most partnerships have adopted many of the CCPH Principles of Partnerships. Each community responded to workforce, education and practice issues in a unique way, accelerated by local contexts and the synergy of participating in a national initiative. Many socio-environmental events interfered with the process of change. Lessons learned in establishing effective partnerships that address community-identified issues and create locally relevant solutions will be highlighted.

The presenters will use a variety of methods to facilitate interactive discussion, including didactic presentation followed by questions and answers; small group idea generation with large group discussion; individual reflection followed by paired exchanges and synthesized through large group reporting and further brainstorming. Example cases and vignettes from 50 partnerships will be used to demonstrate local experiences and synthesize lessons relevant to the session participants. The presentation will be supported by visual technology but with emphasis on interpersonal interaction and exchanges.

### **Session Goals:**

- Identify opportunities and ways to create innovative partnerships among community leaders, administrators, practitioners, educators, government and local philanthropy for community health improvement
- Explore effective strategies for partnerships through illustrations of case studies of selected PIN (Partners Investing in Nursing’s Future) communities across the United States
- Develop ideas and strategies for application of lessons learned to partnership building and enhancement in other communities

### **Session Learning Objectives:**

- Describe how to develop and sustain innovative partnerships among community leaders, administrators, practitioners, educators, government and local philanthropy
- Illustrate characteristics of successful and sustainable partnerships from the perspectives of multiple stakeholders and through application of the CCPH Principles of Partnerships
- Design an action plan for applying the lessons from PIN partnerships in their own communities to a variety of community-identified and locally relevant issues

## CORE COMPETENCIES FOR YOUTH ENGAGEMENT THROUGH THE ARTS: DEVELOPING A LEARNING FRAMEWORK

**Session Format:** Story session

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

**Topic(s):** Communities as centers of engagement, learning and action; Youth & student leadership

**Authors (Presenters in bold):** **Charlotte Lombardo**, Youth Voices Research Group, University of Toronto, ON, Canada; **Cameron D. Norman**, Youth Voices Research Group, University of Toronto, ON, Canada; **Alison Crepinsek**, Youth Voices Research Group, University of Toronto, ON, Canada; **Phyllis Novak**, Sketch

The Core Competencies for Youth Engagement through the Arts (CC4YEA) model seeks to develop a learning framework for arts-based youth engagement projects, by identifying key areas of inquiry and impact. The model is based on UNESCO's 4 Pillars of Education: Learning to Know, Learning to Be, Learning to Do and Learning to Live Together. CC4YEA was developed by the Youth Voices Research Group, based on a series of community-campus partnerships conducted with over 20 community partners and hundreds of young people. Core Competencies have been developed for each of the UNESCO four pillars; examples include "Critical Consciousness", "Value Exploration", "Creative Expression" and "Empathy". We have also begun to identify indicators that describe measurable elements and/or identifiable changes related to each Core Competency. As this work progresses, we hope that it can be used to inform program planning, evaluation, and other key elements of youth engagement policy and practice.

In this storytelling session we will present the work to date on the CC4YEA model, through real world stories and examples. We will also engage conference participants in an interactive session of reciprocal storytelling, in which we can all share expertise and experiences, to explore and expand the conceptualization of the Core Competencies. Our ultimate goal is to create together a model that is useful to both academia and the community-base. Arts-based techniques will be used to augment this storytelling session. We will utilize results from our Photovoice and Videovoice projects, and will also encourage participants to use sketching, drama or other creative techniques, and/or to bring in any visual material they wish to use as a storytelling piece, for example photos, videos, etc.

### **Session Goals:**

- Share work to date on the Core Competencies for Youth Engagement through the Arts (CC4YEA) model, a learning framework for the design and evaluation of arts-based youth engagement projects
- Engage participants as a "community of practice" to take up and discuss in-depth the CC4YEA model and the indicators identified to date
- Share stories and experiences related to youth engagement through the arts, and the core competencies that such programs nurture in participants

### **Session Learning Objectives:**

- Identify core competencies in youth engagement through the arts, through reciprocal story-telling and uptake of the Core Competencies for Youth Engagement through the Arts (CC4YEA) model
- Analyze the CC4YEA model, reflecting on the competencies and indicators identified, through in-depth discussion and sharing of related expertise, experiences and general feedback
- Inform the ongoing design of the CC4YEA model, to maximize it's usefulness to community-based researchers and practitioners, particularly in relation to youth engagement policy and practice

## REENCUENTRO: DEVELOPMENT OF A COMMUNITY BASED HEALTH EDUCATION RADIONOVELA

**Session Format:** Creative arts session

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

**Topic(s):** Communities as centers of engagement, learning and action; Mobilizing knowledge for action

**Authors (Presenters in bold):** ***Brisa Urquieta de Hernandez**, Carolinas Healthcare System, Charlotte, NC, USA; **Karina Gonzalez**, Mecklenburg County Health Department, Charlotte, NC, USA ; **Irania Patterson**, Charlotte Mecklenburg Library, Charlotte, NC, USA; **Patricia Sanchez**, Carolinas Healthcare System, Charlotte, NC, USA; **Thad Dixon**, Department of Geography and Earth Sciences, University of North Carolina at Charlotte, Charlotte, NC, USA; **Curt White**, Carolinas Healthcare System and Latin American Coalition, Charlotte, NC, USA; **Michael Dulin**, Department of Family Medicine, Carolinas Healthcare System, Charlotte, NC, USA*

We will describe the development and implementation of a community-based intervention designed to positively impact obesity. Specifically, the CBPR process led to the creation of an educational intervention built to improve nutrition and healthy behaviors using a radionovela. We will detail the steps that led to the creation of the radionovela, how we evaluated its impact on the community, and the lessons learned during the process. Finally, we will instruct participants on how these methods can be translated back into their communities.

After a brief outline of the program we will present two short episodes of the radionovela and the presenter will then facilitate a discussion around how to partner with community stakeholders and implement a radionovela.

**Session Goals:**

- Understand a community-centered process by which a community advisory board developed a framework and script for a health education radionovela (radio soap opera)
- Gain insights into implementing a robust community engagement component for the process
- Assess the lessons learned during the development of a radionovela

**Session Learning Objectives:**

- Discuss the evolution and implementation of a health promotion radionovela targeting low income immigrant communities
- Identify and assess community-based strategies to effectively design and implement a radionovela project
- Describe the successes and challenges that were learned and lessons that can be used in other settings

**ALLIANCES: EFFECTIVE USE OF SOCIALLY CONSTRUCTED PRIVILEGES**

**Session Format:** Skill-building workshop

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

**Topic(s):** Sharing power & resources

**Authors (Presenters in bold):** ***Trula M. Nicholas**, Department of Human Services and Rehabilitation, Western Washington University, Bellingham, WA, USA; **John Korsmo**, Department of Human Services and Rehabilitation, Western Washington University, Bellingham, WA, USA*

Almost everyone in the United States experiences a position of privilege in at least one socially constructed identity area; socio-economic status, disability, race/ethnicity, sexual orientation, gender, etc. As professionals who engage in partnerships with communities and campuses it is important for us to be aware of our socially constructed privileges as we work together. The purpose of this session is to raise awareness of socially constructed privileges, and then engage participants in a journey that moves them from privilege paralysis (guilt) to privilege activists (allyship).



This presentation includes a powerful simulation activity that engages all participants. This simulation sets the stage for a multi-layered debriefing where participants examine how socially constructed privileges impact interacts between those with and those without privilege. Finally, participants work together to discover ways to use their privilege points to promote social justice.

**Session Goals:**

- Engage participants in a powerful simulation activity that uncovers the depths of privilege associated with socially constructed identities
- Examine the power of privilege
- Move participants from privilege paralysis (guilt) to privilege activists (allyship)

**Session Learning Objectives:**

- Identify and describe their socially constructed privilege points
- Evaluate how socially constructed privileges influences perspective
- Demonstrate how their socially constructed privilege points can be used to promote social justice

**CBPR PARTNERSHIPS WITH DIVERSE COMMUNITIES**

**Session Format:** Thematic Poster Session

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

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

**CPD#1 “COMMUNITIES AS CENTERS OF ENGAGEMENT, LEARNING AND ACTION”: QUEENS QUILTS TO REDUCE CANCER DISPARITIES**

**Authors (Presenters in bold):** *Gails Bridges, Cancer Action Council, Queens Library HealthLink, Jamaica, NY, USA; Sharon Banks, Queens Library, Jamaica, NY, USA; **Tamara Michel**, Queens Library; Alison Carpenter, Albert Einstein College of Medicine, Bronx, NY, USA; **Thadine Wormly-Herndon**, Queens Community House Pomonok Center, Flushing, NY, USA; Mattie Bell, Queens Library, Jamaica, NY, USA; Linda Bulone, Queens Hospital Cancer Center, Jamaica, NY, USA; Jasmine Jacobs, Queens Library HealthLink, Jamaica, NY, USA*

Queens Library HealthLink (HL) is a CBPR initiative developed to reduce cancer disparities in Queens, NY, the most diverse US county. Nearly half of Queens’ 2 million residents are foreign born and 16% live in poverty, characteristics contributing to serious health disparities. Through HL, community leaders form neighborhood-specific councils that tailor interventions to local health needs. One council organized residents around cancer awareness and access to resources through quilting bees at 2 local community centers. While learning to quilt, participants shared cancer experiences, acquired cancer information and knowledge of local health resources, and developed strategies to improve access to care. The initiative culminated with a touching reception showcasing the quilts at a local hospital, increasing health equity and social justice by directly linking medically underserved residents with quality care and increasing social capital. This project reached over 100 Queens residents.

**CPD#2 BUILDING BRIDGES FOR HEALTHIER COMMUNITIES: THE "SALUD PARA PIÑONES" PROJECT**

**Authors (Presenters in bold):** ***Enid J Garcia-Rivera**, Endowed Health Services Research Center, University of Puerto Rico School of Medicine, San Juan, Puerto Rico; **Princess Pacheco**, Endowed Health Services Research Center, University of Puerto Rico School of Medicine, San Juan, Puerto Rico; **Maricruz Rivera**, Corporacion Piñones se Integra (COPI), Loiza, Puerto Rico; Angel Rivera, Piñones Community Member, Loiza, Puerto Rico; Marielis Colon, Endowed Health Services Research Center, San Juan, Puerto Rico;*

*Milangel Concepcion, UPR-School of Medicine, San Juan, Puerto Rico; Jeamarie Pascual, UPR-School of Medicine, San Juan, Puerto Rico*

Since 2009 the University of Puerto Rico School of Medicine engaged in a partnership with Piñones, a semi-rural community with a population of 2,300 habitants with significant proportion (69%) of the population below the poverty level and inadequate access to health care services in the project “Salud para Piñones”; a collaborative effort to understand and address health needs of the community based on community-based participatory research (CBPR) principles engaging the communities as partners in the research process. With the participation of the community, faculty, medical students, and residents a participatory needs assessment for the adult and pediatric population was developed using mixed methods. That initial initiative lead to the development a community-based research and service agenda. We will present the results of this participatory process and the challenges and opportunities; for the academia and the community; identified in this process.

### **CPD#3 BUILDING ON EACH OTHER’S STRENGTHS: A PARTICIPATORY ACTION RESEARCH (PAR) PARTNERSHIP ON THE NEED FOR CHURCHES TO BETTER RESPOND TO CANADA’S IMMIGRANT REALITY.**

**Authors (Presenters in bold):** ***Rich Janzen**, Centre for Community Based Research and Wilfrid Laurier University, Kitchener, ON, Canada; James Watson, The Salvation Army, Kitchener, ON, Canada; Mark Chapman, Tyndale University Seminary, Toronto, ON, Canada*

This poster will feature the collaborative structure of a national project entitled, “Beyond the Welcome: Churches responding to the immigrant reality in Canada”. The project was structured so as to maximize partner resources and to share power in all phases of the research process. The project was co-lead by a non-profit research organization (Centre for Community Based Research), a funder (World Vision Canada), and a university (Tyndale University Seminary). Each of these three main partners brought strengths to the partnership beyond the traditional resources offered by the university (research expertise), the community (experiential knowledge/community connections), and the funder (financial resources). The proposed structure was also designed to meaningfully involve diverse church leaders across Canada (both immigrant and non-immigrant) to guide the research process. The presentation will also include a reflection on the benefits and challenges of the collaborative structure.

### **CPD#4 CONDUCTING COMMUNITY BASED RESEARCH WITH ASIAN AMERICAN POPULATIONS**

**Authors (Presenters in bold):** ***Beverly Gor**, University of Texas M.D. Anderson Cancer Center, Houston, TX, USA; **Luceli Cuasay**, Filipino American Council of Southeast Texas, Houston, TX, USA; **Gayathri Kongovi**, Indian American Cancer Network, Houston, TX, USA; Mala Pande, University of Texas M.D. Anderson Cancer Center, Houston, TX, USA; Janice Chilton, University of Texas M.D. Anderson Cancer Center, Houston, TX, USA; Richard Hajek, University of Texas M.D. Anderson Cancer Center, Houston, TX, USA; **Lovell A. Jones**, University of Texas M.D. Anderson Cancer Center, Houston, TX, USA*

We will present how we conceptualized and coordinated a health needs assessment in the Chinese and Vietnamese communities in Houston and how we are expanding that effort to include Filipino and South Asian communities. We will discuss the importance of collecting disaggregated health data on Asian American and other hard to reach populations and provide evidence that it is possible to conduct such surveillance research in a cost effective and scientifically sound manner. We will describe how this methodology helps in reducing health disparities and cultivates community support for subsequent research.

### **CPD#5 DEVELOPING A PEER MENTOR PROGRAM FOR WOMEN WITH SUBSTANCE ADDICTIONS EXITING JAIL: ADDRESSING COMMUNITY REINTEGRATION NEEDS**

**Authors (Presenters in bold):** ***Tina Gelpi**, Department of Occupational Therapy and Community Health, Florida Gulf Coast University, Fort Myers, FL, USA; **Beverly Johnson**, After the Rain of Southwest Florida, Fort Myers, FL, USA; Erin Hallock, Florida Gulf Coast University, Fort Myers, FL, USA; Jennifer Hopson,*

Florida Gulf Coast University, Fort Myers, FL, USA; Brianna Smyth, Florida Gulf Coast University, Fort Myers, FL, USA; Meagan Widner, Florida Gulf Coast University, Fort Myers, FL, USA; Samantha Willis, Florida Gulf Coast University, Fort Myers, FL, USA; Misty Stronk, Florida Gulf Coast University, Fort Myers, FL, USA; **Eva Gillen**, *After the Rain of Southwest Florida*, Fort Myers, FL, USA; **Terry Morris**, *After the Rain of Southwest Florida*, Fort Myers, FL, USA

This poster presentation will tell the story of a community-campus partnership initiated by After the Rain of Southwest Florida with the Department of Occupational Therapy & Community Health at Florida Gulf Coast University. In response to the agency's request to establish an opportunity for the women of After the Rain's transitional living program "to give back to the community," the development of a peer mentor program has evolved. Through community-based participatory research, evidence-based resources addressing community reintegration needs of persons with substance addictions exiting jail were reviewed in focus group discussions and interviews involving women who are former and current residents of After the Rain and preparing to serve as peer mentors. Lessons learned from the process of developing a peer mentor program for women with substance addictions reintegrating into the community, including the need for gender-specific resources and research, will be presented.

#### **THURSDAY, APRIL 19 AT 1:30 PM – 3:00 PM**

### **ENGAGING DIVERSE AUDIENCES IN INTERVENTION PLANNING IN A LOW-INCOME, URBAN ENVIRONMENT**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate

**Topic(s):** Communities as centers of engagement, learning and action; Mobilizing knowledge for action

**Authors (Presenters in bold):** **Deborah Parra-Medina**, *Institute for Health Promotion Research, UT Health Science Center at San Antonio, San Antonio, TX, USA*; **Laura Esparza**, *Institute for Health Promotion Research, UT Health Science Center at San Antonio, San Antonio, TX, USA*; **Laura Cabanilla-Cruz**, *Westside Development Corporation, San Antonio, TX, USA*

This presentation will review the use of participatory processes to plan, develop, and implement a culturally and environmentally relevant physical activity intervention for Latino adolescent girls in low-income, urban sectors of San Antonio, Texas. Presenters will outline assessment strategies selected to engage each community sector: photovoice, focus groups, media behavior survey, community stakeholder survey. Additionally, presenters will review the participatory processes employed at the community retreat attended by representatives of each sector (girls, parents, community agencies, and research staff) which was designed to equitably involve all participants in discussions through the use of an outside retreat facilitator and a unique meeting format. Presenters will discuss the intervention that was developed utilizing knowledge gained from the participatory formative assessment process as well as ongoing feedback from community partners and the project's advisory board.

Following a project presentation, presenters will use a variation of the Open Space Technology meeting format to encourage conversation by focusing on what attendees want to discuss. We will introduce the "big question" (a general guideline to broadly frame the group discussion). Any participant who is interested in learning more about a particular issue related to the big question writes the topic on a paper and adds it to the issue bulletin board; participant issues are collected and organized into broad topics. Participants break out into small-group sessions about their topic of interest and may move freely among sessions, learning and contributing at each. A convener will start the conversation and take notes to be shared.

**Session Goals:**

- Outline the selection and implementation of strategies to elicit input from diverse audiences regarding community needs and priorities related to physical activity for Latino adolescent girls
- Describe engagement of community in intervention planning during a retreat in which multiple community sectors converge to interpret, synthesize, and verify conclusions about the health issue
- Share lessons learned about development and implementation of an intervention integrating community perspectives and existing community resources

**Session Learning Objectives:**

- Identify appropriate assessment strategies to engage diverse audiences as participants in the research process
- Discuss the development of a retreat format that facilitates equitable involvement among participants in interpretation and synthesis of assessment findings pertaining to the community health issue
- Apply knowledge gained in participatory processes to the development of a culturally and environmentally relevant community-based intervention

**LESSONS LEARNED FROM THE EVOLUTION OF UCSF'S UNIVERSITY COMMUNITY PARTNERSHIPS OFFICE**

**Session Format:** Story session

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

**Topic(s):** Engaged institutions, Sharing power & resources

**Authors (Presenters in bold):** ***Naomi Wortis**, UCSF University Community Partnerships, University of California, San Francisco, San Francisco, CA, USA; **Lariza Dugan-Cuadra**, Community Development Division, Mayor's Office of Housing, San Francisco, CA, USA; **Wylie Liu**, UCSF University Community Partnerships, University of California, San Francisco, San Francisco, CA, USA; **Randy Quezada**, UCSF University Community Partnerships, University of California, San Francisco, San Francisco, CA, USA; Howard Pinderhughes, UCP Council University Co-Chair, UCSF School of Nursing, San Francisco, CA, USA*

UCSF's University Community Partnerships (UCP) promotes improvement in the quality of life throughout San Francisco communities by cultivating and sustaining strong, collaborative partnerships designed to eliminate health inequities. The guiding force behind UCP is its Council, made up of 12 UCSF and 12 community representatives. UCP has faced a number of challenges in its first 6 years: institutionalized power imbalances, difficulty finding the right university home, campus leadership changes, shifting campus priorities and tight budgets. UCP has navigated these challenges by pioneering a model of shared power, shifting campus home, educating new leaders, advocating for community engagement as a campus priority and diversifying funding. In 2011, a 5-year evaluation was performed. This story of the evolution of an institutional infrastructure for community-campus engagement contains valuable lessons about the challenges faced and strategies used to sustain our work for social justice.

**Session Goals:**

- Describe the first 6 years of history of UCSF's University Community Partnerships Office: including mission, challenges, transitions, evaluation, and accomplishments
- Share learnings and strategies for overcoming challenges presented by university leadership changes, power imbalances, organizational restructuring, and shrinking university budget
- Brainstorm how participants can advocate for the creation, improvement, and/or sustainability of infrastructures to support community-campus partnership activities to advance social justice

**Session Learning Objectives:**

- Describe the evolution of UCSF's University Community Partnerships Office

- Identify at least 4 challenges to the creation of sustainable campus infrastructure to support community campus partnerships and at least one strategy for overcoming each of these challenges
- Formulate a plan for how they can advocate for the creation, improvement, and/or sustainability of infrastructures to support community-campus partnership activities to advance social justice

## **LISTENING TO PORTLAND’S HOMELESS AND RECOVERING COMMUNITY: THE HEARTH PROJECT (HOUSING, EDUCATION AND RECOVERY TOGETHER FOR HEALTH)**

**Session Format:** Skill-building workshop

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

**Topic(s):** Communities as centers of engagement, learning and action, Sharing power & resources

**Authors (Presenters in bold):** **Stephanie Farquhar**, Portland State University School of Community Health, *Portland, OR, USA*; **Carole Romm**, Co-Director HEARTH, Central City Concern, *Portland, OR, USA*; Robert Lowe, Co-Director HEARTH, Professor, Oregon Health and Science University, *Portland, OR, USA*; Gary Cobb, Community Outreach Coordinator, Central City Concern, *Portland, OR, USA*; Matt Carlson, Associate Professor, Portland State University Department of Sociology, *Portland, OR, USA*; Lauren Larin, Project Coordinator HEARTH, Central City Concern, *Portland, OR, USA*

Presenters will describe the goals and history of the HEARTH Project (Housing, Education and Recovery Together for Health) in Portland, Oregon, a CBPR partnership to prevent and manage illnesses among homeless and recovering community members. In the project’s early stages, we recognized that the environment and goals of the diverse partners were vastly different. Equally complex was the process of bridging the cultural chasm between community members, many of whom were homeless drug and alcohol addicts, and academic researchers. We will describe our use of popular education and re-enact a skit that we wrote to demonstrate the dilemmas inherent in doing public health research. Presenters will discuss the unique challenges and opportunities of working with the homeless or recovering populations from all partners’ perspectives, and will share an excerpt from a DVD documentary on Portland’s homeless created by the partner organization.

### **Session Goals:**

- Illustrate the challenges to power sharing in a project that includes partners from a socially alienated community, an organization that supports their recovery, and academic partners
- Demonstrate – using popular education methods – strategies that have been successful in addressing inequities, generating dialogue, and advancing cohesion within the group
- Engage session participants in an exchange of ideas and techniques that they can utilize within their own community-academic partnerships

### **Session Learning Objectives:**

- Identify the unique considerations of partnering with formerly homeless and recovering community members
- Describe three methods of power-sharing that can be applied to their own partnerships
- Utilize popular education or other creative techniques to generate discussion about power, priorities, and tensions

## **THE BLANKET EXERCISE: STRIVING FOR CULTURAL SAFETY**

**Session Format:** Skill-building workshop

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

**Topic(s):** Ensuring ethical practice; Mobilizing knowledge for action

**Authors (Presenters in bold):** *Fay L. Fletcher, Faculty of Extension, University of Alberta, Edmonton, AB, Canada; Patricia Makokis, Blue Quills First Nations College, Saddle Lake, AB, Canada*

Dr. Makokis and Dr. Fletcher have been using the Blanket Exercise in workshops with health professionals and community representatives (predominantly health service providers and directors) since spring 2011. The exercise, done with participants from Aboriginal (First Nations and Metis) and non-Aboriginal backgrounds, has a profound impact on participants learning of history and provides the impetus for frank and open discussions. The Blanket Exercise, developed by KAIROS following the landmark report of the Royal Commission on Aboriginal Peoples, walks participants through the history of relationships between Aboriginal and non-Aboriginal people in Canada. ([http://www.crcna.org/pages/publicdialogue\\_blankets.cfm](http://www.crcna.org/pages/publicdialogue_blankets.cfm)). The history will be discussed in relation to health impacts and strategies, in particular creating culturally safe health services and health services environments.

**Session Goals:**

- Increase understanding of First Nations history in Canada
- Be touched at a personal level by the history of First Nations people in Canada
- See First Nations people and current health disparities through a new lens

**Session Learning Objectives:**

- Demonstrate the history of First Nations people through a learning activity (the Blanket Exercise)
- Identify policies and practices that caused widespread loss to First Nations people over many decades
- Discuss how those losses have contributed and continue to contribute to current health inequities

**EXPLORING LESSONS LEARNED FROM COMMUNITY-CAMPUS PARTNERSHIPS INVOLVING DESIGN CENTERS: STORIES FROM THE FIELD (\*TENTATIVE)**

**Session Format:** Story session

**Intended Skill Level:** Intermediate

**Topic(s):** Sustaining partnerships and their outcomes; Mobilizing knowledge for action

**Authors (Presenters in bold):** *Mallika Bose, Hamer Center for Community Design, School of Architecture & Landscape Architecture, The Pennsylvania State University, University Park, PA, USA; Maren King, Center for Community Design & Research, SUNY College of Environmental Sciences and Forestry, State University of New York (Syracuse), Syracuse, NY, USA; Jim Wilson, Danville Business Alliance, Danville, PA, USA; Caru Bowns, Department of Landscape Architecture, The Pennsylvania State University, University Park, PA, USA*

In this session we bring stories from the Center for Community Design Research or CCDR (SUNY Environmental Sciences and Forestry or SUNY ESF) and the Hamer Center for Community Design or HCCD (School of Architecture and Landscape Architecture at PSU). We present successful and not so successful stories from the perspective of the Center Directors and representatives of CBOs. We conclude with lessons learned regarding community-campus partnerships. King will present stories emerging from the work of SUNY ESF with the Franciscan Collaborative Ministries and Northside Urban Partnership over the past six years in Syracuse's Northside Neighborhood. Bose will present vignettes characterizing the partnership between faculty/students at Penn State with the communities of Selinsgrove, Danville and Sunbury in Central Pennsylvania since 2005. Responding to the campus perspective will be representatives of community partners – Northside Urban Partnership and Danville Business Alliance.

**Session Goals:**

- Illustrate how place-based community campus partnerships can address issues related to development and revitalization of communities in rural and urban contexts.
- Expand understanding of the value and need for long-term multidisciplinary campus-community partnerships to accomplish meaningful and sustainable change.

- Provide an opportunity for the presenters to get feedback regarding their work from a wide variety of disciplines and network with others involved in campus-community partnerships.

**Session Learning Objectives:**

- Use the case studies/stories to illustrate stages and aspects of building, growing and sustaining productive partnerships
- Present methods to sustain productive working relationships in campus-community partnerships.
- Learn how community design & planning can serve as the setting to engage multiple stakeholders & academic disciplines to facilitate a participatory research process and use findings for action.

**ANISHNAABE SYMBOL-BASED REFLECTION: A COMMUNITY-BASED INDIGENOUS RESEARCH TOOL**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner

**Topic(s):** Communities as centers of engagement, learning and action; Mobilizing knowledge for action

**Authors (Presenters in bold):** ***Lynn F. Lavallee**, School of Social Work, Ryerson University, Toronto, ON, Canada; **Melissa Riccuiti**, Ryerson University, Toronto, ON, Canada*

Anishnaabe Symbol-Based Reflection (ASBR) is a research method developed with an Indigenous community in Toronto. Described as an arts-based method, ASBR allows participants to become directly involved in the research process. Participants of ASBR research are invited to make symbols that describe the meaning of a specific research focus. For instance, this method has been used to explore the meaning people apply to living with diabetes and exploring the impacts of physical activity. An example of symbols previous made through this method include paintings, computer generated graphics, collages and sacred medicine wheels.

This workshop will explain the history of the ASBR method and experientially allow participants of the workshop to develop their own symbols as related to the topic of health equity (as defined by each participant). Through this experiential learning, participants will gain a thorough understanding of how this method might be used in their own future projects.

**Session Goals:**

- Share how an Indigenous community-based research method - Anishnaabe Symbol-Based Reflection (ASBR) was developed and used in past research projects.
- Skill building whereby participants will be actively involved in the ASBR method developing their own symbols as they relate to the topic of health equity.
- Demonstrate how ASBR can be used to engage communities and mobilize the knowledge gained through this type of research to lead to action based outcomes.

**Session Learning Objectives:**

- Explain ASBR and understand its roots as an Indigenous research method.
- Demonstrate understanding of the method through actively engaging in developing a symbol related to the topic of health equity.
- Identify ways in which ASBR can be used to engage communities, including non-Indigenous people and how this method can be instrumental in creating change.

**DESIGNING PROGRAMS AND SYSTEMS TO REDUCE DISPARITIES IN MENTAL HEALTH: APPLYING LESSONS FROM LATINA WOMEN IN COMMUNITY HEALTH CENTERS**

**Session Format:** Story session

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

**Topic(s):** Communities as centers of engagement, learning and action; Changing policies & systems

**Authors (Presenters in bold):** *Tom Kieffer, Executive Director, Southern Jamaica Plain Community Health Center, Jamaica Plain, MA, USA; Janine Anzalota, Program Director, Boston Public Health Commission, Boston, MA, USA; Barbara R. Gottlieb, Primary Care, Adult Medicine, Brookside Community Health Center, Jamaica Plain, MA, USA*

We will present the background and context of our intervention, including a longstanding collaboration between the Boston Public Health Commission, community agencies including health centers, and community members to identify the causes of health disparities among women. Mental health is an issue unto itself as well as a contributor to other disparities. We will present the Mind & Body/Mente y Cuerpo (MB/MC) program to reduce mental health disparities among Latina women. We will present lessons learned from women who participated in the program (interviews and focus groups) about the challenges they face, factors that contribute to depression and anxiety as well as factors that promote strength and resilience. We will contrast their experiences in the MB/MC program with experiences with the health care system, including their health centers. We will describe the process for sharing these lessons with health center administrators and providers and the impact on systems and programs.

**Session Goals:**

- Describe a collaboration between a city health department and community health centers to identify barriers to care, improve systems & reduce mental health disparities among Latina immigrant women.
- Describe a method for eliciting the voices of Latina women at community health centers to describe the stressors in their lives, experiences as patients, their hopes, values and preferences for care
- Discuss strategies, including continuous quality improvement, to use information obtained from patients and community members to improve programs and systems to improve mental health outcomes

**Session Learning Objectives:**

- Explain how multiple stressors, including systems and programs within health institutions, affect wellbeing and contribute to depression and disparities in mental health among Latina immigrant women
- Identify the features and characteristics of health providers, systems and programs that promote engagement and wellbeing according to Latina immigrant women.
- Analyze the challenges in improving the performance of community based health systems in order to be more responsive and appropriate to the needs, values and visions of their patients and communities

**USING READERS THEATRE TO PROMOTE DIALOGUE ON POWER DYNAMICS, DICHOTOMIES IN AIMS AND THEMATIC CONVERGENCES WITHIN AN ENVIRONMENTAL HEALTH-ORIENTED CBPR RESEARCH FRAMEWORK**

**Session Format:** Creative arts session

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

**Topic(s):** Sharing power & resources; Sustaining ourselves & each other

**Authors (Presenters in bold):** *John P. Sullivan, Preventive Medicine & Community Health / Institute for Translational Sciences, University of Texas Medical Branch at Galveston TX, Galveston, TX, USA*

The readers theatre text, "Blood Diamonds," has been used with clinical practitioner, researcher and community audiences to promote inter-subjective dialogue among researchers, clinical practitioners and communities over-burdened by health disparities, multiple stressor impacts and layers of cumulative health risk. The text is based on an actual case study in which a much higher than normal number of Acute Lymphocytic (Lymphoblastic) Leukemia (A.L.L.) cases are diagnosed in the small town closely proximate to a U.S. Naval Air Station. The phenomenon initially attracted intense media scrutiny, congressional hearings, and systematic epidemiological study in an effort to explain linkages of toxic exposure or infection and the resulting



disease process. The Center for Disease Control and the Agency for Toxic Substances and Disease Registry conducted a standard public health assessment and concluded that the cluster is a probably a chance occurrence leaving the community angry and confused.

#### **Session Goals:**

- Provide direct interactive experience in using arts-based modalities to promote dialogue on CBPR practice issues
- Represent community-oriented and research points of view regarding purposes and ethics of research in communities bearing cumulative environmental risk burdens
- Promote greater understanding of ways in which research processes and outcomes may be used for more effective community environmental justice advocacy

#### **Session Learning Objectives:**

- List the roots and major differences between core EJ community values and values of the scientific research community
- Explain how preexisting assumptions held by community members and researchers affect the "partnership dynamic" in CBPR, and explore how such assumptions may be respectfully addressed
- Discuss the tension between credentialed expertise and marginalized local knowledge, and how local knowledge broadens the scope and range of research hypotheses, conclusions and methodologies

### **COMMUNITY REVIEW OF RESEARCH**

**Session Format:** Thematic Poster Session

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

This thematic poster session is comprised of the 3 posters (CR#1-#3) below:

#### **CR#1 RESEARCH ETHICS REVIEW FOR HIV COMMUNITY RESEARCH**

**Authors (Presenters in bold):** ***Dario Kuzmanovic**, University of Toronto - Joint Centre for Bioethics & Office of Research Ethics, Universities Without Walls Fellow in HIV Research, Toronto, ON, Canada*

This poster describes a partnership between the Ontario HIV Treatment Network (OHTN) and the Office of Research Ethics (ORE) at the University of Toronto. In Ontario, Community-Based Researchers who are not affiliated with an academic institution have few options for ethics review of their research. The OHTN sought to address this and other barriers to the review of Community-Based HIV/AIDS Research in Ontario by establishing a joint Research Ethics Board (REB/IRB) with the ORE. In doing so, the partnership seeks to address barriers to research ethics review of CBR. The partnership was initiated in 2008 and the HIV REB began meeting in April 2009. Since then, over 100 research studies have been reviewed through the ethics review process. This partnership builds on assets of the two collaborations and aims to improve the health of people living with HIV/AIDS by engaging them as equal partners in the research process which has traditionally treated them as research subjects.

#### **CR#2 THE DEVELOPMENT OF A COMMUNITY INSTITUTIONAL REVIEW BOARD (IRB): THE ROLE OF COMMUNITY AS CHANGE AGENTS AND PROTECTION OF AT-RISK TARGETED PARTICIPANTS**

**Authors (Presenters in bold):** ***Jeffrey J. Guidry**, College of Education and Human Development, Department of Health and Kinesiology, Texas A&M University, Humble, TX, USA; **Helen Stagg**, Change Happens, Inc., Houston, TX, USA; **Marla B. Hall**, College of Education and Human Development, Department of Health and Kinesiology, Texas A&M University, College Station, TX, USA*

The poster session will document the role of developing a Community Institutional Review Board. It will include the planning, implementation and evaluation of the process. The role of recruiting lay community

members and organization of the committee as required by federal human subjects agency will be addressed. In addition, the differences between an Academic and community IRB will be addressed especially with regards to protection of the target community. The role of the Community IRB in going beyond the bureaucratic process of IRB to the culture of providing detail input into the recruitment and retention of the target community. In addition, the process of the community IRB in providing input in the design of the studies which were reviewed will be discussed.

### **CR#3 THE TWO-WAY STREET: LEARNING ACTIVITIES FOR COMMUNITY RESEARCH ADVISORY GROUPS AND RESEARCHERS**

**Authors (Presenters in bold):** ***Betty Kaiser**, Project WINNERS, University of Wisconsin-Madison School of Nursing, Madison, WI, USA; **Gibril JarJue**, Community Research Advisory Group, Goodman Community Center, Madison, WI, USA; **Gay Thomas**, Manager—Project WINNERS, University of Wisconsin-Madison School of Nursing, Madison, WI, USA; **Barbara Bowers**, Director—Project WINNERS, University of Wisconsin-Madison School of Nursing, Madison, WI, USA; **Amy Bennett**, Youth and Family Advocate, Goodman Community Center, Madison, WI, USA; **Janet House**, Community Organizer, Lussier Community Education Center, Madison, WI, USA; **Becky Steinhoff**, Director, Goodman Community Center, Madison, WI, USA; **Paul Terranova**, Executive Director, Lussier Community Education Center, Madison, WI, USA*

We will describe WINNERS, a campus-community partnership to improve the quality of health research in Wisconsin communities. We will focus on the development of learning activities that enhance communication between researchers and Community Research Advisory Groups (CRAGs), who help to assure that research in the community will be relevant and culturally appropriate. The presenters will describe and demonstrate learning activities for CRAG members and researchers in three areas: giving and receiving feedback, research ethics, and lessons about language. The presenters will describe their experiences participating in these learning activities; highlight which activities have worked well and which have worked in unexpected ways; and engage the audience in discussion questions and role-plays. We will also invite audience members to share their experiences with developing learning activities for research advisory groups and researchers.

### **SERVICE-LEARNING & COMMUNITY-BASED RESEARCH: STUDENTS LEADING THE WAY!**

**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 'FINDING A VOICE', AT THE SIENA FRANCIS HOUSE, HOMELESS SHELTER: AN INTERPROFESSIONAL SERVICE LEARNING INITIATIVE**

**Authors (Presenters in bold):** ***Ruth Margalit**, College of Public Health, University of Nebraska Medical Center, Omaha, NE, USA; **Chris Leet**, Omaha Metro Community College - North, , Omaha, NE, USA; **Raees Shaikh**, College of Public Health, University of Nebraska Medical Center, Omaha, NE, USA; **Jamie Odden**, College of Public Health, University of Nebraska Medical Center, Omaha, NE, USA; **Nancy Farris**, University of Nebraska Medical Center, Omaha, NE, USA*

This inter-professional collaboration linked health professions students and homeless guests with the goals to: prepare students for competent, compassionate, and ethical inter-professional practice; prepare students for advocacy on behalf of vulnerable populations; facilitate capacity for self-awareness, professionalism, and critical thinking; and assist students in developing respect for human diversity.

Guests depicted 'what is homelessness' with cameras over one week. Students and homeless guests were paired, and after sharing meals at the shelter and getting better acquainted, students interviewed the guests. The elicitation of personal stories with photos provided the guests a sense of self-worth, and motivation to

pursue their personal goals. "This project has filled my life with meaning and reminded me that I am somebody who can be a good member of society." An interactive exhibition was developed with the goal to create a visually compelling to raise community awareness.

## **SL#2 FROM THE ACADEMY TO THE MUNICIPALITY: THE EQUITABLE EXCHANGE OF POWER, RESOURCES, AND KNOWLEDGE ENGENDERED BY COMMUNITY-CENTERED SERVICE AND CIVIC ENGAGEMENT**

**Authors (Presenters in bold):** **Denson G. Staples**, Religious Studies & Global Public Health, University of Virginia, Jefferson Public Citizens & UVA-Guatemala Initiative, Charlottesville, VA, USA; **Amanda Below**, Anthropology, University of Virginia, Jefferson Public Citizens & UVA-Guatemala Initiative, Charlottesville, VA, USA; **Ashley Samay**, School of Engineering & Applied Sciences, University of Virginia, Jefferson Public Citizens & UVA-Guatemala Initiative, Charlottesville, VA, USA; **Andrea Maddox**, Anthropology, University of Virginia, Jefferson Public Citizens & UVA-Guatemala Initiative, Charlottesville, VA, USA

Poster will showcase the research of four undergraduate students from the U.S. who conducted global health research on water access, quality, and resources in Guatemala during the summer of 2011. The poster will focus on the added challenges and opportunities inherent to conducting research in a cultural context different from one's native culture. Based on our experience, cross-cultural differences and added challenges can be overcome by valuing the contribution of community members and colleagues from the non-native culture; we believe the principles of community involvement in research, community empowerment, and community ownership of proposed outcomes/interventions of a global health research project apply as equally in the context of U.S. researchers entering U.S. communities as U.S. researchers entering foreign communities.

## **SL#3 HEALTH PROMOTION AMONG LGBT YOUTH OF COLOR AT AN URBAN COMMUNITY CENTER**

**Authors (Presenters in bold):** **Maria T. Santos**, Department of Family and Social Medicine, Albert Einstein College of Medicine, Bronx, NY, USA; **Elizabeth A. Conley**, Department of Family and Social Medicine, Albert Einstein College of Medicine, Bronx, NY, USA; **Mariya I. Masyukova**, Albert Einstein College of Medicine, Bronx, NY, USA

Student participants in an extra-curricular service-learning initiative at a medical institution partnered with a local community-based organization to identify client health needs and to craft research, education, and preventive health projects to address this need. Over the past year, students have volunteered monthly in an urban community center for members of the lesbian, gay, bisexual, and transgender (LGBT) community. Current projects include: evaluating a sexual health program for young men who have sex with men (YMSM) of color, evaluating a case management program for homeless youth, developing a GED program for LGBT youth, and assessing social media use among YMSM of color to identify opportunities for health education. Presenters will share the project design and outcomes thus far.

## **SL#4 URBAN HEALTH PROJECT: WHERE WE'VE BEEN AND WHERE WE NEED TO GO!**

**Authors (Presenters in bold):** **Aubrey R. Brink**, College of Medicine, University of Cincinnati, Cincinnati, OH, USA; **Neha Jeirath**, College of Medicine, University of Cincinnati, Cincinnati, OH, USA

Urban Health Project's poster will highlight the organization's twenty-five year history, community sites, participants, and future goals. The goals of UHP are to provide needed services to local non-profit organizations while exposing second year medical students to the unique needs of the impoverished community. A testimonial from the founding class of UHP will be included in the poster to highlight its original mission and influence on a physician who participate in the program. The poster will also incorporate reflections from previous UHP co-directors to showcase the strengths, areas of improvement, and changes to UHP over the years. Finally, the poster will focus on future goals of Urban Health Project, including increased exposure throughout the Cincinnati community, greater alumni participation and data collection regarding

career paths, expansion from a summer program to a year-round program, and increased collaboration with Xavier University's Health Administration program.

## **SL#5 WOMEN'S HEALTH SANTIAGO: A STUDENT-LED, MULTIFACETED WOMEN'S HEALTH ASSESSMENT IN SANTIAGO ATITLAN, GUATEMALA**

**Authors (Presenters in bold):** **Sareena Brown**, School of Medicine, University of Virginia, Charlottesville, VA, USA; **Steffi Castillo**, College of Arts and Sciences, University of Virginia, Charlottesville, VA, USA; **Shreya Kanth**, College of Arts and Sciences, University of Virginia, Charlottesville, VA, USA; **Ariel Majidi**, College of Arts and Sciences, University of Virginia, Charlottesville, VA, USA; **O. Darlene Nnanyelugoh**, College of Arts and Sciences, University of Virginia, Charlottesville, VA, USA; **Vatsal Patel**, College of Arts and Sciences, University of Virginia, Charlottesville, VA, USA

The Women's Health Santiago initiative, operating within the University of Virginia-Guatemala Initiative, provides a case study in community involvement in service-learning projects. Collaborating with community partner Hospitalito Atitlán (HA), Women's Health Santiago addresses the gap between women's health resources and needs in Santiago Atitlán, a Mayan township in the Lake Atitlán region of Guatemala. A team of UVA medical and undergraduate students administered a community health assessment of Santiago Atitlán in the summer of 2011, focusing on 1) health care accessibility, 2) maternal health, 3) domestic violence, and 4) education. At current, UVA students are carrying out all analysis work of completed surveys, while in-country contacts are continuing survey efforts. The presenters aim to 1) discuss the design of community health assessments, 2) identify steps in solidifying community partnerships, and 3) evaluate the sustainability of service-learning projects.

**FRIDAY, APRIL 20 AT 7:30 AM – 8:30 AM**

## **APPRECIATIVE INQUIRY IN SENIOR CENTERS/COMMUNITIES**

**Authors (Presenters in bold):** **Anne Selcer**, Health Care Administration, Texas Woman's University, Houston, TX, USA; **Meggyn Lorino**, Houston Aging in Place Innovations, Neighborhood Centers Inc., Houston, TX, USA; **Florence Coleman**, Houston Aging in Place Innovations, Neighborhood Centers Inc., Houston, TX, USA; **Marcos A. Fernandez**, Health Care Administration, Texas Woman's University, Houston, TX, USA

Appreciative Inquiry (Ai) is proven to guide individuals and communities in building capability and opportunity while working for systematic change. This presentation describes an Ai intervention with seniors in underserved communities who subsequently have taken a more active role in aging comfortably and improve their quality of life. Discussion will be centered on the Houston Aging in Place Initiative (HAPI), which uses Ai as a tool to enable low-income, minority seniors in underserved communities to age in place comfortably through engagement and connection. Evidence-based outcomes show that seniors are better prepared for a quality aging-in-place experience, more integrated with local service providers, and increasingly networked with each other. Described in this session will be a collaborative approach among Elder-Care Action Teams that include elder specialists and community health workers/ promotoras in their use of community assessment and development.

Participants will go through a short Ai process interview session, choosing respective communities for their examples. This interview process will be conducted in dyads (using interview forms participants can keep), then discussed in a roundtable of 6-8. Each roundtable will be presented out to the larger group on common themes found.

### **Session Goals:**

- Educate and define the methods and purpose of Appreciative Inquiry (Ai) and how it is applicable to community capability
- Provide evidence of success of Ai programs in a senior community

- Demonstrate and experience through roundtable discussion the Ai method, and how it may be appropriate for participants' respective communities

**Session Learning Objectives:**

- Gain general knowledge of the philosophy and techniques of Ai; a specific example of how it was used in senior communities in Houston; and evidence-based results
- Experience the Ai process through an action-based learning exercise. Discuss and share experience and relevancy with other participants
- Identify the steps in the Ai process and determine if/how Ai may be used in their respective communities.

**COMMUNITY UNIVERSITY PRACTICE: EMERGING SPACES FOR CHANGE?**

**Authors (Presenters in bold):** **Ceri J. Davies**, *School of Applied Social Science, University of Brighton, Brighton, United Kingdom*

In my PhD research I am interested in what happens when community and university actors collaborate over topics of shared interest that relate to themes including social justice and change. 'Cognitive Justice' - a necessity for different types of knowledge to carry equal weight to one another and exist in dialogue, rather than competition- is one way I am approaching the question of what potential there is for change-orientated knowledge to be an outcome of these interactions. I would welcome a focus on this topic; where it might be being used, interpreted, challenged or supported. Although the idea itself is theoretical at this stage, it is generated from my broad range of practice experience. I would like to ask participants to engage with the ideas and my examples and reflect on their own issues/examples/experiences to explore cognitive justice and its implications for generating and mobilising co-produced knowledge that meets the needs of the actors engaged in the process.

The roundtable will be facilitated 'responsively' so the agenda is open to change depending on what participants find most useful – i.e. staying in a whole group discussion, or splitting into smaller groups, etc. During the session we will identify similar issues amongst participants – (creative methods can include drawing, storytelling or use of objects). Participants can pair off on topics discuss and feedback.

**Session Goals:**

- Introduce the concept of cognitive justice in community-university relationships
- Share and exchange experiences/examples of how this relates to our own collaborative practice
- Network with others to develop the topic

**Session Learning Objectives:**

- Explain the concept of cognitive justice and how I am interpreting it through my research
- Differentiate how we might be using it in our own practice
- Formulate a shared interest in the topic and how we might continue to network to progress the idea

**FINDING FAMILY HEALTH SOLUTIONS WITHIN THE BHUTANESE REFUGEE COMMUNITY**

**Authors (Presenters in bold):** **Deirdre M. Demers**, *Mel & Enid Zuckerman College of Public Health, The University of Arizona, Tucson, AZ, USA*; **Karen A Heckert**, *Mel & Enid Zuckerman College of Public Health, The University of Arizona, Tucson, AZ, USA*; **2 community members TBD**, *Bhutanese Mutual Assistance Association of Tucson, Tucson, AZ, USA*

We will provide a brief history of the Bhutanese refugees who lived for nearly two decades in refugee camps in Nepal before being resettled to the US starting in 2007. We will include considerations for refugees in general who resettle to the US, including the diversity in experience, individual characteristics, and culture that must be considered. We will follow this introduction with an overview of the health status and health issues for the Bhutanese refugee community, both in the camps in Nepal and upon resettlement to the US. We will explain the current project that is underway as a partnership between a university and a local Bhutanese community

group, including the project's beginnings, the establishment of a relationship, the objectives, the utilization of resources from other area agencies, and the formation of the project – all with a focus on process. We will discuss any relevant outcome measures thus far and look at plans for the future.

**Session Goals:**

- Share the process of gaining entry into a refugee community, including challenges and successes, in order to enable the community to identify and address its own family health priorities
- Challenge session participants to think critically about the perspective of a refugee or member of another marginalized community when collaborating with an academic institution
- Encourage session participants to apply today's discussion to their own work or their own community in order to strengthen approaches based on the lessons learned from this experience

**Session Learning Objectives:**

- Explain why there are Bhutanese refugees and what difficulties there may be for any refugees resettling in the United States
- Identify at least 3 factors that facilitate entry into a refugee community
- Discuss the relevance of this project with the Bhutanese refugee community in relation to your own community

**GROWING HEALTHY PARTNERSHIPS: A PRECURSOR TO GROWING HEALTHY SOIL FOR HEALTHY COMMUNITIES**

**Authors (Presenters in bold):** ***Sheri L. Johnson**, Department of Pediatrics, Center for Advancement of Underserved Children, Medical College of Wisconsin, Milwaukee, WI, USA; Sharon Adams, Walnut Way Conservation Corp, Milwaukee, WI, USA; Harris Byers, Symbiont Science, Engineering, and Construction, Inc., Sixteenth Street Community Health Center, Milwaukee, WI, USA; Benjamin Grambling, Environmental Health Programs, Sixteenth Street Community Health Center, Milwaukee, WI, USA; Ray Hoffman, Professor of Biostatistics, Medical College of Wisconsin; Nicole Lightwine, Walnut Way Conservation Corp, Milwaukee, WI, USA*

The Growing Healthy Soil for Healthy Communities study aims to establish the feasibility of integrating agronomy and environmental site assessment methods with principles of CBPR to study the relationship between urban residential vegetable gardening and lead exposure in children. Vegetables grown in-situ in urban gardens have been shown to uptake lead into consumable plant tissues. However, exposure risk via consumption of vegetables grown in impacted soil is not well understood. The trans-disciplinary, integrated methods approach surfaced challenges in developing a partnership that includes academic, private industry, community resident and community based organization staff. Efforts to share power in the problem definition and research design phase revealed both divergent and convergent perspectives with regard to the ownership and value of ideas. Through intentional activities aimed at appreciating each perspective, movement toward an inclusive orientation is occurring.

**Session Goals:**

- Foster discussion regarding the initiator, consultant and collaborator roles for campus partners
- Examine complex dynamics in partnerships that include private industry
- Identify strategies for successfully sharing power among diverse partners

**Session Learning Objectives:**

- Describe the varied roles that campus and industry partners may adopt in CBPR partnerships
- Assess the use of a history timeline to surface agreement and disagreement about ownership of ideas
- Identify 2 additional strategies for developing a power sharing culture in diverse partnerships

**LEARNING AND TEACHING TOGETHER: COMMUNITY ENGAGEMENT IN MEDICAL EDUCATION**

**Authors (Presenters in bold):** *Louella R. McCarthy, School of Medicine, University of Western Sydney, Australia, Penrith, NSW, Australia; Anne Thorn, Macarthur Disability Services, Campbelltown, NSW, Australia*

The UWS School of Medicine set out to be an engaged medical school from its foundation. A part of its engaged teaching and learning program is the Medicine in Context course, a mandatory 3rd year course in which students spend up to 10 weeks in the community working with 2 or more services or agencies involved with disadvantaged groups. The first part of our discussion will examine the development of this program, and the changes and feedback we have had over the past 3 years. The second part of the discussion will focus on a specific project developed by one of the SoM's community partners, Macarthur Disability services, which utilises the creation of client narratives by medical students as a means to create a better understanding and awareness of their shared humanity. The project aims to extend MiC's objective of facilitating student awareness of the health impacts of disadvantage and the development of greater empathy with people with different life experiences.

**Session Goals:**

- Share experiences in community engaged medical education and program development
- Draw on the collective experiences of conference delegates to further refine the program
- Expand the current program's successes into new areas

**Session Learning Objectives:**

- Develop strategies for increasing medical student awareness of health inequities and patient decision making
- Develop strategies for increasing capacity of community services as medical educators
- Identify means to facilitate the two-way role of engagement in teaching and learning activities.

**LISTENING TO THE ANCESTORS: WHAT HISTORY IS IMPORTANT TO OUR WORK?**

**Authors (Presenters in bold):** *Cassandra J. Ritas, People's Policy Institute, Jackson Heights, NY, USA*

Our history, both personally and collectively, shapes our work. Often this process goes unacknowledged. In partnership, unrecognized historical oppressions are often re-enacted unwittingly. On the policy level historical structures of power resonate through the generations. At the same time, many of our communities have histories and traditions that are protective, heroic, and even healthy. On the policy level, history is not a straight line of progress. Sometimes looking to the past, is the best way to find an example of a policy you would like to see implemented. At this roundtable we will share stories about the impact of history on our work. We will begin with a short historical story from criminal justice work in NYC, an explanation of how it was uncovered by a partnership, and how it was used to influence policy. We will discuss how recognizing and naming histories might be useful on the interpersonal level in partnership and on the systems level as agents of change.

**Session Goals:**

- Share stories about the impact of personal, institutional, and policy history on social change work in the context of partnership
- Recognize the important influence of personal and political histories on decision-making
- Explore the ways in which we may integrate critical analysis of history into our partnerships' discussions

**Session Learning Objectives:**

- Explain the importance of history when approaching policy change at the community level
- Describe the influence personal histories may have on decision-making
- Formulate strategies to uncover and analyze the influence of personal, community, and policy histories

**THE OBLIGATION OF THE RESEARCHER IN PROTECTING THE MENTAL WELL BEING OF THE COMMUNITY RESEARCH PARTICIPANT**

**Authors (Presenters in bold):** *Troy Bush, Research, St. Luke's Episcopal Health Charities, Houston, TX, USA; Karen J. Williams, Research, St. Luke's Episcopal Health Charities, Houston, TX, USA; Jeff Temple, OBGYN, University of Texas Medical Branch- Galveston, Galveston, TX, USA; Pamela Mackie, Houston, TX, USA; Yvonne Green, Houston, TX, USA*

St. Luke's Episcopal Health Charities has used the CBPR approach to meet with community members to learn of their views on health disparities. The general practice has been to train community members to facilitate group discussions in their own neighborhoods in order to obtain information on perceived barriers to better health. Often the participatory groups result in participants encountering emotional responses that we, as researchers, are not prepared to address. While the use of CBPR is an effective tool for learning about the needs of a community, the affect on participants could be detrimental to their mental health. Thus, as researchers, do we have an ethical responsibility to first be the protection of the community from any negative impact resulting from a study? Should we use safeguards, such as enhanced training or including a licensed psychologist on your team should be implemented? This will be a round table discussion. As such, we will allow anyone present to share their experience with the group.

**Session Goals:**

- Discuss the responsibility of the researcher has in protecting the participant's mental well being
- Describe ways in which our research practices could be affecting participant's mental wellness
- Learn ways in which to better protect individual participant's mental health

**Session Learning Objectives:**

- Assess the level of comfort researchers have in addressing the mental health of participants and the likelihood that the research could be triggering issues in the community
- Examine the pros and cons of the researcher addressing the mental wellness of research participants
- Evaluate possible solutions that could be taken to better protect the mental wellness of those being studied

**REFLECTIONS AND CHALLENGES OF USING A COMMUNITY-CAMPUS PHOTOVOICE RESEARCH PROJECT AS A STRATEGY TOWARD SOCIAL JUSTICE.**

**Authors (Presenters in bold):** *Jenny Walker, Institute for Community Engaged Scholarship, University of Guelph, Guelph, ON, Canada; Mavis A. Morton, Department of Sociology and Anthropology, University of Guelph, Guelph, ON, Canada; Linda Hawkins, Institute for Community Engaged Scholarship, University of Guelph, Guelph, ON, Canada; Sonia Waraich, Family and Children Services of Guelph Wellington, Guelph, ON, Canada*

This session will highlight what we learned about attempts to advance social justice through a community-campus photovoice research project in Guelph/Wellington. We will identify what we learned about the process and outcomes of an engaged research project examining what it means to live healthy, well and strong in Guelph/Wellington. Using examples of photos & stories from campus and community members working on the project we will focus on the challenges of advancing social justice through an engaged research project like ours and share strategies about what worked and what needs work.

**Session Goals:**

- Inform participants about the Community-Campus Photovoice Research Project "Living Healthy Well and Strong" in Guelph/Wellington
- Identify the challenges & opportunities of using this engaged research project as a strategy for social justice
- Offer concrete recommendations for translating & mobilizing engaged research into social justice action

**Session Learning Objectives:**

- Discuss the process and outcomes of a community-campus photovoice research project entitled "What does it mean to live healthy, well and strong in Guelph/Wellington?"



- Demonstrate the challenges and opportunities of our engaged research project to advance social justice
- Identify concrete recommendations for moving engaged research projects towards social justice ends

## **A ROUNDTABLE DISCUSSION OF INCORPORATING YOUTH AS COLLABORATORS IN COMMUNITY-BASED PARTICIPATORY RESEARCH**

**Authors (Presenters in bold):** ***Margaret G. Tucker**, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD, USA;* ***S. Darius Tandon**, Department of Pediatrics, Johns Hopkins School of Medicine, Baltimore, MD, USA*

Community-based participatory research (CBPR) depends on the input of community participants for appropriately informed and culturally relevant program planning and implementation. CBPR programs that work with youth likewise should incorporate the youth voice into programs that are specifically targeted to educate and serve this population. Programs incorporating youth as CBPR collaborators experience benefits and challenges that are unique to working with this vibrant and innovative, but often untrained and inexperienced group of collaborators. During the first 20 minutes of this roundtable, the session facilitators will share our experiences collaborating with youth throughout the planning, implementation and sustainability of past and current projects. During the last 40 minutes, session participants will be encouraged to discuss their experiences in collaborating with youth with the goal of sharing across projects to facilitate successful use of youth as research collaborators.

### **Session Goals:**

- Inform and discuss with CBPR researchers the strengths of collaborating with youth on CBPR projects
- Inform and discuss with CBPR researchers the challenges of collaborating with youth on CBPR projects
- Create a network of researchers and community partners with interest and/or experience in engaging youth in CBPR projects

### **Session Learning Objectives:**

- Identify strengths, challenges and pressing issues regarding employing youth as collaborators on community-based participatory research (CBPR) projects
- Identify resources or the lack of resources available to both researchers and youth who collaborate on community-based participatory research projects
- Join a developing network of researchers and community partners who collaborate with youth in CBPR projects

**FRIDAY, APRIL 20 AT 8:45 AM – 10:15 AM**

## **MIAMI'S THIRD SECTOR ALLIANCE FOR COMMUNITY WELLBEING**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate

**Topic(s):** Communities as centers of engagement, learning and action; Mobilizing knowledge for action

**Authors (Presenters in bold):** ***Scot D. Evans**, Department of Educational & Psychological Studies/School of Education, University of Miami, Coral Gables, FL, USA.;* ***Colleen Auslander**, Catalyst Miami, Miami, FL, USA;* ***Kristine Singer**, Miami, FL, USA*

In this session we will outline our belief that community-based organizations and university partners need to work better together to learn, collaborate, and build non-profit sector capacity for community change. We

believe that communities need a third sector capacity-building strategy that attends to three capacity-building needs: organizational capacity building, network capacity building, and sector capacity building. We will present our conceptual model for a community-university partnership focused on building organizational, network, and sector capacity for social change and outline our story of how we are trying to partner to implement this strategy in our community. We will discuss some of the current challenges we are facing implementing this capacity building model and engage the audience in brainstorming potential solutions.

**Session Goals:**

- Present a practical conceptual framework for a community-university partnership for organizational and network capacity building that challenges traditional models
- Share a community-wide capacity building story that presents an opportunity for a unique community-university partnership but also brings resistance and skepticism from potential funders
- Engage session participants in exploring the pros & cons of this capacity building strategy and imagine possibilities for implementation as a community-university partnership

**Session Learning Objectives:**

- Participants will gain information and be able to describe important characteristics of a community-university partnership for organizational and network capacity building
- Participants will be able to differentiate between organizational capacity building and network/collaboration capacity building and compare strategies for achieving both
- Participants will join the presenters in analyzing the challenges involved this type of partnership and help design strategies for navigating these challenges

**SUSTAINING PARTNERSHIPS IN A POLITICALLY CHARGED ENVIRONMENT: FOSTERING SOCIAL JUSTICE ALLIES IN WISCONSIN**

**Session Format:** Story session

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

**Topic(s):** Engaged institutions, Sharing power & resources

**Authors (Presenters in bold):** ***Molly Schwebach**, Nelson Institute for Environmental Studies, University of Wisconsin-Madison, Madison, WI, USA; **Patricia Brooks**, School of Education, University of Wisconsin-Madison, Madison, WI, USA; **Sharon Younkin**, School of Medicine and Public Health, University of Wisconsin-Madison, Madison, WI, USA*

Universities foster dialogue and critical thinking around political ideas but also operate under guidelines that may restrict institutional and individual (i.e. employee) participation in political activities. Social justice work is deeply linked to political advocacy, leaving SJ faculty and staff striving for ethical partnerships based on best practices. At the University of Wisconsin-Madison that task has become more challenging for many campus employees. In 2011, Madison experienced significant political unrest including weeks of massive protests that landed us in the national spotlight. At UW, a faculty email account was subjected to a FOIA request and a research center and outreach unit were targeted by lawmakers for defunding. Simultaneously, community partners ramped up political action as budget cuts threatened services and their very existence. How can campus community partnerships survive, even thrive, in such times? What is the appropriate role of university staff in highly political and partisan activities of partner organizations?

**Session Goals:**

- Offer insights and experiences on community-campus partnerships addressing social justice issues in the politically turbulent national spotlight of Madison, Wisconsin.
- Gather stories from participants about their intersection with working towards social justice and guidelines around appropriate and acceptable political behavior.
- Generate strategies for adapting to changing political environments.

**Session Learning Objectives:**

- Identify and strategize around the complex interplay of partnerships between social justice organizations and the limitations on political activities by universities and their employees.
- Explain potential strategies to nurture and sustain partnerships in a politically complex environment.
- Plan proactively to adapt with our partners within a politically charged environment so that common goals are successfully advanced and partnerships remain mutually beneficial

**PLANNING TRANSFORMATIVE CHANGE FOR MENTAL SERVICES FOR CULTURAL LINGUISTIC COMMUNITIES**

**Session Format:** Story session

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

**Topic(s):** Sharing power & resources; Mobilizing knowledge for action

**Authors (Presenters in bold):** ***Hsiao H. d'Ailly**, Social Development Studies, Renison University College at University of Waterloo, Waterloo, ON, Canada; **Joanna Ochocka**, Centre for Community Based Research, Kitchener, ON, Canada; **Rich Janzen**, Centre for Community Based Research, Kitchener, ON, Canada*

This paper illustrates the value of a framework that synthesizes culture and power in planning mental health services for cultural-linguistic communities. "Taking Culture Seriously in Community Mental Health," was a five year Community university Research Alliance (CURA) project that aimed to improve/create mental health services for cultural-linguistic communities. The stakeholders included funders, mental health service-providers, members of cultural-linguistic communities and the organizations that serve them, and CURA researchers. Data from interviews and focus groups demonstrated the utility of the CURA framework for understanding the planning processes. The project was successful in creating partnerships among stakeholders, generating 11 new programs, and obtaining six funded projects. Collaborative relationships, a shared vision and values, and the technical assistance and flexible roles of CURA researchers were important for achieving these outcomes.

**Session Goals:**

- Share the story of how diverse community and university partners attempted to implement a framework of reciprocal collaboration when planning innovative mental health programs
- Discuss the context-specific challenges and benefits of adopting such a collaborative planning process
- Engage participants in reflecting on the values, actions and outcomes in mental health transformative change

**Session Learning Objectives:**

- Gain an understanding of how mental health planning fit into the bigger research study
- Identify the principles and values guiding reciprocal collaboration in planning
- Participate in the discussion on how the planning process for transformative change in mental health.

**EVALUATING COMMUNITY/ACADEMIC PARTNERSHIPS: IS THERE A BETTER WAY?**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate

**Topic(s):** Changing policies & systems; Sustaining partnerships and their outcomes

**Authors (Presenters in bold):** ***Christina H. Drew**, Program Analysis Branch, National Institute of Environmental Health Science/Division of Extramural Research and Training, Morristown, NC, USA; **Andrea Hricko**, Keck School of Medicine, University of Southern California, Los Angeles, CA, USA; **Sharon A.***

**Croisant**, Center in Environmental Toxicology, University of Texas Medical Branch, Galveston, TX, USA; **Juan Parras**, Texas Environmental Justice Advocacy Services, Houston, TX, USA

The National Institute of Environmental Health Sciences worked with grantees from the Partnerships for Environmental Public Health program and their community partners to identify and document metrics to evaluate environmental public health initiatives and created a practical Manual that is easily translated to other programs. We will engage participants in understanding and applying the manual to their programs. We will provide an overview of the Manual and why it was developed. We will use interactive techniques to work with participants to identify metrics applicable to their programs. We will break into small groups to create strategies to collect and analyze data that can be used to document success using the identified metric. The grantee and community partner will provide examples of how they have used findings from program evaluations to sustain program activities, partnerships and impacts, including building new partnerships, informing policy-makers and other decision makers, and obtaining additional funding.

**Session Goals:**

- Inform participants about how to access and use the Partnerships for Environmental Public Health (PEPH) Evaluation Metrics Manual in evaluating community/academic partnerships.
- Build the capacity of participants to evaluate environmental public health programs, document success, and identify areas for improvement.
- Discuss and understand how to apply evaluation metrics to their own programs in order to demonstrate effectiveness and success.

**Session Learning Objectives:**

- Participants will be able to explain the purpose of the PEPH Evaluation Metrics Manual and why it was developed.
- Participants will compare and analyze examples of evaluations of community-based environmental public health activities, including activities related to advocacy and policy.
- Participants will be able to identify and apply metrics appropriate for their programs, with special attention to community/academic partnerships.

**BREAKING TRAIL: REMOVING BARRIERS TO HEALTH CARE & EDUCATION ON THE NORTH SLOPE**

**Session Format:** Story session

**Intended Skill Level:** Beginner

**Topic(s):** Sustaining partnerships and their outcomes; Sustaining ourselves & each other

**Authors (Presenters in bold):** *Gloria Burnett, Ilisagvik College, Barrow, AK, USA; **Wendy L. Battle**, Allied Health Program Specialist, Ilisagvik College, Barrow, AK, USA; **Donna M. Alred**, North Slope Borough Health Department, Barrow, AK, USA; **Taylor Bodfish**, Allied Health Student, Ilisagvik College, Barrow, AK, USA*

Come listen to Taylor's story! A young Inupiaq girl struggling to merge cultural traditions with her dreams of becoming a nurse while fighting for survival in rural Alaska. North Slope Alaska has more than it's fair share of difficulties with providing quality health care to its communities. The lack of educational opportunities has been a barrier for local residents who are interested in entering the health care workforce. Learn about how partnerships have given Taylor and many other students the opportunity to overcome obstacles while still remaining true to their Inupiaq values.

**Session Goals:**

- Inform audience of the health care and education barriers in rural North Slope Alaska
- Inform audience about partnerships that were formed to help educate local residents in health-related fields

- Share the story of an Inupiaq Eskimo student and how these partnerships have offered her an opportunity to learn and serve in her own community

**Session Learning Objectives:**

- Understand the importance of tribal colleges in preserving the culture while educating communities for growth in the healthcare workforce.
- Provide examples of partnerships that are offering opportunities for the community to become self sustaining.
- Understand the struggles of Alaskan Native students and the hurdles they face in achieving educational goals in health-related fields.

**BUILDING YOUTH/ADULT PARTNERSHIPS FOR COMMUNITY HEALTH AND ASSERTING THE RIGHTS OF YOUTH (\*TENTATIVE)**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate

**Topic(s):** Communities as centers of engagement, learning and action

**Authors (Presenters in bold):** **Ann Howard**, Rochester Institute of Technology, *Rochester, NY, USA*; **Jane Amstey**, *College of Liberal Arts, Rochester Institute of Technology, Rochester, NY, USA*; **Jesse Knoth**, *Bridges to Wellness/Puentes A La Salud, Rochester, NY, USA*

This workshop introduces Bridges to Wellness (BTW) a resident-driven community health project and highlights youth/adult partnerships. BTW seeks to improve community health in a neighborhood of approximately 1,500 residents. The session covers learning communities, asset based community development, PAR with youth, and adultism. Psychologist Roger Hart makes a case for "finding ways to foster participation of disadvantaged children as a way of fulfilling their rights". BTW highlights authentic youth engagement stressing youth leadership roles. Youth and RIT students work in learning communities (LC) to share knowledge and know-how and build new knowledge in areas of common interest. Each LC project began with a CBPR initiative. Adultism has been an issue for the LCs. Adult resident leaders have difficulty accepting youth as decision makers. Although training in youth/adult partnerships was provided, adultism continues as the LCs confront cultural norms and institutional biases.

**Session Goals:**

- Broaden knowledge of adultism and youth/adult partnerships
- Applying asset based community development to youth engaged community health projects
- Understanding effective participation for and with youth

**Session Learning Objectives:**

- Identify adultism as a barrier to effective youth engagement in citizenship activities
- Evaluate effective youth participation as an expression of citizenship
- Discuss and evaluate ways to combat adultism as a barrier to effective youth participation

**HEALTHY PEOPLE 2020 FOR HEALTHY COMMUNITIES: OPPORTUNITIES FOR INCLUSION AND ALIGNMENT IN EDUCATION, RESEARCH, SERVICE AND POLICY**

**Session Format:** Skill-building workshop

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

**Topic(s):** Communities as centers of engagement, learning and action; Mobilizing knowledge for action

**Authors (Presenters in bold):** *Eva M. Moya*, Department of Social Work, College of Health Sciences, The University of Texas at El Paso, El Paso, TX, USA; **Jeri J. Sias**, UTEP/UT Austin Cooperative Pharmacy Program, College of Health Sciences, The University of Texas at El Paso, El Paso, TX, USA; **Anne L. Hernandez**, Early Child Intervention, ECI Project Region 19, El Paso, TX, USA; **Connie Summers**, Speech-Language Pathology Program, Department of Rehabilitation Sciences, College of Health Sciences, The University of Texas at El Paso, El Paso, TX, USA; **Maria Duarte-Gardea**, Department of Public Health Sciences, College of Health Sciences, The University of Texas at El Paso, El Paso, TX, USA;

The partnership will present a process for academic and community partnerships to align and integrate Healthy People 2020 to develop a strategic framework for education, research, service, and policy as well as engage the audience in using the Healthy People 2020 website for program planning, advocacy, measurement, and implementation. The audience will develop an action plan designed to integrate and align Healthy People 2020 initiatives with community and academic partnerships and network with other community champions.

**Session Goals:**

- Introduce the national Healthy People 2020 goals as a framework for community and academic partnerships to address equity, evaluate social determinants of health, and promote the public's health.
- Share a program approach for local governments, states, communities, academics, and other private and public partners to measure progress for health issues in specific populations.
- Use Healthy People 2020 to infuse and mobilize community and academic partnerships' goals, community engagement, and strategic planning.

**Session Learning Objectives:**

- Describe examples of how Healthy People 2020 can be integrated into education, research, service and policy.
- Identify tools, models, and resources found in Healthy People 2020 that are available for communities and universities to address health disparities.
- Formulate community and academic partnership goals unique to their environment using the Healthy People 2020 social determinants framework.

**FACULTY FOR THE ENGAGED CAMPUS: NEW STRATEGIES FOR SUPPORTING COMMUNITY-ENGAGED SCHOLARS**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate

**Topic(s):** Engaged institutions; Mobilizing knowledge for action

**Authors (Presenters in bold):** *Sherril Gelmon*, Mark O Hatfield School of Government, Portland State University, Portland, OR, USA; **Cathy Jordan**, Children, Youth and Family Consortium, University of Minnesota Extension, Minneapolis, MN, USA; *Sarena Seifer*, Community-Campus Partnerships for Health, Seattle, WA, USA; *Lynn Blanchard*, Carolina Center for Public Service, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA; *Piper McGinley*, Community-Campus Partnerships for Health, San Francisco, CA, USA

Faculty who define their teaching, scholarship, and service in the context of community engagement face multiple challenges as they prepare for tenure and/or promotion review. Their choice of teaching and research strategies, their involvement of community partners as peers and the substantive focus of their scholarly work may challenge traditional disciplinary approaches. This session will draw upon the learning of "Faculty for the Engaged Campus", a national initiative of Community-Campus Partnerships for Health, to illustrate ways to strengthen community-engaged career paths in the academy through innovative competency-based models of faculty development, peer-reviewed publication of diverse scholarly products, robust institutional self-assessment of capacity to support scholarship, and changes to the tenure and promotion system. Roles and contributions of community partners in these strategies will be specifically explored.

### Session Goals:

- Familiarize attendees with the various resources CCPH has developed with partner institutions to promote community-engaged scholarship at both the individual and institutional levels
- Communicate the application, effectiveness and impact of the strategies developed through Faculty for the Engaged Campus
- Engage attendees in dialogue to move the effort beyond individual scholarship toward greater community impact

### Session Learning Objectives:

- Analyze methods to promote community-engaged scholarship and determine relevant applications for their personal and/or institutional use
- Explain the challenges to increasing support and recognition of community-engaged scholarship with particular attention to collaborating with community partners in this work
- Identify 3 ways that community impact of community-engaged scholarship can be strengthened

## BUILDING RESEARCH CAPACITY IN COMMUNITIES

**Session Format:** Thematic Poster Session

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

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

### **BR#1 COMMUNITY LEADERSHIP TO BUILD CAPACITY FOR CBPR: AN INNOVATIVE MODEL FOR ADVANCING EQUITY IN RESEARCH PARTNERSHIPS**

**Authors (Presenters in bold):** ***Christina Hardy**, UNC Center for Health Promotion and Disease Prevention/NC TraCS, Chapel Hill, NC, USA; **Alexandra Lightfoot**, Community-Based Participatory Research Core, UNC Center for Health Promotion and Disease Prevention/Project Director, NC TraCS, Chapel Hill, NC, USA; **Molly DeMarco**, UNC Center for Health Promotion and Disease Prevention/NC TraCS, Chapel Hill, NC, USA*

The last decade has seen growing support for CBPR and increased demand for relevant skill and strategies to enhance partnership equity. This is often difficult to achieve given funding mechanisms and institutional structures geared towards the needs of academic partners. This session will highlight a model for transforming the way community partners are engaged and compensated to provide training and consultation to new and on-going CBPR partnerships. Our model uses “CBPR Charrettes” as a problem-solving approach to address challenges facing community-academic partnerships at different stages of development. This session will present findings on 3 aspects of this project: 1) new positions for community partners to co-lead project activities and provide CBPR expertise; 2) CBPR Charrette guidance sessions to troubleshoot challenges for research partnerships; and 3) the Multidimensional Assessment of Partnerships (MAP), designed to measure changes in partnership capacity and equity.

### **BR#2 DEVELOPING THE COMMUNITY EMPOWERED RESEARCH TRAINING (CERT) PROGRAM: BUILDING RESEARCH CAPACITY FOR COMMUNITY-INITIATED AND COMMUNITY-DRIVEN RESEARCH**

**Authors (Presenters in bold):** ***Catlin Rideout**, Center for the Study of Asian American Health, New York, NY, USA; **Simona Kwon**, Center for the Study of Asian American Health, New York, NY, USA; **Shao-Chee Sim**, Charles B. Wang Community Health Center, New York, NY, USA; **Nadia Islam**, Center for the Study of Asian American Health, New York, NY, USA; **Winston Tseng**, Asian & Pacific Islander American Health Forum, San Francisco, CA, USA; **Yumary Ruiz**, NYU Steinhardt School of Culture Education and Human Development, New York, NY, USA; **Mariano Rey**, Institute of Community Health and Research, New York, NY, USA; **Chau Trinh-Shevrin**, Center for the Study of Asian American Health, New York, NY, USA*

Presenters will share the key stakeholders and key methods (survey, round table discussion with community-based experts) used in the development of CERT. They will also present the results of the survey, which assessed the research training gaps, needs, and resources of 50 community groups, as well as the pilot curriculum, pilot evaluation results, and results of the qualitative one-on-one debriefing interviews. In addition to the pilot material, the revised curriculum and evaluation results of the second training and key lessons learned will be shared.

### **BR#3 ONLINE TRAINING RESOURCES TO ENHANCE COMMUNITY ENGAGED RESEARCH**

**Authors (Presenters in bold):** *Michelle Proser, National Association of Community Health Centers, Washington, DC, USA; Perry Payne, George Washington University, Washington, D.C, USA; Peter Shin, Director of Geiger Gibson Program in Community Health Policy, George Washington University, Washington, D.C, USA; Michelle Jester, National Association of Community Health Centers, Washington, DC, USA; Chaya Merrill, Child Health Data Lab, Children’s National Medical Center, Washington, D.C, USA; Jonathan Tobin, Clinical Directors Network, New York, NY, USA; Rosy Chang Weir, Association of Asian Pacific Community Health Organizations, Oakland, CA, USA*

The Clinical and Translational Science Institute at Children’s National Medical Center, in partnership with The George Washington University, has partnered with the National Association of Community Health Centers, the Association of Asian Pacific Community Health Organizations (AAPCHO), and the Clinical Directors Network to develop and enhance online training resources that facilitate and support Community Health Centers engaging in research. In addition to updating AAPCHO’s Community-Based Participatory Research Toolkit (<http://cbprtoolkit.aapcho.org>), this collaborative has also created a new website ([www.CDNetwork.org/NACHC](http://www.CDNetwork.org/NACHC)) that provides free training resources that are designed to enhance skills in all steps of the research process, from designing and implementing studies to analyzing and disseminating results. The poster walks through each of these websites, describing the resources provided and how they are organized, with visual images that capture the layout of the websites.

### **BR#4 RESEARCH APPRENTICESHIP: FROM CONCEPT TO PRACTICE**

**Authors (Presenters in bold):** *Martha I. Arrieta, USA Center for Healthy Communities, University of South Alabama, Mobile, AL, USA; Leevones Dubose, Bay Area Women Coalition, Inc., Mobile, AL, USA; Kenneth Hudson, Department of Sociology, Anthropology and Social Work, University of South Alabama, Mobile, AL, USA; Valerie L. Bryan, Department of Sociology, Anthropology and Social Work, University of South Alabama, Mobile, AL, USA; Andrea Hudson, Bay Area Women Coalition, Inc., Mobile, AL, USA; Thomas C. Shaw, Department of Political Science and Criminal Justice, University of South Alabama, Mobile, AL, USA; Shantisha T. Hansberry, USA Center for Healthy Communities, Mobile, AL, USA; Willette S. Brye, USA Center for Healthy Communities, Mobile, AL, USA; Rachel D. Foreman, USA Center for Healthy Communities, Mobile, AL, USA; Sasha L. Eastburn, USA Center for Healthy Communities, Mobile, AL, USA; Errol D. Crook, USA Center for Healthy Communities, Mobile, AL, USA*

Drawing on the experience of formulating and implementing the Bay Area Women Coalition (BAWC) – University of South Alabama Health Disparities Research Group (HDRG) collaboration project wherein community volunteers were trained by HDRG members in basic research methodology, as well as monitored and supported through the process of designing, implementing and analyzing a health status and access to care survey of their neighbors, presenters will: a) posit the ‘Research Apprenticeship’ concept and practice as a means to foster the ‘democratization of knowledge’ inherent to participatory research, b) illustrate the process used to train, monitor and support community research apprentices, c) highlight key process facilitators, d) discuss process pitfalls, e) discuss observed outcomes. Based on the information presented, the feasibility and effectiveness of the Research Apprenticeship model will be assessed.

### **BR#5 SHARING STRENGTH: BUILDING A NETWORK OF COMMUNITY PARTNERS BUILDING ORGANIZATIONAL CBPR CAPACITY**



**Authors (Presenters in bold):** *Mike Dobias, Healthcare Consortium of IL, Dolton, IL, USA; Roxane Medina, Youth Empowering Strategies, Chicago, IL, USA; Ben Rucker, Chinese Mutual Aid Association, Chicago, IL, USA; Mona El-Shamaa, Asian Health Coalition, Chicago, IL, USA; Gina Curry, Alliance for Research in Chicagoland Communities, Chicago, IL, USA; Josefina Serrato, Alliance for Research in Chicagoland Communities, Chicago, IL, USA; **Jen Kauper-Brown**, Alliance for Research in Chicagoland Communities, Chicago, IL, USA; **Karriem Watson**, Apostolic Faith Church, Chicago, IL, USA*

CBPR partnerships seek to develop equitable relationships that balance power and include participation of partners in every phase of research. ARCC's mission is to grow equitable and collaborative partnerships between Chicago-area communities and Northwestern University for research that leads to measurable improvement in community health. Eleven community-based organizations serving on the ARCC Steering Committee are leading PERCH (Partnership for Empowering Research by Chicago Communities about Health), a project funded by local foundation grants that aims to build and institutionalize CBO capacity as equal partners in research. In Phase 1, the ARCC CBOs focused on building their own organizational and individual capacity. In Phase 2, they are synthesizing lessons learned and tools produced to mentor a new cohort of 6 CBOs. In both phases, each CBO assessed its research skills, priorities, and readiness to engage in research. CBOs from the 1st & 2nd cohorts will share key findings.

## **STRUCTURES & STRATEGIES FOR BUILDING CBPR CAPACITY**

**Session Format:** Thematic Poster Session

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

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

### **SS#1 A DAY IN THE LIFE OF A COMMUNITY LIAISON: FACILITATING EQUITY IN COMMUNITY-ACADEMIC PARTNERSHIPS**

**Authors (Presenters in bold):** *Santos Diaz, Latinos Using Cardiac Health Actions to Reduce Risk (LUCHAR), Denver, CO, USA; Susan Gale, High Plains Research Network, Denver, CO, USA; Reginaldo Garcia, San Luis Valley Rocky Mountain Prevention Research Center, Denver, CO, USA; Mark Hocker, Center for African American Health, Denver, CO, USA; Lucille Johnson, Center for African American Health, Denver, CO, USA; Crystal Loudhawk-Hedgepeth, Centers for American Indian & Alaska Native Health, University of Colorado, Denver, CO, USA; Lorenzo Ramirez, Latinos Using Cardio Health Actions to Reduce Risk (LUCHAR), Denver, CO, USA; Christin Sutter, High Plains Research Network, Denver, CO, USA; May Tran, Colorado Alliance for Health Equity and Practice (CAHEP), Denver, CO, USA; Michele Wheeler, 2040 Partners for Health, Aurora, CO, USA; **Leslie Wright**, Kaiser Permanente Colorado, Denver, CO, USA; Linda Zittleman, CCTSI Community Liaison Program, Department of Family Medicine, University of Colorado School of Medicine, Denver, CO, USA*

In Colorado, the role of a Clinical and Translational Science Award Community Liaison is to build bridges for communication and partnership between the community they represent and academic researchers. Community liaisons from throughout the state represent a variety of ethnic, urban, and rural communities. This poster illustrates the structure and role of our community liaisons, and identifies 4 of the many assets they bring to enable successful community/campus partnerships. It also identifies challenges liaisons may face as they strive to ensure equity in the community-research relationship and process.

## **SS#2 BUILDING CAPACITY AND PROMOTING ACCESS TO KNOWLEDGE: EXPERIENCES FROM A COMMUNITY-CAMPUS CRITICAL LEARNING CIRCLES**

**Authors (Presenters in bold):** *Kidist Kebede, Ryerson University, Toronto, ON, Canada; Dimple Bhagat, Ryerson University, Toronto, ON, Canada; Maureen Owino, Committee for Accessible AIDS Treatment, Toronto, ON, Canada; Andre Ceranto, Committee for Accessible AIDS Treatment, Toronto, ON, Canada; Josephine P. Wong, Daphne Cockwell School of Nursing, Ryerson University, Toronto, ON, Canada; Henry Luyombya, The CHAMP Study, Committee for Accessible AIDS Treatment, Toronto, ON, Canada; Alan Li, Ontario HIV Treatment Network, Toronto, ON, Canada*

Racialized people living with HIV/AIDS (PHAs) experience multiple barriers in accessing health and social care. In May 2011, we piloted a Community-Campus Critical Learning Circle (CCLC) to engage PHAs and allied health students in critical dialogue and collaborative learning. This innovative strategy aims to: (1) promote cross-sector interaction and understanding; (2) build community-based research (CBR) capacity among PHAs, and allied health students; and (3) increase PHAs' access to 'formal' learning, knowledge, and research evidence that are traditionally limited to students and staff in academic institutions. The CCLC focused on critical reflection of members' lived experience within the historical, social, political and economic contexts of Canadian society. It was guided by mutual respect, meaningful engagement, and collective empowerment. This workshop presents the processes in establishing the CCLC and the lessons learned.

## **SS#3 CBPR SEED GRANT PROGRAM: ALLIANCE FOR RESEARCH IN CHICAGOLAND COMMUNITIES (ARCC) DEVELOPING STRONG COLLABORATIVE RESEARCH TEAMS AND PROJECTS**

**Authors (Presenters in bold):** *Mike Dobias, Policy and Advocacy, Healthcare Consortium of Illinois, Dolton, IL, USA; Roxane Medina, Youth Empowering Strategies, Chicago, IL, USA; Ben Rucker, Chinese Mutual Aid Association, Chicago, IL, USA; Melissa Simon, Northwestern University Feinberg School of Medicine, Chicago, IL, USA; Gina Curry, Alliance for Research in Chicagoland Communities, Chicago, IL, USA; Josefina Serrato, Alliance for Research in Chicagoland Communities, Chicago, IL, USA; Jen Kauper-Brown, Alliance for Research in Chicagoland Communities, Chicago, IL, USA; Karriem Watson, Apostolic Faith Church, Chicago, IL, USA*

Community and academic partners often face barriers to participation in community-based participatory research (CBPR) including lack of dedicated staff or faculty time and CBPR experience. ARCC's mission is to grow equitable & collaborative partnerships between Chicago-area communities and Northwestern University for research that leads to measureable improvement in community health. In an effort to reduce these barriers and promote CBPR, ARCC developed a seed grant program to provide resources. The seed grant program funds partnership building and implementation grants. To date, four rounds of grants have been funded, 21 grants ranging from \$10-\$30k over 12-24 months (total of nearly \$500K). The program has been revised based on input and feedback from community and academic partners. The program has built capacity and created a learning community, led to community and academic publications, additional internal and external grants and raised the profile of CBPR at NU and in Chicago.

## **SS#4 COLLABORATIVE RESEARCH PARTNERSHIPS: KEY CONNECTIONS**

**Authors (Presenters in bold):** *Cara J. Spence, Department of Sociology, University of Saskatchewan, Regina, SK, Canada*

Drawing from a local case study of Quality of Life research project, this presentation will present the findings of a case study which tested a predominant theory for collaborative research partnerships. One key piece was found missing from the theory - the Knowledge Broker. This work highlights this role as key in bridging research outcomes into action and application.

## SS#5 IMMERSION TRAINING IN COMMUNITY ENGAGEMENT

**Authors (Presenters in bold):** *Linda Zittleman, Department of Family Medicine, University of Colorado School of Medicine, Aurora, CO, USA; Lorenzo Ramirez, Latinos Using Cardiac Health Actions to Reduce Risk (LUCHAR), Denver, CO, USA; Charlene Barrientos Ortiz, University of Colorado Denver, Denver, CO, USA; Reginaldo Garcia, San Luis Valley Rocky Mountain Prevention Research Center, Denver, CO, USA; Candace Fleming, Centers for American Indian & Alaska Native Health, University of Colorado, Denver, CO, USA; Crystal Loudhawk-Hedgepeth, Centers for American Indian & Alaska Native Health, University of Colorado, Denver, CO, USA; Julie Marshall, Rocky Mt. Prevention Research Center, University of Colorado, Denver, CO, USA; Janet Meredith, 2040 Partners for Health, Aurora, CO, USA; Alok Sarwal, Colorado Alliance for Health Equity and Practice, Denver, CO, USA; Christin Sutter, High Plains Research Network, Denver, CO, USA; May Tran, Colorado Alliance for Health Equity and Practice, Denver, CO, USA; Michele Wheeler, 2040 Partners for Health, Aurora, CO, USA; Leslie Wright, Kaiser Permanente Colorado, Denver, CO, USA; Jack Westfall, Director CCTSI Community Engagement Core, University of Colorado, Denver, CO, USA*

This poster will present detailed information on the Immersion in Community Engagement training program, including design, implementation, results, and lessons learned.

### **SATURDAY, APRIL 21 AT 8:30 AM – 10:00 AM**

#### **USING VISUAL ARTS TO PROMOTE AWARENESS OF MENTAL HEALTH AMONG MIDDLE SCHOOL STUDENTS**

**Session Format:** Creative arts session

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

**Topic(s):** Communities as centers of engagement, learning and action; Youth & student leadership

**Authors (Presenters in bold):** *Ilana Reisz, Collaborative for Children, Houston, TX, USA; Jane E. Hamilton, University of Texas School of Public Health, Houston, TX, USA; Reginald Adams, Museum of Cultural Arts Houston (MOCAH), Houston, TX, USA; Rhonda R. Adams, MOCAH, Houston, TX, USA*

We will demonstrate how using an arts-based project allows youth to explore and express topics related to feeling, and empowering emotions and creative decision making that are generally unexpressed in the community. They tell others about their success and open a door to dialogue. We briefly discuss the larger context for the project and students will present their art. Conference participants will take part in a brief creative demonstration of the process.

#### **Session Goals:**

- Demonstrate the use of an expressive arts project in public schools as a vehicle to address the stigma associated with mental health conditions and to promote positive mental health
- Give middle school students a platform for sharing their experience with developing competencies through participation in a community-based arts awareness project
- Involve conference participants in an exercise that will illustrate the power of using community-based art engagement to express sensitive topics

#### **Session Learning Objectives:**

- Explain how the creative activity breaks through stigma surrounding mental health conditions that contribute to health disparities
- Demonstrate how middle-school students participating in community-based art project use it to express sensitive topics

- Highlight the important role youth play in initiating dialogue about self expression and emotional wellbeing

## **A GUIDE FOR AUTHORS INTERESTED IN PUBLISHING COMMUNITY-BASED PARTICIPATORY RESEARCH**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate

**Topic(s):** Engaged institutions; Sustaining partnerships and their outcomes

**Authors (Presenters in bold):** **Darius Tandon**, *Progress in Community Health Partnerships, Johns Hopkins University School of Medicine, Johns Hopkins University, Baltimore, MD, USA*

Community-based participatory research (CBPR) has an important role to play in improving health and health care, but those involved in CBPR have had difficulty getting work published in peer-reviewed journals. Most journals accept only a minority of manuscripts and have limited experience reviewing manuscripts about CBPR. Thus, the peer review process is a significant barrier to dissemination. Furthermore, investigators and their community partners may struggle to reach agreement on how to write up the results of their efforts. Often, the problem stems from inadequate understanding of what journals expect. To help investigators and community partners overcome these barriers, we will present recommendations for writing strong manuscripts about CBPR studies. The recommendations are based on lessons learned by the editors of a national, peer-reviewed journal dedicated to CBPR – Progress in Community Health Partnerships.

During each of the sections described (manuscript preparation, introduction, methods, results & discussion), session participants will be given exemplars from published CBPR projects. Discussion of how these examples are exemplars will be undertaken to help participants understand successful approaches for highlighting aspects of their partnership's work. Additionally, 40 minutes have been dedicated at the end of the workshop to allow participants to ask specific questions related to CBPR manuscripts they are considering publishing.

### **Session Goals:**

- Provide an overview of different types of articles that can be published from a community-based participatory research (CBPR) project
- Provide prospective authors with practical tips and guidelines when submitting their CBPR work for publication
- Help prospective authors anticipate critiques and concerns from peer reviewers and editors reviewing CBPR manuscripts submitted for publication

### **Session Learning Objectives:**

- Identify common weaknesses of CBPR manuscripts submitted for publication
- Identify specific strategies and approaches for strengthening CBPR manuscripts submitted for publication
- Demonstrate an understanding of different types of CBPR articles that can be submitted for publication

## **SUPPORTING COMMUNITY-BASED PARTICIPATORY RESEARCH: THE STORY OF THE NATIONAL COMMUNITY COMMITTEE CBPR AWARD PROCESS**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate

**Topic(s):** Communities as centers of engagement, learning and action; Ensuring ethical practice

**Authors (Presenters in bold): Gary Tang**, Asian Community Resource Center, University of Washington, University of Washington, Seattle, WA, USA; **Linda Pekuri**, Sumter County Community Coalition, University of South Carolina, Sumter Coalition, Charleston, SC, USA; **Susan Kunz**, Mariposa Community Health Center, Platicamos Salud, Mariposa Community Health Center, Nogales, AZ, USA

This session will use a storytelling format to share the journey that the National Community Committee (NCC) has taken to hold the Prevention Research Centers accountable for conducting their research in keeping with best practices in CBPR. The three presenters will tell the story of how this concept was collectively envisioned by the NCC Content Committee and how the process evolved. As a result, Prevention Research Centers across the country are assessing their application of best practices of CBPR in order to obtain the CBPR Best Practice Award from the NCC.

**Session Goals:**

- Involve participants in an operational definition of Community-Based Participatory research
- Inform participants about the award process used by the National Community Committee (NCC) used to promote, recognize and award CDC-funded Prevention Research Centers for best practices in CBPR
- Stimulate a dialogue among participants about how to raise the bar for CBPR across communities, community organizations and funders

**Session Learning Objectives:**

- Define the role of community members in the CBPR process
- Identify at three best practices required for legitimate community participation in community-based research
- Identify available resources to support community involvement in CBPR

**THE SCIENCE OF COMMUNITY ENGAGEMENT: USING A PUBLIC HEALTH INSTITUTE TO INCREASE EFFECTIVENESS OF TRANSLATIONAL RESEARCH THROUGH AN INNOVATIVE COMMUNITY AND ACADEMIC PARTNERSHIP**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate

**Topic(s):** Sharing power & resources; Sustaining partnerships and their outcomes

**Authors (Presenters in bold): Sara E. Miller**, Colorado Foundation for Public Health and the Environment, Highlands Ranch, CO, USA; **Montelle Tamez**, Colorado Clinical and Translational Sciences Institute (CCTSI), University of Colorado Denver, Denver, CO, USA

While academic-community partnerships bring new opportunities for generating knowledge and exchange, it also raises new social, ethical and administrative challenges. Addressing and surmounting these challenges is critical for transforming community-academic partnerships into sustained enterprises that address health concerns at the community level. Colorado has developed a unique solution to these obstacles, involving a flourishing partnership with a local public health institute and community based organization. This presentation will describe the integral process of forming the partnership and establishing systems to facilitate meaningful community representation and participation including: shared governance, innovative fiscal structures, and others. Participants can learn how to engage with each other to improve efforts through: 1) relationships – through shared decision making and fiscal administration, 2) partnerships and community engagement; and 4) benefit to the community.

**Session Goals:**

- Increase collaborative academic and community partnerships despite challenging fiscal and administrative structures

- Increase how community-based organizations can be used as fiscal and administrative agents on research grants
- Increase the readiness of community based organizations to interact with academic institutions

#### **Session Learning Objectives:**

- Describe and learn about how community engagement activities in translational research through innovative partnerships have improved participation and representation in the research enterprise
- Explore how novel fiscal and administrative relationships between universities and community based organizations can enhance community participation in translational research
- Understand how community based organizations can contribute to creating innovative models for successful community-academic partnerships

### **PHOTOVOICE - REVEALING A NEW SONG FOR AN EXISTING CHOIR**

**Session Format:** Creative arts session

**Intended Skill Level:** Beginner, Intermediate

**Topic(s):** Youth & student leadership; Mobilizing knowledge for action

**Authors (Presenters in bold):** ***Elizabeth A. Kelly**, Human Services Technology Program, Houston Community College - Coleman College for Health Professionals, Houston, TX, USA; **Marion Scott**, Human Services Technology Program, Houston Community College - Coleman College for Health Professions, Missouri City, TX, USA; **Mary A. Harrison**, Pearland, TX, USA; Bonnie, Saskatchewan Literacy Network, Saskatoon, SK, Canada; Gloria Robinson, Memorial Hermann Hospital System, Houston, TX, USA*

A number of documented tensions have emerged as the role of the community health worker develops. Many of those excluded from this development have been individuals actively undertaking this work. A community college with a health professions focus, located in the Southwest, has partnered with two local hospitals and two community based organizations to address the challenge of developing learning/employment opportunities for this emerging workforce. During this session the CHW student voices will be presented through the use of PhotoVoice which enables each person to define for themselves what needs to be changed within their community. Social injustice is a lived experience for the students. The CHW learning experiences within the classroom as well as at partner practicum sites has enabled CHW students to reach their goals of receiving college credit and CHW certification, as well as developing a career path and finding employment.

#### **Session Goals:**

- Increase awareness of community health worker (CHW) development as a workforce
- Illustrate student life experiences and learning in a community college CHW program
- Identify strategies that promote the CHW role as a workforce partner

#### **Session Learning Objectives:**

- Describe recent research on the development of the community health worker role (CHW) as an emerging workforce
- Interpret the development of CHWs through their PhotoVoice stories
- Examine strategic themes for the education, workforce and partnership development of the CHW

### **ENGAGING IMMIGRANTS AND REFUGEES LIVING WITH HIV/AIDS IN KNOWLEDGE TRANSLATION AND EXCHANGE**

**Session Format:** Skill-building workshop

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

**Topic(s):** Communities as centers of engagement, learning and action; Mobilizing knowledge for action

**Authors (Presenters in bold):** *Kenneth Fung, University Health Network, Toronto, ON, Canada; Andrew Miao, Asian Community AIDS Services, Toronto, ON, Canada; Julie Maggi, Women's College Hospital, Toronto, ON, Canada; Omer Abdulghani, Alliances For South Asian AIDS Prevention, Toronto, ON, Canada; Alan Li, Ontario HIV Treatment Network, and Regent Park Community Health Centre, Toronto, ON, Canada; Josephine P. Wong, Daphne Cockwell School of Nursing, Ryerson University, Toronto, ON, Canada; Henry Luyombya, The CHAMP Project, Committee for Accessible AIDS Treatment, Toronto, ON, Canada*

Dominant knowledge translation and exchange (KTE) strategies tend to focus solely on the generation and dissemination of 'new knowledge' rather than actual strategies for change. They also emphasize impact on government institutions and undervalue changes in affected communities or among service users. In 2008, we developed a KTE ambassador initiative to demonstrate the importance of community engagement in transforming our CBR research results into action. The initiative engaged and trained 25 people living with HIV/AIDS (PHAs) in the newcomer communities to become KTE ambassadors. These ambassadors worked collectively to develop key KTE messages, strategies to reach different target audiences, and audience specific KTE tools in different formats and languages. We also set up a system to facilitate ongoing deployment of the KTE ambassadors to promote evidence informed practices. This workshop highlights the development and outcomes of this KTE initiative.

This workshop will use multiple interactive learning strategies, including: storytelling, concept maps, case studies and presentations.

**Session Goals:**

- Promote health equity through the use of innovative KTE strategies
- Advocate for meaningful and equitable involvement of people living with HIV/AIDS (MEIPA)
- Facilitate knowledge exchange on inclusive practices in CBR and KTE

**Session Learning Objectives:**

- Compare and contrast conventional KTE methods and innovative community engagement KTE methods
- Describe the benefits of engaging affected individuals and communities in knowledge translation and exchange activities
- Formulate potential innovative KTE strategies for use with their own communities

**QUANTIFYING OUR VALUES: EXPLORING COST-BENEFIT ANALYSIS**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner, Intermediate

**Topic(s):** Changing policies & systems; Mobilizing knowledge for action

**Authors (Presenters in bold):** *Cassandra J. Ritas, People's Policy Institute, Jackson Heights, NY, USA*

When advocating changes in policy based upon community-based research, it is useful to be able to translate findings into language that is 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. Using a case study developed from the work of the Harlem Community and Academic Partnership we will examine the costs of policy barriers to re-entry for people coming home from jail. In the second half of the session, participants will take part in a World Cafe discussion, allowing us to connect with each other, question the merits of this analytic tool in community-driven work, and contemplate how we can more effectively advocate for healthy, equitable, sustainable policies. Participants in this workshop will be able to begin to

approach the quantification of human well-being fearlessly (or with less fear) whether it is conducted by themselves or by others.

Following a short overview of cost-benefit analysis, using a case example, participants will be introduced to the World Cafe method, in which individuals circulate to cross-pollinate ideas. This discussion will be guided by critical questions. A short period of reflection will follow the discussion. Participants and conference organizers will be provided with a write up of the information presented and the discussion that followed. In this way, we hope to evolve the discussion around the use of this policy analysis tool.

#### **Session Goals:**

- Expose participants to some of the influences on criminal justice policy, and some of the conditions those involved in the criminal justice system
- Provide a basic overview of cost-benefit analysis, and to question the values underlying the analysis
- Provide exposure to the method of World Cafe, so that participants can practice this method in their own community work

#### **Session Learning Objectives:**

- Identify some of the economic influences on incarceration policy
- Describe the basic tenets of cost-benefit analysis and how they can be applied to advocate for community values
- Question the underlying assumptions and values embedded in a cost-benefit analysis

### **CBPR PARTNERSHIP SYNERGY & IMPACT**

**Session Format:** Thematic Poster Session

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

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

#### **CPSI#1 ADDRESSING CHILDHOOD OBESITY THROUGH COMMUNITY-CAMPUS PARTNERSHIPS**

**Authors (Presenters in bold):** **Beverly Gor**, *University of Texas M.D. Anderson Cancer Center, Dorothy I. Height Center for Health Equity & Evaluation Research, Houston, TX, USA*; **Niiobli Armah IV**, *University of Texas M.D. Anderson Cancer Center, Dorothy I. Height Center for Health Equity & Evaluation Research, Houston, TX, USA*; **Nancy Correa**, *CAN DO Houston, Houston, TX, USA*; **Sandra Shaw-Austin**, *CAN DO Houston, Houston, TX, USA*; **Lovell A. Jones**, *CAN DO Houston, Houston, TX, USA*

We will discuss CAN DO Houston, a childhood obesity collaborative that seeks to use existing resources to reduce and prevent childhood obesity in Houston, a large geographic and culturally diverse area. We will present how the organization came into being and how it became affiliated with M.D. Anderson, an academic institution, and how that relationship has posed challenges and has also added strengths to the initiative. We will present how we used community-based participatory research methods to identify residents' perceived barriers to accessing fresh produce and physical activity. Success stories for how these barriers were addressed will be discussed. We will discuss future directions for sustaining the programs and projects we have established in each neighborhood. We will invite others to contribute their ideas and will jointly discuss others' challenges, attempting to develop locally relevant solutions.

#### **CPSI#2 DOES COMMUNITY ENGAGEMENT PROMOTE HEALTHIER OUTCOMES? SYSTEMATIC REVIEW OF COMMUNITY-BASED PARTICIPATORY PROGRAMS ON DIET, ACTIVITY AND WEIGHT OUTCOMES IN DISADVANTAGED U.S. SCHOOLS**

**Authors (Presenters in bold):** **Janani Krishnaswami**, *Internal Medicine and Preventive Medicine, University of California, San Francisco/Kaiser Permanente, San Francisco, CA, USA*



Much scholarship describes the theoretical ability of community-based participatory research (CBPR) to promote health in disadvantaged communities. However, no study has systematically studied health outcomes of CBPR programs. This study analyzes impact of 17 CBPR U.S. school-based programs on obesity-related outcomes in low-income, diverse children. It finds that greater adherence to CBPR principles is linked to program success: Interventions with greater community involvement achieved a greater percentage of positive outcomes. Interventions involving community members in needs assessments and setting intervention priorities reported improvements in over 70% of targeted outcomes. Capacity-building efforts and policymaker partnerships also linked to improved outcomes. Qualitative analysis shows CBPR increased intervention fidelity and participation. The poster presentation will discuss implications of such results, and provide guidance on optimal construction of future CBPR programs.

### **CPSI#3 ENGAGING LOW-INCOME PARENTS IN INTERVENTION RESEARCH TO PREVENT CHILDHOOD OBESITY: FAMILY MATTERS**

**Authors (Presenters in bold):** *Kirsten K. Davison, Division of Nutrition, Harvard School of Public Health, Boston, MA, USA; **Janine M. Jurkowski**, Department of Health Policy, Management, & Behavior, University at Albany School of Public Health, Rensselaer, NY, USA; **Kara Gilmore**, Averill Park, NY, USA*

Behavioral predictors of childhood obesity develop at a young age in a family environment. It is important to develop family-centered interventions. Few are family-centered and parents of young kids are rarely engaged. Families experience structural barriers and family realities that inhibit participation. The Communities for Healthy Living (CHL) project is a partnership with low-income parents of Head Start children. CHL uses CBPR to address childhood obesity within the context of family realities. The Community Advisory Board (CAB), with a majority of Head Start parents, is the decision making body. CAB parents and researchers conducted a community assessment. Parents worked side by side with researchers developing a parent-led childhood obesity prevention program that includes a child program. Parents were integral in the program pilot in Head Start centers. Active participation was facilitated by providing structural support through shared resources and accommodating family realities.

### **CPSI#4 THE LOWER PRICE HILL DIABETES INITIATIVE: SUCCESSES & LESSONS LEARNED IN PARTNERSHIP**

**Authors (Presenters in bold):** *Jessica M. Valenzuela, Center for Psychological Studies, Nova Southeastern University, Davie, FL, USA; **Phyllis Shelton**, Urban Appalachian Council, Cincinnati, OH, USA; **Shawna McCowan**, Urban Appalachian Council, Cincinnati, OH, USA; **Demaree K. Bruck**, Cincinnati Center for Clinical & Translational Science & Training, Cincinnati, OH, USA; **Robert L. Ludke**, Department of Family & Community Medicine, University of Cincinnati, and The LPH Diabetes Initiative Steering Committee, Cincinnati, OH, USA*

The Lower Price Hill Diabetes Initiative (LPHDI) is a community-led initiative forged in partnership with the Cincinnati Center for Translational Science & Training (CCTST) and a number of growing academic & community partners. The first phase of LPHDI was an NIH-funded community needs assessment and development of a community health advocacy (CHA) program in LPH, an inner city community of under 1000 low-income residents of primarily Appalachian descent. Presenters will describe the process of tailoring the needs assessment to the existing values, strengths and resources of the community. In addition, we will focus on the ways in which partnership development was critical to the CHA program's success. Finally, we will present the challenges experienced by partners in the project. These include examples of difficult decisions made during board development, in designing training opportunities for residents, and in continuous efforts to sustain this work despite limited resources.

### **CPSI#5 THE ROLE OF CONFLICT, DISAGREEMENT AND NEGOTIATION IN COMMUNITY-BASED PARTICIPATORY RESEARCH: IMPLICATIONS FOR PARTNERSHIP SYNERGY**

**Authors (Presenters in bold):** *Justin Jagosh*, McGill University, Vancouver, BC, Canada; **Ann C. Macaulay**, McGill University, Montreal, QC, Canada; *Pierre Pluye*, McGill University, Montreal, QC, Canada; **Jon Salsberg**, McGill (PRAM), McGill University, Montreal, QC, Canada; *Paula L. Bush*, McGill University, Montreal, QC, Canada; *Jim Henderson*, McGill University, Montreal, QC, Canada; *Erin Sirett*, McGill University, Montreal, QC, Canada; *Geoff Wong*, Centre for Primary Care and Public Health, Bart, and The London School of Medicine and Dentistry, London, England, United Kingdom; *Trish Greenhalgh*, Centre for Primary Care and Public Health, Bart, and The London School of Medicine and Dentistry, London, England, United Kingdom; *Margaret Cargo*, School of Public Health, University of South Australia, Adelaide, Australia; *Carol P. Herbert*, Schulich School of Medicine & Dentistry, University of Western Ontario, London, ON, Canada; *Sarena D. Seifer*, Community-Campus Partnerships for Health, Seattle, WA, USA; *Lawrence W. Green*, Department of Epidemiology and Biostatistics, University of California at San Francisco, San Francisco, CA, USA

This poster presents findings from an ongoing systematic realist review assessing the outcomes of CBPR. Synthesis of data revealed the centrality of conflict, disagreement, and negotiation between co-governing stakeholders at various stages of research. Systematic identification, selection, and appraisal of the CBPR literature was conducted. 23 CBPR health interventions comprising 276 publications were retained. Analysis of conflict, disagreement, and negotiation showed different areas of dispute between researchers and community members. Commonly, issues concerned intervention and control group randomization. Resolving such conflict typically resulted in educating community stakeholders about the benefit of randomization for research and researchers modifying study designs to meet community concerns. The consensus-based resolution of such disputes typically increased trust among stakeholders, which became contextual factors in subsequent planning and implementation.

## **THE ROLE OF COMMUNITY HEALTH WORKERS IN HEALTH PROMOTION & ADVOCACY**

**Session Format:** Thematic Poster Session

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

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

### **RC#1 ACCION PARA LA SALUD**

**Authors (Presenters in bold):** *Rosie Piper*, Mariposa Community Health Center, Nogales, AZ, USA; **Cecilia Mendez**, Mariposa Community Health Center, Nogales, AZ, USA

The specific aim of the Accion para La Salud project is to determine the effectiveness of integrating community advocacy into community health worker (CHW) outreach and education activities in increasing community-driven policy change related to chronic disease prevention within organizations, systems and the broader social and physical environment in communities along the AZ-Mexico Border. The poster will: (1) describe advocacy training provided by University of Arizona (investigating institution) for community partners; (2) include information on the tools used by community health workers to track project progress and to help map out effective strategies during Community Health Worker outreach activities; (3) indicate effective ways of communicating with local government. Community issues identified by the Community Health Workers trained in advocacy will be described, as well as the advocacy activities implemented and their results.

### **RC#2 DEVELOPING COMMUNITY-CAMPUS PARTNERSHIP JOB OPPORTUNITIES DURING TOUGH ECONOMIC TIMES**

**Authors (Presenters in bold):** *Vickie Blakely Reed*, The Department of Nutrition and Food Systems/H.U.B. City Steps, The University of Southern Mississippi, Hattiesburg, MS, USA; **Charkarra Anderson-Lewis**, The Department of Community Health Sciences, The University of Southern Mississippi, Hattiesburg, MS, USA; **Latessa Minor**, The Department of Nutrition and Food Systems, The University of Southern Mississippi, Hattiesburg, MS, USA; **Mary A. Beard**, The Department of Nutrition and Food Systems, The University of

*Southern Mississippi, Hattiesburg, MS, USA; **Connie Knight**, H.U.B. City Steps, Hattiesburg, MS, USA; Kathy Yadrick, The University of Southern Mississippi, Hattiesburg, MS, USA*

Representatives from the H.U.B. City Steps & Next Steps programs (community lay leaders, research faculty & staff) will discuss the development of part-time job opportunities during tough economic in Hattiesburg, MS as a result of utilizing 2009 American Recovery & Reinvestment Act funds. This presentation will consist of an overview of the H.U.B. City Steps/Next Steps programs, program design & implementation of a community-based program designed to employ local residents, program sustainability (i.e. the economic impact of stimulus funds for the City of Hattiesburg & H.U.B.City Steps/Next Steps program participants). The lessons learned by H.U.B.City Steps/Next Steps research faculty & staff will help guide other CBPR & health promotion professionals in the planning, design & implementation of similar projects. Project staff will discuss their professional accounts of experiences related to implementing a training program funded by the American Recovery and Reinvestment Act.

### **RC#3 HEALTHY LIFESTYLE: A COMMUNITY BASED APPROACH TO CANCER RISK REDUCTION THROUGH NUTRITION AND PHYSICAL ACTIVITY**

**Authors (Presenters in bold):** ***Vivian L. Carter**, Tuskegee University, MSM, TU, UAB CCC Cancer Research Partnership, Tuskegee, AL, USA; **Barbara Howard**, Tuskegee University, U54 Cancer Research Partnership MSM, TU, UAB: Tuskegee University Healthy Lifestyle Program, Tuskegee, AL, USA; **Alice Kendrick**, Tuskegee University, U54 Cancer Research Partnership MSM, TU, UAB: Tuskegee University Healthy Lifestyle Program, Union Springs, AL, USA; **Arlethia Gilliam**, Tuskegee University, U54 Cancer Research Partnership MSM, TU, UAB: Tuskegee University Healthy Lifestyle Program, Union Springs, AL, USA*

The poster depicts effective strategies implements in the Healthy Lifestyle Program. The poster illustrates the program's progress in reducing cancer risk behavior through a three stage process: Individual, Community, and Change Agent, to bring about behavior change in nutrition and exercise among African Americans residing in rural blackbelt Alabama communities.

### **RC#4 MOBILIZING COMMUNITY HEALTH CENTERS AND LOCAL EDUCATIONAL INSTITUTIONS FOR DELIVERING AND SUSTAINING ASTHMA MANAGEMENT PROGRAMS**

**Authors (Presenters in bold):** ***Francesca Lopez**, Institute of Public Health/Accountable Communities Healthy Together-Asthma Program, Georgia State University, Atlanta, GA, USA; **Arlyn N. Sanchez**, Institute of Public Health/Accountable Communities Healthy Together-Asthma Program, Georgia State University, Atlanta, GA, USA; **Catherine Prather Williams**, Institute of Public Health/Accountable Communities Healthy Together-Asthma Program, Georgia State University, Atlanta, GA, USA*

Health education and environmental interventions in poor communities are constantly challenged by racial disparities and environmental injustice. Our research aims to reduce the severity of asthma outcomes through the delivery of comprehensive interventions provided in cooperation with different community partners: education (provided by members from universities and community leaders, free medical care (provided by local community health centers), in-home environmental assessment and legal support related to environmental injustices (delivered by a multidisciplinary team of professionals and students from local universities). Therefore, we will discuss: (1) The effectiveness of community partnering as a key component to achieve sustainability, (2) How the empowerment of lay community members can be used to deliver environmental education and interventions, (3) How community members and local institutions working together can assess and improve environmental issues that are unique to their communities.

### **RC#5 SUSTAINING A SUCCESSFUL FOUR COUNTY PARTNERSHIP DURING HARD ECONOMIC TIMES**

**Authors (Presenters in bold):** ***Belinda M. Reininger**, Behavioral Science and Health Promotion, University of Texas School of Public Health, Brownsville, TX, USA; Phylis Peters, Proyecto Juan Diego, Brownsville, TX,*

USA; **Martha Martinez**, Mercy Ministries of Laredo, Laredo, TX, USA; **Christine Arcari**, Department of Preventive Medicine and Community Health, UTMB, Galveston, TX, USA; **Jacquelyn Siller**, Catholic Charities of Corpus Christi, Corpus Christi, TX, USA; **Kirk L. Smith**, Department of Internal Medicine, UTMB, Galveston, TX, USA; **Sister Rosemary Welsh**, Mercy Ministries of Laredo, Laredo, TX, USA

University of Texas Community Outreach (UTCO) is a four county community-based diabetes prevention and control program that relies on community health workers (CHWs) to facilitate healthy lifestyles in communities. UTCO is based on long-term partnerships between two universities and four non-profits and has operated the last two years through state funding. Due to recent budget cuts unique strategies have been employed to continue activities. CHWs deliver nutrition and physical activity classes for community members and disease self-management classes for diabetics. Policy and environmental changes are central to the program. Evaluation results indicate positive impacts on physical activity, food choices, and control of diabetes. Lessons learned from developing and sustaining the partnership, implementing proven effective intervention strategies, health impact results from the randomized intervention trial and cohort studies, and economic impact of the program will be discussed.

### **SATURDAY, APRIL 21 AT 10:30 AM – 12:00 PM**

#### **CES4HEALTH.INFO: MOVING BEYOND THE PEER REVIEW AND DISSEMINATION OF DIVERSE PRODUCTS OF COMMUNITY-ENGAGED SCHOLARSHIP TO COMMUNITY IMPACT**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate

**Topic(s):** Communities as centers of engagement, learning and action; Mobilizing knowledge for action

**Authors (Presenters in bold):** **Cathy Jordan**, University of Minnesota Extension's Children, Youth and Family Consortium, Minneapolis, MN, USA; **Sherril Gelmon**, Professor of Public Health, Mark O. Hatfield School of Government, Portland State University, Portland, OR, USA; **Sarena Seifer**, Community Campus Partnerships for Health, Seattle, WA, USA

Peer-reviewed manuscripts are essential for communicating the results of scholarship to academic audiences, but are not sufficient for disseminating the results of community-engaged scholarship (CES). CES requires that dissemination products reach community members, practitioners and policymakers. These diverse products (e.g., documentaries, policy briefs and toolkits) are usually not peer-reviewed or disseminated widely. As a result, their impact in communities beyond the one with which they were created is often limited. In this session, the editor and evaluator will (a) describe CES4Health.info, an online mechanism for peer-reviewing and disseminating diverse products of CES; (b) explain submission and peer review processes; (c) share brief evaluation results; and (d) engage attendees in dialogue about the challenges of and strategies for moving beyond peer review and dissemination of these products to encouraging their use, and enhancing their positive impact, in communities.

#### **Session Goals:**

- Familiarize attendees with CES4Health.info as a mechanism for the rigorous peer review and online publication of products of community-engaged scholarship in forms other than journal manuscripts
- Communicate the effectiveness and impact of CES4Health.info to date
- Engage attendees in dialogue to move the effort beyond peer review and dissemination and toward community impact

#### **Session Learning Objectives:**

- Consider the appropriateness of CES4Health.info as a possible publication outlet for their products
- Explain the challenges to increasing community impact of diverse products of community-engaged scholarship

- Identify 3 ways the community impact of diverse products of community-engaged scholarship can be strengthened

## **WORKING WITHIN THE SYSTEM: CREATING AN ACADEMIC ENVIRONMENT THAT SUPPORTS COMMUNITY ENGAGED RESEARCH**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Intermediate

**Topic(s):** Engaged institutions; Changing policies & systems

**Authors (Presenters in bold):** ***Yvonne A. Joosten**, Institute for Medicine and Public Health, Vanderbilt University Medical Center, Nashville, TN, USA; **Alexandra Lightfoot**, Center for Health Promotion and Disease Prevention, University of North Carolina, Chapel Hill, NC, USA; **Tiffany Israel**, Institute for Medicine and Public Health, Vanderbilt University Medical Center, Nashville, TN, USA; **Christina Hardy**, Center for Health Promotion and Disease Prevention, University of North Carolina, Chapel Hill, NC, USA; **Neely Williams**, Community Partners Network, Nashville, TN, USA; **Mysha Wynn**, Project Momentum, Rocky Mount, NC, USA*

Academic and community partners from UNC and VUMC collaborated to strengthen our respective university's emphasis on community engagement by developing new models to incorporate community voice when designing and conducting research. UNC's model engages community and academic CBPR experts in Charrettes to respond to requests from research partnerships at different stages to accelerate research projects that may be early-stage, stalled, experiencing challenges, or in need of a strengthened approach. Vanderbilt's model, the Community Review Board is a forum for community input into design, implementation, and dissemination of community-engaged research. We will discuss how these models have made an impact on the culture of our respective institutions and will discuss the ways in which our institutions have changed through this process, providing concrete examples of changes in the IRB, workshop development and delivery structure, and advertisement of research support services.

The session will be presented and facilitated by community and academic partners from our two institutions. These presenters will briefly present an overview of our shared goals and approach. Then we will discuss our respective models and the impact we have seen at each institution before engaging the audience in a discussion about institutional barriers and challenges related to community engagement and sharing strategies to overcome them.

### **Session Goals:**

- Participants will learn about policies and systems changes within an academic institution to support/encourage community engaged research
- Participants will discuss documenting the need for, gaining support for, and bringing about policy and systems changes within an academic institution
- Participants will learn how community partners can play a role in bringing about policy and systems changes within an academic institution

### **Session Learning Objectives:**

- Identify policy and systems changes within the academic institution that they work for or partner with that would create a more supportive environment for community engaged research
- Develop knowledge and skills needed to bring about policy and systems changes within the academic environment to create a more supportive environment for community engaged research
- Leverage the power and legitimacy of community partners to bring about policy and systems changes to create a more supportive environment for community engaged research

## RAIN DOES NOT FALL ON ONE ROOF ALONE: LEARNING AND SERVICE IN KENYA

**Session Format:** Skill-building workshop

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

**Topic(s):** Ensuring ethical practice; Mobilizing knowledge for action

**Authors (Presenters in bold):** *Timothy Costello*, Center for Service-Learning, Western Washington University, Bellingham, WA, USA; *Marie Eaton*, Fairhaven College, Bellingham, WA, USA; *Kristi Tyran*, Management, Western Washington University, Bellingham, WA, USA; *Liz Mogford*, Sociology, Western Washington University, Bellingham, WA, USA; *Alex Allyne*, Center for Service-Learning, Western Washington University, Bellingham, WA, USA; *Madalyn Vonhoff*, Western Washington University, Psychology Department, Bellingham, WA, USA; *George Oromo*, Ombogo Girls' Academy, Homa Bay, Kenya

Through an interactive session using our Kenya international service learning model, we will share our program development and assessment materials with participants, including community partner assessments and student assignments. We will have participants share and discuss their ideas for similar programs at their institutions and reflect upon the benefits and challenges of ethical study abroad programs.

Western Washington University's Center for Service-Learning has designed an international service learning program that aspires to minimize negative impacts to both traveler and community partners and that includes: rigorous pre-experience preparation, cultural immersion based on respect for local knowledge and equitable partnerships, and a long term commitment to learning and social action upon return.

This session will offer participants an opportunity to think creatively about the process of starting or sustaining an international service learning program.

### **Session Goals:**

- Envision an international service learning program that utilizes indigenous knowledge and experts as centerpiece for partnerships in social change
- Think critically about ethical travel and service learning practices and its positive and negative impacts
- Increase knowledge for use in programs that promote learning across differences of culture, gender, race, power and privilege, etc.

### **Session Learning Objectives:**

- Identify elements of equitable international partnerships, how they come about and are nurtured and sustained
- Discuss community needs assessment tools, such as SCOT analysis, asset mapping, interviews, focus groups, surveys, strategic planning, and how they might be applied in indigenous settings
- Describe student assignments that enhance the international travel experience, global citizenship, and a long-term commitment to social activism and learning

## THE ROAD NOT TAKEN: MIRACLES AND HAZARDS OF LETTING A PROJECT DEFINE ITSELF

**Session Format:** Story session

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

**Topic(s):** Communities as centers of engagement, learning and action; Changing policies & systems

**Authors (Presenters in bold):** *Gayle M. Woodsum*, Action Resources International, Coalmont, CO, USA; *Kelly Hubbell*, Department of Medical Education and Public Health, University of Wyoming, Laramie, WY, USA

The Road Not Taken refers to an unexpected process of development that created Feeding Laramie Valley, a coalition effort working toward food equality in Albany County, Wyoming. Presenters Gayle Woodsum, a community organizer, and Kelly Hubbell, a faculty member at the University of Wyoming's Division of Medical Education & Public Health, will share their unique individual and joint experiences in being part of a community based social justice effort that came about first through a failed attempt to launch Feeding Laramie Valley as part of an existing organization; and second through a request that it become one of five communities across the country to participate in a university based, USDA funded national research project called Food Dignity. The primary focus will be the discoveries and challenges of unscripted project design and implementation relying heavily on a university based volunteer coordination system made up of diverse populations from the university and the community.

**Session Goals:**

- Present the unique arc of development for Feeding Laramie Valley, a community food justice program created from one program's failure and in response to a national, university based research project
- Share early results of a fairly undefined route of program development and implementation, with particular attention to a university based volunteer coordination system and underlying research needs
- Raise for discussion successes and challenges faced by session attendees in attempts to experiment with innovative approaches to organizational structures, program development, research participation

**Session Learning Objectives:**

- Analyze the benefits and limitations of traditional organizational development in creating innovation and promoting equitable, fruitful partnerships
- Compare strategies for combined community and university volunteer programs aimed at promoting equitable partnerships and diverse leadership development opportunities
- Identify personal characteristics that may aide or hinder progress in a process-driven project

**EMBEDDED IN COLLABORATION: EXPLORING THE RELATIONSHIP BETWEEN THE GUELPH AND WELLINGTON COUNTY TASK FORCE FOR POVERTY ELIMINATION AND THE INSTITUTE FOR COMMUNITY ENGAGED SCHOLARSHIP**

**Session Format:** Story session

**Intended Skill Level:** Beginner, Intermediate

**Topic(s):** Sustaining partnerships and their outcomes; Youth & student leadership

**Authors (Presenters in bold):** ***Patricia D. Altass**, The University of Guelph, The Institute for Community Engaged Scholarship, Guelph, ON, Canada; **Randalin Ellery**, The United Way, Guelph, ON, Canada*

This session will discuss the relationship between The Task Force for Poverty Elimination of Guelph and Wellington County and The Institute for Community Engaged Scholarship (The Research Shop) at the University of Guelph, highlighting the role and experiences of a PhD student project manager and embedded researcher within a community collaboration as well as the research contributions of graduate student interns and community researchers.

The presentation will include short video clips of graduate student interns, community researchers and poverty task force members to engage the audience in thoughtful discussion on the experiences shared. A question and answer discussion period will take place at the end of the session allowing for open communication regarding the embedded researcher model.

**Session Goals:**

- Outline the tasks, roles and experiences as a PhD student project manager and embedded researcher for the Task Force for Poverty Elimination of Guelph and Wellington

- Highlight the research contributions of graduate student interns within The Task Force for Poverty Elimination as well as the Guelph and Wellington community
- Share some of the successes and challenges from the collaboration between The Task Force for Poverty Elimination and The Research Shop at the University of Guelph

**Session Learning Objectives:**

- Demonstrate a successful integration of the embedded researcher model within a community collaboration
- Identify strategies for involving graduate students in community collaborations
- Discuss the experience of embedded researcher collaboration and provide the opportunity for participants to share their own experiences, challenges, questions and concerns regarding this model

**STRENGTHS IN COMMUNITY: AN ASSETS-BASED APPROACH TO COMMUNITY PARTNERSHIPS IN CURRICULAR AND CO-CURRICULAR SERVICE-LEARNING**

**Session Format:** Skill-building workshop

**Intended Skill Level:** Beginner

**Topic(s):** Sharing power & resources; Youth & student leadership

**Authors (Presenters in bold):** *Mary Kathleen Baldwin, TCU Center for Community Involvement & Service-Learning, TCU, Fort Worth, TX, USA; Rosangela Boyd, TCU Center for Community Involvement & Service-Learning, TCU, Fort Worth, TX USA; Natasha Chapman, TCU Leadership Center, TCU, Fort Worth, TX, USA; Melissa Gruver, TCU Center for Community Involvement & Service-Learning, TCU, Fort Worth, TX,*

Service-learning projects often begin with a discussion of needs, issues and deficits, leaving students with a skewed view of community. This needs-based approach can create distance in new partnerships when students seek to “fix” the community around them (Remen, 1999). CCPH Principles of Good Community-Campus Partnerships (2006) recognizes that an effective partnership “builds upon identified strengths and assets” first, while also working to identify and address needs and issues. While service-learning faculty and staff can agree that this approach is productive, it takes an intentional effort to ensure that strengths and assets are infused with inherent conversations of community need. This session will identify strategies for integrating strengths-based language and discussion into curricular and co-curricular service. Presenters will highlight resources that have helped start the conversation on building partnerships around assets and shared purpose.

This session will feature interactive discussions on strategies for infusing strengths-based approaches to community partnerships. Presenters will encourage participants to share successes and challenges of reframing student assignments to emphasize asset-based community conversations.

**Session Goals:**

- Describe benefits of discussing community needs in the context of community strengths with student learners and student leaders
- Highlight articles, videos and assessments that can promote a strengths approach to community-based learning
- Engage participants in a discussion of strengths-based approaches to curricular and co-curricular service-learning

**Session Learning Objectives:**

- Explain 2 benefits of using a strengths-based approach to curricular and co-curricular service-learning
- Identify at least 2 resources (articles, videos or assessments) that can be used in academic or co-curricular initiatives to assist students in reframing their approach to community concerns
- Articulate how a strengths-based approach to community engagement can be applied to local settings



## **SUSTAINABILITY THROUGH STRENGTHS-BASED PRACTICE: MORE THAN BEING POSITIVE**

**Session Format:** Story session

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

**Topic(s):** Engaged institutions; Sustaining ourselves & each other

**Authors (Presenters in bold):** **Judi Geggie**, *Family Action Centre, University of Newcastle, Australia, Callaghan, NSW, Australia;* **Sharon Douglas**, *External Relations, University of Newcastle, Newcastle, NSW, Australia*

The Family Action Center is a unique model for social change in Australia and overseas. Having grown organically, the centre remains authentic, socially responsive and relevant. Its main functions are community service, research, teaching and dissemination.

The session will demonstrate how moving from a deficit to a strength-based model is the key to sustainability for not only our partnerships and social justice work but for the individuals involved. Strategies include:

- Building a work culture that takes care of its employees so they feel supported and engaged. The presenters will discuss different methodologies that have been successful in building on team/individual strengths.
- Building support networks within the university for knowledge exchange, advocacy and collaborative activity
- Building external relationships especially with government which extends beyond funding to include influence on policy and practice
- Building strong communities where the importance of the family cannot be overstated

### **Session Goals:**

- Present the centre's unique models of practice that promote sustainability, social justice and community leadership
- Demonstrate examples of the centre's strength-based approach that are vital to sustaining ourselves and each other
- Identify how developing key relationship internally and externally contribute to the knowledge exchange, advocacy and promotion that is needed to maintain its independent and self-funded status

### **Session Learning Objectives:**

- Differentiate between a deficit and strength-based approach to community service, research and teaching
- Identify three strategies for building relationships with internal and external stakeholders
- Demonstrating the importance of valuing ourselves to be able to value our communities

## **YOUTH VOICE, ENGAGEMENT, LEADERSHIP & ACTIVISM**

**Session Format:** Thematic Poster Session

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

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

### **YV#1 COLLABORATION, DATA SHARING, AND INTEGRATION WITHIN COMMUNITY-UNIVERSITY PARTNERSHIPS: LESSONS LEARNED USING PHOTOVOICE FOR YOUTH WITH MENTAL HEALTH CHALLENGES**

**Authors (Presenters in bold): TaLeayah Johnson**, Psychology Department, UNC-Charlotte, Concord, NC, USA; **Emma Burgin**, Psychology Department, UNC-Charlotte, Charlotte, NC, USA; **Candace Wilson**, ParentVOICE, Charlotte, NC, USA; **James R. Cook**, Psychology, UNC-Charlotte, Charlotte, NC, USA; **Ryan P. Kilmer**, Psychology, UNC-Charlotte, Charlotte, NC, USA

The poster will describe an NIMH-funded, community-campus partnership using photovoice with youth served by ParentVOICE, a family advocacy and support organization serving families in which youth have mental health challenges. Photographs and their accompanying narratives are used to help youth tell their stories, enabling ParentVOICE staff to better understand youth with behavioral and emotional challenges and their siblings, and to better advocate to address their needs. University students implement the program, and analyze themes, which are then used to help the broader community understand issues confronting youth with mental health challenges and reduce stigma. Feedback obtained from the youth and from ParentVOICE staff have been used to revise the program to build skills among the youth and identify improved ways of helping the youth connect with their communities.

## **YV#2 FRACTURED IDENTITIES: RACISM AND RESEARCH INTEGRITY IN A YOUTH JUSTICE ASTHMA PHOTOVOICE PROJECT**

**Authors (Presenters in bold): Robin A. Evans-Agnew**, School of Nursing, University of Washington, Seattle, WA, USA

Few studies have involved African American adolescents with asthma, especially in discussing their opinions on why asthma management disparities between African Americans and White Americans are significant and increasing. This poster interrogates the findings of a dissertation study entitled "The discourses of asthma management disparities in African American adolescents" with respect to researcher and participant journal notes. Researcher journal notes used question - prompts and an outside reviewer to comment on power-sharing in real time. Adolescent journal notes used photographs and comments to suggest policy changes for asthma and to evaluate self-empowerment goals of the project. The researcher experienced different identities and power as researcher versus teacher; adolescents challenged the power-relations within the discourses of asthma and their asthma-identity. Policy change for asthma disparity should include discourse-related approaches for valuing identity and voice.

## **YV#3 HEALTH EQUALITY PEER EDUCATION TRAINING (HEPE): STRENGTHENING YOUTH PHILANTHROPY WITH IDEALS OF HEALTH EQUITY**

**Authors (Presenters in bold): Travis Howlette**, Maternal and Child Health Epidemiology/Women's Health and Fertility Branch, Center of Disease Control and Prevention and Health Disparities Student Collaborative, Northeastern University, Atlanta, GA, USA; **Kelsey Anlionis**, Health Disparities Student Collaborative, Northeastern University, Denver, CO, USA; **Jeffrey Wisniowski**, Health Disparities Student Collaborative, Northeastern University, Boston, MA, USA; **Kerone Anderson**, Program Coordinator, Critical MASS c/o CCHERS, Inc., Northeastern University, Boston, MA, USA; **Elizabeth Stanley**, Health Disparities Student Collaborative, Northeastern University, Boston, MA, USA; **Quinton Williams**, Community-Based Public Health Caucus Youth Council, Central Michigan University, Mt. Pleasant, MI, USA; **Maya Saunders**, CHHERS/Critical Mass, Northeastern University, Boston, MA, USA; **Renee Bayer**, Kellogg Health Scholars Program-Community Track, University of Michigan School of Public Health, Ann Arbor, MI, USA; **Irene S. Bayer**, Kellogg Health Scholars Program-Community Track, University of Michigan School of Public Health, Ann Arbor, MI, USA

Many youth leaders are compelled to work with community based and public health agencies service learning and philanthropic components in their development as young professionals, yet often do not comprehend key overarching issues, i.e. health disparities (HD). To address this gap, the Health Disparities Student Collaborative (HDSC), a Boston-based student group under Critical MASS/Center for Community Health Education Research and Service developed a curriculum for students designed to broaden their perspectives and develop their ability to visualize the power of their collective voice. The curriculum, Health Equality Peer

Education training, using peer education and webinar software, covers three main topics: HD, SDOH, and Community Activism. HDSC collaborated with national partner the Community Based Public Health Caucus Youth Council to pilot the program. Preliminary findings suggest that the training enhances the potential for social justice work of youth locally and nationally.

#### **YV#4 MEASUREMENT OF COALITION FUNCTIONING OF YOUTH COALITIONS WITH A SMOKE FREE PASO DEL NORTE**

**Authors (Presenters in bold):** Penny Downs, Children in Need of Services (CHINS), Alomogordo, NM, USA; Katherine Arneson, Students Helping Others Understand Tobacco (SHOUT), Las Cruces, NM, USA; Pema B. Garcia, Texas A&M Center for Housing and Urban Development- Colonias Smoke Free Project, El Paso, TX, USA; **Alisha Hayden**, School of Public Health, University of Texas Health Science Center at Houston, El Paso, TX, USA; **Louis D. Brown**, School of Public Health, University of Texas Health Science Center at Houston, El Paso, TX, USA

Nation-wide, tobacco use leads to health disparities in cancer deaths among Hispanics. Tobacco companies disproportionately promote smoking to adolescents and Hispanics. The objective of this research was to provide support to the youth coalitions of A Smoke Free Paso Del Norte through an academic/community partnership in order to improve coalition functioning, thus improving sponsored programs and initiatives and ultimately reducing disparities and improving health in this region.

Specific Aims addressed: (1) Assessment of the strengths and weaknesses of coalition functioning; (2) Document coalition activities designed to reduce tobacco use. The comprehensive list of current youth coalition activities, strengths, and weaknesses has been and will be useful in obtaining future funding, in strategic planning in conjunction with partners, and in disseminating ideas and strategies that have been successful in reducing tobacco use in the border region.

#### **YV#5 POR NUESTROS OJOS: UNDERSTANDING SOCIAL DETERMINANTS OF HEALTH THROUGH THE EYES OF YOUTH**

**Authors (Presenters in bold):** **Brisa Urquieta de Hernandez**, Department of Family Medicine, Carolinas Healthcare System, Charlotte, NC, USA; Janni Sorenson, University of North Carolina at Charlotte, Charlotte, NC, USA; Patricia Sanchez, Carolinas Healthcare System, Charlotte, NC, USA; **Lacey Williams**, Latin American Coalition, Charlotte, NC, USA; **Claire Schuch**, Department of Geography and Earth Sciences, University of North Carolina at Charlotte, Charlotte, NC, USA; **James C. White**, Department of Family Medicine, Carolinas Healthcare System/Latin American Coalition, Charlotte, NC, USA; Michael Dulin, Department of Family Medicine, Carolinas Healthcare System, Charlotte, NC, USA; **Owen Furuseh**, Metropolitan Studies and Extended Academic Programs, University of North Carolina at Charlotte, Charlotte, NC, USA

We will describe the development of a partnership between a community-based youth advocacy group and undergraduate students from a state supported university to enhance capacity in research methods and implement a community-based participatory research (CBPR) endeavor. The partners were trained in qualitative methodology and the use of photo voice with the goal of better understanding two high-risk neighborhoods as the foundation for developing a community based health intervention. We will present the qualitative research findings including the pictures that were acquired during this process. Finally, we will discuss the challenges and success of developing a partnership between people with different backgrounds and experiences. The participants will learn how to replicate this novel process in their projects.