



Community-Campus Partnerships for Health

Promoting Health Equity & Social Justice

CCPH 13TH INTERNATIONAL CONFERENCE

From Rhetoric to Reality:
Achieving Authentic, Equitable, & Transformative Partnerships
April 30-May 3, 2014 • Chicago, Illinois

ACCEPTED CONCURRENT SESSIONS

DRAFT PROGRAM

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

- **Skill-building workshops** are instructional sessions in which presenters teach particular skills and techniques and discuss how those can be applied in participants' settings. (90 min)
- **Creative arts sessions** feature an arts-based presentation (e.g. photo voice exhibit, theater, video, dance) followed by opportunities for questions, answers and group discussion. (90 min)
- **Story sessions** reflect the genuine and authentic experiences of the presenters. They emphasize sharing valuable lessons through telling stories. We especially encourage stories of "what didn't work and why," lessons learned from mistakes and strategies for addressing the challenges discussed. (90 min)
- **Roundtable discussions** 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. (60 min)
- **Thematic poster sessions** group together no more than 5 posters sharing a common theme or focus. Each poster in the group will be displayed on a 4 x 8 foot poster board (no additional audiovisual aids are permitted). Participants have 30 minutes to view the posters, 5 minutes to hear oral summaries of each poster and 35 minutes for group discussion. An invited moderator facilitates discussion and encourages participants to raise questions and share experiences pertinent to themes raised by the posters. (90 mins)

Each presentation indicates the intended audience skill level (e.g., beginner, intermediate and/or advance) and addresses one or more conference sub-themes:

- Communities as centers of learning, discovery and engagement
- Authentically engaged institutions
- Shared power and resources
- Ethical policies and practices
- Changing governmental and institutional policies and systems
- Sustaining partnerships *and* their outcomes
- Next generation leadership
- Mobilizing knowledge for action

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Please send any corrections to conference@ccph.info.

THURSDAY, MAY 1 - 10:30 AM – 12:00 PM

MAKING HEADWAY IN MOSQUE COMMUNITIES: LESSONS LEARNED FROM CBPR PROJECTS MAPPING AMERICAN MUSLIM HEALTH

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Aasim I. Padela, The University of Chicago, Chicago, IL, USA; Amal Killawi, Institute for Social Policy & Understanding, Clinton TWP, MI, USA

Our session will begin with providing an overview of challenges to researching American Muslim health disparities and the value of mosque communities in mapping out Muslim health challenges and behaviors. We will next highlight the major community partnership processes, project aims, and research methods employed in two successive studies conducted within mosque networks in Greater Detroit and the Chicago Metro area. Subsequently we will describe lessons learned from these partnerships focusing on the sustainable research strategies and health policy implications. Based on our experiences, while CBPR initiatives within mosque communities have the potential for improving community health, successful research partnerships may need to set modest expectations regarding community-involvement, require employing social networks in their research methods, and develop research platforms within mosques.

BEING PRO-ACTIVE IN YOUR RESEARCH AGENDA

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Beginner, Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Shared power and resources

Presenters: Chioma O. Nnaji, Multicultural AIDS Coalition, Jamaica Plain, MA, USA

CBPR is based on the vital role community members and organizations play in the research process from identifying the problem to applying the findings. Often academics are in the forefront of initiating the relationship and facilitating discussions on the research topic. However, promoting CBPR requires a commitment to building the community capacity, including empowering them to express their research agenda and seek out academic partners. It is much more challenging to engage in an equitable conversation with an academic if community partners have not defined their research priorities. Also, knowing the CBPR networks national and local will open doors for community partners in funding, training and partnership opportunities. This session will discuss the importance of community partners setting a research agenda within an environment promoting CBPR. Participants will begin developing a research agenda and outlining effective ways to approach, research and select academic partners.

ACHIEVING THE ANCHOR PROMISE: EMBRACING AN ANCHOR MISSION AND EQUITY STANDARDS TO BUILD SUSTAINABLE COMMUNITIES

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Intermediate

Theme(s): Authentically engaged institutions, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Sarah McKinley, The Democracy Collaborative, Takoma Park, MD, USA; David Zuckerman, The Democracy Collaborative, Takoma Park, MD, USA; David Perry, Great Cities Institute, Chicago, IL, USA; Leif Elsmo, University of Chicago Medical Center, Chicago, IL, USA

This skill building workshop is a discussion of ways in which anchor institutions can be more strategic and intentional in their approach to community partnerships, producing real and measurable benefits for low-income residents. Democracy Collaborative research associate and author of “Hospitals Building Healthier Communities” David Zuckerman will frame the discussion, highlighting the benefits of consciously applying institutional power to better the long-term welfare of communities. Sarah McKinley, co-author of “The Anchor Dashboard,” will then present a framework for assessing the effectiveness of institutional efforts in communities. Finally, David Perry of the Great Cities Institute at the University of Illinois, Chicago, and Lief Elsmo from the University of Chicago’s Medical Center will share their experiences engaging with communities and present the inclusive strategies they’ve applied right here in Chicago.

WORKING WITH PHILANTHROPY TO ACHIEVE AND SUSTAIN AUTHENTIC PARTNERSHIPS

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Beginner, Intermediate

Theme(s): Shared power and resources, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Sherril B. Gelmon, Portland State University, Portland, OR, USA; Scott Gelzer, Faye McBeath Foundation, Milwaukee, WI, USA; Samin Dadelahi, Wyoming Community Foundation, Laramie, WY, USA; Linda Norman, Vanderbilt University, Nashville, TN, USA

An effective strategy to address community-identified challenges is creation of meaningful partnerships with local philanthropic organizations. This session will showcase lessons learned about working with philanthropy with illustrations from “Partners Investing in Nursing’s Future,” (PIN) 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 worked for two to three years on local nursing workforce issues. Most partnerships have adopted many of the CCPH Principles of Partnerships, and sought to create authentic relationships that would sustain beyond the funding period. Each community proceeded in a unique way, accelerated by local contexts and the synergy of participating in a national initiative. Lessons learned about partnerships from the perspective of philanthropy, as well as lessons learned by community groups about working with philanthropy, will be highlighted.

WILL WORK FOR FOOD DIGNITY: STRIVING FOR EQUITY IN OUR ACTION RESEARCH RELATIONS

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Shared power and resources, Ethical policies and practices

Presenters: Christine M. Porter, University of Wyoming, Laramie, WY, USA; Gayle M. Woodsum, Feeding Laramie Valley, Laramie, WY, USA; Scott J. Peters, Imagining America, Laramie, WY, USA; E. Jemila Sequeira, Whole Community Project, Cornell Cooperative Extension, Tompkins County, NY, USA; Hank Herrera, Center for Popular Research, Education and Policy, Inc., Oakland, CA, USA

For decades, community organizers have been seeking paths to food systems that will feed all of us today and all of our great-grandchildren tomorrow. Much more recently, academics in public health and nutrition have

taken interest in this work. How should researchers work with and support communities doing this work to create food justice? The 5-year Food Dignity action research project, which involves over three dozen people in 5 community organizations and 3 higher education institutions, aims to find answers to that question. Our session shares stories from our 3 years so far that illustrate our struggles and strategies in building equitable research relations. We then facilitate a discussion of practices and principles drawing on the experiences and expertise of session participants.

PARTNERSHIPS FOR POLICY CHANGE: THE CASE OF A SODA TAX FOR SAN FRANCISCO

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Changing governmental and institutional policies and systems, Mobilizing knowledge for action

Presenters: Roberto A. Vargas, University of California at San Francisco, San Francisco, CA, USA; Christina Goette, San Francisco Department of Public Health, San Francisco, CA, USA; Eric Mar, City and County, San Francisco, CA, USA

In 2010, investigators at the University of California San Francisco (UCSF) began working collaboratively with local community and civic partners to measurably improve health in San Francisco and eliminate health disparities. Using a socio-ecological framework that includes policy and community-level approaches, these partnerships aim to leverage the science expertise of UCSF to support community-based interventions, develop evidence-informed and community-generated policies and build sustainable interventions that reduce duplication of efforts and increase coordination of resources.

This session will focus on a policy change initiative lead by UCSF and Public Health Department staff to reduce Sugar Sweetened Beverage consumption. In partnership, we'll share the story of challenges and facilitators to local policy change efforts, including how science, public health and politics all play a role in this process and how the strengths/challenges of each entity impact the process.

12TH STREET HEALTH AND WELLNESS CENTER: VALUABLE LESSONS REGARDING COMMUNITY AND ACADEMIC PARTNERSHIP DEVELOPMENT

Session Format: Story session (90 minutes)

Intended Skill Level: Intermediate

Theme(s): Authentically engaged institutions, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Lanita S. White, University of Arkansas for Medical Sciences, Little Rock, AR, USA; Carla C. Sparks, University of Arkansas for Medical Sciences, Little Rock, AR, USA; Tiffany Blackwell, Pine to Woodrow Neighborhood Association, Little Rock, AR, USA; Jean Williams, Bishop Leodis Community Development Corporation, Greater Christ Temple Pentecostal Church, Little Rock, AR, USA; Betty LeGrant, Arkansas Community Organizations, Little Rock, AR, USA

University of Arkansas for Medical Sciences (UAMS) has grown by leaps and bounds via academic progress, medical research, and health services reach throughout Arkansas, as evidenced by its expanding footprint in the Little Rock midtown community. After a private donation of a former USA Drugs building to the College of Pharmacy, UAMS seized the opportunity to cultivate a different relationship with its Little Rock neighbors, a low income community impacted by institutions' growth, to establish a community-based, university-lead, student-run health and wellness center. The center's focus is twofold: chronic disease education, treatment, and management in a predominately African-American and Hispanic population; and inter-professional education of the colleges of health professions, medical, nursing, pharmacy, public health and graduate school students.

Presenters will provide historical, social, and economic context regarding the 12th Street community; discuss community mistrust; describe internal/institutional barriers; and detail steps/ missteps of forming center and garnering community support/ participation.

TELLING A DIFFERENT STORY ABOUT URBAN YOUTH THROUGH ARTS

Session Format: Creative arts session (90 minutes)

Intended Skill Level: Beginner

Theme(s): Next generation leadership, Mobilizing knowledge for action

Presenters: Lynn F. Lavallée, Ryerson University, Toronto, ONT, Canada; Andrew C. Pereira, Ryerson University, Toronto, ONT, Canada

Urban youth from the lower income community of Regent Park in Toronto Canada carry a heavy burden with respect to stereotypes that are perpetuated in the media. This research project was developed with the youth from the community and it was identified that they wanted to tell their own story through arts-based approaches. Two youth will be presenting their specific work and the remaining youth projects will be presented via video. In addition, the future knowledge mobilization plans that ensure action resulting from the research and the arts-based methods defined by the youth will be shared.

NEW FRONTIERS FOR PARTNERSHIPS ACROSS CITIZEN SCIENCE AND COMMUNITY-BASED PARTICIPATORY RESEARCH

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Shared power and resources, Mobilizing knowledge for action

Presenters: Linda K. Silka, University of Maine, Orono, ME, USA; Timothy L. Vargo, Urban Ecology Center, Milwaukee, WI, USA; Shannon Dosemagen, Public Lab Laboratory for Open Technology and Science, New Orleans, LA, USA; Jessica D. Tobin, Walnut Way Conservation Corp, Milwaukee, WI, USA; Beth Heller, Urban Ecology Center, Milwaukee, WI, USA; Bridie McGreavy, University of Maine, Orono, ME, USA.

This session focuses on three stories. The first is based on links between Citizen Science and Community-Based Participatory Research. An "ah ha" moment happened when a presenter working on engaging community volunteers in ecological research and another working on Community-Based Participatory Research in public health realized there were many parallels in how they engaged the community in research. The second story looks at Citizen Science and environmental monitoring in cities, highlighting programs that involve aspects of public health (air and water quality monitoring and the role of green spaces in physical and mental health). The final story centers around several organizations in Maine that brought together groups from around the state to collect data on place-based environmental problems (impacts of emerald ash borers on basket makers, lake families using historical records to chart impacts of lake degradation) and how these studies resulted in community collaboration.

THURSDAY, MAY 1 - 1:30 PM – 3:00 PM

TRAUMA INFORMED COMMUNITY BUILDING: STRENGTHENING PUBLIC HOUSING COMMUNITIES AND NEIGHBORHOODS AFFECTED BY STRESS TRAUMA

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Changing governmental and institutional policies and systems

Presenters: Emily Weinstein, BRIDGE Housing, San Francisco, CA, USA; Jessica Wolin, San Francisco State University, San Francisco, CA, USA; Uzuri Pease-Greene, BRIDGE Housing, San Francisco, CA, USA; Sharon Rose, San Francisco State University & BRIDGE Housing, San Francisco, CA, USA

San Francisco's HOPE SF initiative is transforming the City's most degraded public housing sites into thriving communities. As part of HOPE SF, BRIDGE Housing has worked with residents of Potrero Terrace and Annex to create plans for new housing while also engaging in community building activities. Through this partnership with residents and with support from SF State University, BRIDGE has moved beyond traditional resident programs and organizing to an approach that acknowledges the ongoing stress in the community and strengthens social cohesion and supports community leadership. We will present Trauma Informed Community Building (TICB), a new model for community building in neighborhoods facing poverty and violence. A resident leader, BRIDGE staff and faculty will describe the model and its key principles. Participants will reflect on the effects of community trauma and stress while learning strategies for implementing a trauma informed approach to strengthening communities.

STORIES FROM A CBPR CLASSROOM IN A RESEARCH INTENSIVE UNIVERSITY.

Session Format: Story session (90 minutes)

Intended Skill Level: Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Authentically engaged institutions

Presenters: Susan A. Gust, Partners Three Consulting Company, Minneapolis, MN, USA; Cathy Jordan, University of Minnesota, Minneapolis, MN, USA

Interest in CBPR is growing and availability of training for academic and community members that leverages the expertise of all must keep pace. The presenters, from academe and community, developed a 2-credit "flipped" CBPR course for academic trainees and community members that leverages the classroom social environment to tap higher order thinking. They needed to address their teaching/learning style differences to effectively guide the course. Inclusion of academic and community members of diverse cultural backgrounds, learning styles/needs and motivations for taking the course enriches learning but poses challenges to, for example, pedagogical decisions and grading.

The presenters will describe their experience creating a knowledge-sharing environment, highlight educational theory, explore implications for learning of pedagogical choices and class characteristics, and offer concrete resources such as the syllabus and participatory learning techniques used in their teaching.

ENGAGING RICHMOND AND THE CBPR CHARRETTE PROCESS: MOVING PARTNERSHIP EVALUATION RESULTS TO ACTION

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Authentically engaged institutions, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Alexandra Lightfoot, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA; Albert Walker, Virginia Commonwealth University, Richmond, VA, USA; Melvin Jackson, Strengthening The Black Family, Inc., Raleigh, NC, USA; Chanel Bea, Virginia Commonwealth University, Richmond, VA, USA; Amber Haley, Virginia Commonwealth University, Richmond, VA, USA; Molly De Marco, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA.

At the University of North Carolina (UNC), a team of community and academic partners have developed, implemented and evaluated a consulting model, CBPR Charrettes. Charrettes provide technical assistance, capacity-building, and a partnership assessment tool (MAP) to community-academic partnerships via consultation provided by academics and Community Experts with CBPR experience. Over the last 2 years the team has taken the model to scale sharing the approach with academic institutions and community partners across the country. This session will highlight the Charrette process as implemented by UNC's team and experienced by Engaging Richmond (ER), a community-academic partnership affiliated with Virginia Commonwealth University's CTSA. ER has taken the following steps based on the Charrette process and its MAP results: formalized structures, process and vision, documented partnership history and community research efforts, and expanded strategic campus and community partnerships.

LEARNING TO SHARE POWER AND RESOURCES IN ORDER TO BUILD MORE EFFECTIVE CAMPUS-COMMUNITY RELATIONSHIPS IN LARGE RESEARCH, MULTI-ISSUE, UNIVERSITY-BASED RESEARCH PROJECTS

Session Format: Story session (90 minutes)

Intended Skill Level: Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Shared power and resources

Presenters: Peter Andree, Carleton University, Ottawa, ON, Canada; Cathleen Kneen, The Ramshorn, Ottawa, ON, Canada; Diana Majury, Carleton University, Ottawa, ON, Canada; Kim Pate, Canadian Association of Elizabeth Fry Societies, Ottawa, ON, Canada; Karen Schwartz, Carleton University, Ottawa, ON, Canada; Liz Weaver, Vibrant Communities Association, Waterloo, ON, Canada

How do you share power and resources equitably, and ensure that the work respects community as centres of learning and discovery, in a large, multi-year, research project hosted by a university but co-led by community-based organizations? This session will explore this question through the experience of the first year of CFICE (Community First: Impacts of Community Engagement). CFICE is a seven year campus-community research project hosted by Carleton University in Ottawa, Canada (and co-managed by the Canadian Alliance for Community Service Learning), and involving multiple partner organizations across Canada (including community organizations, colleges, universities, private sector and individuals). Presenters will include community-based and academic leaders from across CFICE's five hubs (violence against women, poverty reduction, community environmental sustainability, community food security, and knowledge mobilization).

PARTICIPATORY ETHICS THROUGH PARTICIPATORY THEATRE: USING FORUM THEATRE TO EXPLORE ETHICS IN CBPR

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Ethical policies and practices, Mobilizing knowledge for action

Presenters: Sarah J. Banks, Durham University, UK, Durham, Durh, UK; Claire Holmes, LGBT Youth North West, Manchester, Man, UK

This workshop offers the opportunity to experience the use of Forum Theatre as a means of reflecting practically on ethical challenges in community-based participatory research (CBPR). Our approach has developed from a recent collaboration between Frances Rifkin (Utopia Arts, UK) and members of a UK-based community-university research team (Sarah Banks, Amelia Lee, Claire Holmes and Heather Davidson) that has been working on ethics in CBPR. The research was funded by the UK Arts and Humanities Research Council, Connected Communities programme. The workshop is suitable for people with no experience of Forum Theatre, and for those who have some experience and wish to apply the approach to exploring ethics in CBPR. We will cover the theoretical basis of Forum Theatre in the work of Brazilian director, Augusto Boal (1931-2009), whose conception of the 'Theatre of the Oppressed' explicitly challenges divisions between active and passive states/subjects, linking this to practical exercises.

WE GOT (SERIOUS) GAME FOR COMMUNITY RESEARCH!

Session Format: Creative arts session (90 minutes)

Intended Skill Level: Beginner

Theme(s): Authentically engaged institutions, Changing governmental and institutional policies and systems

Presenters: Susan D. Goold, University of Michigan, Ann Arbor, MI, USA; Zachary Rowe, Friends of Parkside, Detroit, MI, USA; Carla Cunningham, Reynolds County Health Department, Centerville, MO, USA; Charo Ledon, Casa Latina, Ann Arbor, MI, USA; Sal Martinez, Community Renewal & Development, Inc. & Minority Contractor Initiative, St. Louis, MO, USA; Stephanie Solomon, St. Louis University, St. Louis, MO, USA; Lisa A. Szymecko, University of Michigan, Ann Arbor, MI, USA

This session we will show a short video on Health Research and then play a serious game, CHAT (CHoosing All Together). This facilitator lead game will use ipads to guide the participants into a series of health research spending choices. During the CHAT game, the participants will see the potential consequences of their choices. The participants will also work as a group to reach consensus on health research spending. The process of deliberations allows discussion and the sharing of different perspectives.

CREATING & SUSTAINING INTERSECTORAL PARTNERSHIPS FOR CHILD HEALTH: RICHER - AN INNER CITY SUCCESS STORY

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Intermediate

Theme(s): Changing governmental and institutional policies and systems, Sustaining equitable partnerships and sustaining their outcomes

Presenters: M. Judith Lynam, University of British Columbia, Vancouver, BC, Canada; Kate Hodgson, NICCSS (Network of Inner City Community Services Society), Vancouver, BC, Canada

Presenters will share their experience; illustrate how the strengths, resources & resourcefulness of each sector was mobilized & describe structures created to ensure ongoing engagement.

We will guide participants to recognize the 'assets' & the 'power' they bring to partnerships. The workshop will have 3 parts.

- 1) Key elements that characterize the partnerships and contributed to the success of this initiative will be described. The ways each sector contributed to effecting systems & policy change will be described.

2) Participants will work in small groups to analyse the current state of their own partners and identify partnership gaps. In discussion we will guide them to consider which groups or organizations might be assets to their work & discuss steps they might take to engage them. We will introduce strategies for engaging partners in planning.

3) Examine research contributions & discuss ways community groups can avoid the pitfalls of research partnerships.

COMING FULL CIRCLE: FROM SERVICE LEARNING TO INTERNSHIP TO EMPLOYMENT TO MENTORSHIP IN ADDRESSING HEALTH EQUITY

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Next generation leadership

Presenters: Joann T. Richardson, Virginia Commonwealth University, Richmond, VA, USA; Melanie Barthlow, Center for High Blood Pressure, Richmond, VA, USA; Juan Pierce, Minority Health Consortium, Richmond, VA, USA

This session will present a model of a university-community partnership for improving health equity. Creating and sustaining a program that establishes a pipeline for SL students to progress to interns and then to entry-level employees within the same organization has ultimately led to next generation leaders/mentors of other SL students. The fields of community health education and health promotion (CHE/HP) are key to improving health equity, particularly in light of the emphasis on health literacy. When CHE/HP focus on priority populations at greatest risk for health disparities, significant improvements can occur when linkages are made with community organizations that target risk factors associated with their leading causes of morbidity and mortality as in this model. The continuity of skilled, dedicated staff starting as SL CHE/HP students and progressing to organizational staff enhances the efficiency and effectiveness of efforts to improve health equity in priority populations.

BRIDGE TO CARE & REFUGEE HEALTH COLLABORATIVE: ADDRESSING HEALTH DISPARITIES OF RESETTLED REFUGEES WHILE ENHANCING PERSONAL AND PROFESSIONAL GROWTH OF STUDENTS AND THE COMMUNITY

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Mobilizing knowledge for action

Presenters: Laura Vinson, University of Nebraska Medical Center, Omaha, NE, USA; Ruth Margalit, University of Nebraska Medical Center, Omaha, NE, USA; Ann Marie Kudlacz, Southern Sudan Community Association, Omaha, NE, USA; Andrew Lemke, University of Nebraska Medical Center, Omaha, NE, USA; Caci Schulte, University of Nebraska Medical Center, Omaha, NE, USA; Joshua Blood, University of Nebraska Medical Center, Omaha, NE, USA

Bridge To Care (BTC) is an interprofessional campus-community engaged program that works with resettled refugees in the Omaha metro area, developed in 2010. Providing health education sessions, mentoring refugee youth, and linking refugees to appropriate health services are among the priorities of BTC. Additionally, health profession students enhance their cultural awareness and learn the importance of building trust when engaging an underserved population. The success of BTC relies upon the partnerships developed within the refugee communities and refugee service organizations. From the strides of BTC, a community Refugee Health Collaborative was developed, which engages over 30 community partners with a common goal

to integrate, coordinate, and further develop initiatives addressing the well-being of refugees in our community. One of the collaborative's goals is to build campus-community capacity for community health workers.

DRAFT

FRIDAY, MAY 2 - 8:45 AM – 10:15 AM

COMMUNITY WELLNESS, EMPOWERMENT, LEADERSHIP AND LIFESKILLS (CWEELL) – A COMMUNITY-UNIVERSITY PARTNERSHIP APPROACH TO PROGRAMME DEVELOPMENT AND IMPLEMENTATION.

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Bernie G. Quillinan, University of Limerick, Limerick, Mun, Ireland; Geraldine A Reidy, Continuing Professional Development (CPD), Limerick, Limerick, Mun, Ireland

A partnership of community members and faculty from the University of Limerick, Ireland, developed an accredited Diploma programme: Community Wellness, Empowerment, Leadership and Life skills. The programme responds to needs identified by an inner city disadvantaged community. The aim of the programme is to address community health issues, through a range of educational interventions, in a way that enhances existing strengths, fosters community resilience and leadership, contributing to improving quality of life and the creation of healthier communities. The programme structure includes three pillars, mental health, physical health and personal and professional development. Three cross-cutting themes are addressed within the programme framework; young person, middle age and older person. "Practicum" modules are also incorporated, to provide learning opportunities for other students, while also supporting participants to bring their practical projects to fruition in the community.

TRANSITION AND TRANSFORMATION: LESSONS LEARNED FROM AN ENVIRONMENTAL JUSTICE AND HEALTH COMMUNITY-UNIVERSITY PARTNERSHIP IN CHARLESTON, SC

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Sacoby Wilson, University of Maryland-College Park, College Park, MD, USA; Herbert FRASER-RAHIM, Charleston Community Research to Action Board (CCRAB), Charleston, SC, USA; Dayna Campbell, institute for partnerships to eliminate health disparities (IPEHD), Charleston, SC, USA; Dawn Bush, Charleston Area Pollution Prevention Partnership (CAPs), Charleston, SC, USA; Laura Dalemarré, University of Maryland-College Park, College Park, MD, USA

The Low Country Alliance for Model Communities (LAMC), the University of South Carolina and the University of Maryland built an environmental justice community-academic partnership to address local concerns. In this session, we will present how the partnership used CBPR to study and address environmental justice and health issues in the community including training residents to be community scientists, mapping of environmental hazards, monitoring air pollution and soil contamination, and building community capacity to address environmental justice and health issues through collaborative problem-solving. In this session, presenters will discuss challenges of working in this community-university partnership, and lessons learned to make the partnership more effective and sustainable in addressing local environmental justice and health issues associated with port expansion and other industrial activities.

ENGAGING THE YOUTUBE GENERATION: AN INTERPROFESSIONAL COMMUNITY-CAMPUS PARTNERSHIP TO DEVELOP ONLINE MEDIA-RICH CURRICULUM MODULES THAT BUILD CAPACITY FOR AUTHENTIC COMMUNITY ENGAGEMENT

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Authentically engaged institutions, Next generation leadership

Presenters: Naomi Wortis, University of California, San Francisco (UCSF) School of Medicine, San Francisco, CA, USA; Lynda Boyer-Chu, RN, MPH, Wellness Center Nurse, San Francisco Unified School District; Michael Le, University of California, San Francisco (UCSF), San Francisco, CA, USA; Aisha Queen-Johnson, University of California, San Francisco (UCSF), San Francisco, CA, USA; Wylie Liu, Director, University of California, San Francisco (UCSF) Office of University Community Partnerships, San Francisco, CA, USA

At the University of California, San Francisco (UCSF), a team of community partners, faculty, staff and students from the schools of dentistry, medicine, nursing, and pharmacy, developed a set of online, interactive, media-rich curriculum modules that build capacity to engage in authentic partnerships. A needs assessment led to the selection of 5 module topics: Intro to Community Engagement, Community Assessment, Intro to SF's Diverse Communities, Health Communication/Literacy, Partnering with UCSF. The modules are being used to supplement existing UCSF curricula, develop new interprofessional service-learning curricula, and prepare UCSF learners and community partners for community engaged work to promote health equity and advance social justice. Session participants will view some of the modules, hear about lessons learned during development and evaluation, and discuss challenges and benefits of using online module technology to build capacity for authentic partnerships.

SISTERHOOD IN SERVICE: FRIENDSHIP & BONDING AMONG FEMALE COLLABORATORS IN UNIVERSITY-CBO RESEARCH PARTNERSHIPS

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate

Theme(s): Shared power and resources, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Janeane N. Anderson, University of Southern California, Pasadena, CA, USA; Carrie B. Broadus, Women Alive Coalition, Los Angeles, CA, USA

University-community partnerships have been identified as effective vehicles for achieving social justice goals. To the presenters' knowledge, nothing has been written about the personal/professional relationships between/among female (especially women of color) research collaborators. This session will explore the role of sisterhood and bonding relationships among female collaborators. The presenters will use their multi-year relationship as a case study to examine the role of relationships in university-CBO collaborations and describe several emergent themes from their individual reflections and interviews with colleagues. The session will help participants analyze and assess the use of sisterhood and other family-like language, distinguish sisterhood from friendship, identify the opportunities and challenges of personal relationships in UCP collaborations, and provide suggestions for leveraging personal/professional relationship for the achievement of social justice aims.

THRESHOLD PERSPECTIVES ON RESEARCH ETHICS: THE BRONX COMMUNITY RESEARCH REVIEW BOARD

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner

Theme(s): Communities as centers of learning, discovery and engagement, Ethical policies and practices

Presenters: Monique A .Guishard, Department of Social Sciences of Bronx Community College Critical/Social Psychology PhD Program, The Graduate Center, Bronx, NY, USA; Daniel Korin, The Bronx Community Research Review Board, Bronx, NY, USA; Barbara Salcedo, The Bronx Community Research Review Board, Bronx, NY, USA; Yvonne Long, The Bronx Community Research Review Board, Bronx, NY, USA; ShaKing Austin, The Bronx Community Research Review Board, Bronx, NY, USA; Bernice Williams, The Bronx Community Research Review Board, Bronx, NY, USA

In this session we will discuss the purpose and scope of a mutually beneficial collaborative research partnership between Monique and the members and staff of BxCRBB. In brief terms, Monique conducted archival analysis of the BxCRRB's meetings and activities and facilitated a focus groups with BxCRRB members primarily about their attitudes and opinions regarding what it means to be ethical in community based health research. Monique also conducted participation observations of the practices and activities of the BxCRRB in order to gain a deeper, nuanced understanding of the group. Using indigenous and feminist ethical frameworks the CRRB was conceptualized as a nepantla, a space betwixt and between the geographic community of the Bronx, between regular folks and academic scientists in which people from different walks of life, different types of expertise, and varying identities meet together to discuss and evaluate research that is being proposed and conducted in their backyards.

PROMOTING INCREASED PARTICIPATION AMONG COMMUNITY PARTNERS IN THE DISSEMINATION OF RESEARCH VIA PEER-REVIEWED PUBLICATION

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Shared power and resources

Presenters: Darius Tandon, Northwestern University Feinberg School of Medicine, Chicago, IL, USA; Karen D. Calhoun, University of Michigan Health System and Medical School, Detroit, MI, USA; Milton "Mickey" Eder, Access Community Health Network, Chicago, IL, USA

Community-academic partnerships should amplify community partners' perspectives in the dissemination of research. Dissemination in peer-reviewed publication is important to advance CBPR scholarship. Unfortunately, community involvement in dissemination is challenging for many partnerships. This workshop will encourage mobilizing community partners for active roles in peer reviewed publication by increasing their understanding of and skills for disseminating research experiences. Workshop presenters are editors of a national, peer-reviewed journal dedicated to publishing CBPR. Two editors are community-based associate editors while the third is the Editor-in-Chief based at an academic medical center. The workshop will (a) have an interactive discussion on strategies to ensure community partners' perspectives are incorporated in peer-reviewed manuscripts and (b) identify areas that would generate interest among community partners to write articles for peer-reviewed publication.

ASKING PERMISSION TO COME ASHORE: NAVIGATING A COLLABORATIVE AND EQUITABLE RESEARCH PARTNERSHIP BETWEEN SOVEREIGN TRIBES AND AN ACADEMIC INSTITUTION

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Sustaining equitable partnerships and sustaining their outcomes

Presenters: Lisa Rey Thomas, University of Washington, Bainbridge Island, WA, USA; Robin Little Wing Sigo, Suquamish Tribe, Suquamish, WA, USA; Laura Price, Port Gamble S'Klallam Tribe, Port Gamble S'Klallam, WA, USA; Nigel Lawrence, Suquamish Tribe, Suquamish, WA, US; Dennis M. Donovan, University of Washington, Seattle, WA, USA; Lisette Austin, University of Washington, Seattle, WA, USA

Our Healing of the Canoe team will share both Digital Stories and narratives that describe a best practice in initiating, developing, nurturing, and sustaining a collaboration between two federally recognized Tribes and an academic institution. We will briefly describe the Healing of the Canoe project which is a community based, culturally grounded life skills curriculum for youth that prevents youth substance abuse and promotes a sense of belonging to Tribe and community. The team will share challenges, opportunities, successes, and strategies for navigating an ethical, effective, equitable, and respectful partnership including lessons learned and how we navigated "rough waters" to come to solutions. These narratives will represent the perspectives of Tribal/community and academic partners. The importance of culture and respect for sovereignty is woven throughout the narratives and digital stories.

BUILDING HEALTHY COMMUNITIES THROUGH A NOVEL COMMUNITY-BASED MEDICAL EDUCATION PROGRAM: THE UNIVERSITY OF CHICAGO MEDICINE'S SUMMER SERVICE PARTNERSHIP PROGRAM

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Authentically engaged institutions

Presenters: Kohar Jones, University of Chicago Medical Center, Chicago, IL, USA; Peter Truong, University of Chicago, Chicago, IL, USA; Lauren Hobbs, University of Chicago, Chicago, IL, USA; Elijah Kindred, University of Chicago, Chicago, IL, USA; Brashay Anderson, EPIC Academy Charter High School, Chicago, IL, USA

The University of Chicago Medicine launched the Summer Service Partnership (SSP) program in 2009 as a joint venture of the Urban Health Initiative and the Pritzker School of Medicine with the support of the Department of Family Medicine. The medical education service-learning program initially partnered medical and high school students to develop community health service projects in South Side neighborhoods, later adding undergraduate and graduate students. The inter-professional tiered-mentoring experience allows participants to learn from each other about their communities, and explore pathways into college, medicine and affiliated health professions. Three teams volunteer, map South Side assets, and complete assignments in community health. They choose a health topic, design and implement service projects, then end the summer with public presentations. Challenges include funding, recruitment, adapting learning to student levels, student motivation and administrative support.

OBTAINING THE DREAM, LIVING THE REALITY: VISUALIZING THE VOICES OF FAMILIES IN RICHMOND'S EAST END

Session Format: Creative arts session (90 minutes)

Intended Skill Level: Beginner

Theme(s): Communities as centers of learning, discovery and engagement, Mobilizing knowledge for action

Presenters: Albert R. Walker, III, Virginia Commonwealth University, Richmond, VA, USA; Marco Thomas, Virginia Commonwealth University, Richmond, VA, USA; Brenda Kenney, Virginia Commonwealth University, Richmond, VA, USA; Valerie B. Muhammad, Virginia Commonwealth University, Richmond, VA, USA

Engaging Richmond Community Research Team (ER) created a photovoice project entitled Obtaining the Dream, Living the Reality to visualize the voices and concerns of families living in East End of Richmond, Virginia. This hi-impact interactive session is designed to explore the Engaging Richmond Photovoice Project(ERP) through interactive small groups facilitated by presentation team. After some critical dialogue in the facilitated breakouts, session participants will transition into one of two breakout groups to create a virtual photovoice reaction to ERP on Instagram or craft narratives from photos provided by session facilitators. Finally, session participants will reconvene to view the session’s photovoice project and community narratives for a “deeper dive” of interpretation of the ERP and to have some conversation about their experience translating the idea of photovoice into practice.

DRAFT

SATURDAY, MAY 3 - 8:30 AM – 10:00 AM

AU POT AU FORUM: COMMUNITY PARTNER FORUM PROCESS. BUILDING CAPACITY IN COMMUNITY PARTNERS TO BUILD SCHOLARSHIP AND PEER NETWORKS FOR EFFECTIVE COMMUNITY ENGAGEMENT

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Next generation leadership

Presenters: Alma Idehen, Albert Einstein College of Medicine, Bronx, NY, USA; Alex Pirie, Somerville CDC, Somerville, MA, USA; Barbara Salcedo, Urban Health Plan, Inc, Bronx, NY, USA

As more community organizations enter into research partnerships with institutions and conduct research, community members need a network to provide professional development, mentoring and advocacy in order to effectively engage with academic partners and advance the social change necessary to achieve health equity.

Using the model of the New York City Community Partner Forum, which was grounded in CBPR principles, we will discuss and lay out a “cutting board” of rationale, principles and processes that community partners can employ to establish a network of peers, share scholarship and interact with academic partners to promote health equity in their communities. We use the Pot Au Forum poster and the NYCCPF Report as a basis for workshop discussions and this will provide the tools and documentation that will enable local community collaborations to develop and disseminate the work.

COMMUNITY RAISES THE BAR FOR CBPR

Session Format: Story session (90 minutes)

Intended Skill Level: Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Chikezie Maduka, National Community Committee, Washington, DC, USA; Margarita Holguin, San Diego State University, San Diego, CA, USA; Susan Kunz, Mariposa Community Health Center, Nogales, AZ, USA; Michael Ballue, Behavioral Health Services, Gardena, CA, USA

The National Community Committee (NCC) is comprised of representatives of Community Committees of Prevention Research Center Programs. The NCC has focused in the past three years on the development and use of a metric, the CBPR Best Practice Award, to promote CBPR at the PRC practice level. This session will explore how the use of this metric was received by Prevention Research Centers and the effect of its use on PRCs and the PRC community. Unmet expectations and challenges will also be discussed. The NCC wishes to stimulate a dialogue to explore how such a tool can be improved, shared and adapted for wider use.

COMMUNITY-CAMPUS PARTNERSHIPS ACROSS BORDERS: DOES IT WORK? AND CAN IT BE SUSTAINED? THE CASE OF A PROGRAM TO ENHANCE ACCESS TO INFORMATION AND SERVICES FOR YOUTH IN IRAQ.

Session Format: Story session (90 minutes)

Intended Skill Level: Intermediate, Advanced

Theme(s): Authentically engaged institutions, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Martine B. Najem, American University of Beirut, Beirut, Bt, Lebanon; Rima A. Afifi, American University of Beirut, Beirut, Bt, Lebanon; Georges Georgi, UNFPA, Baghdad, Bd, Iraq; Representative from Ministry of Health, Baghdad, Bd, Iraq; Representative from Kurdistan Youth Empowerment Organization - KYEO, Erbil, KRG, Iraq

The session will show that partnerships can be developed across borders and highlight the main challenges faced in sustaining them given that the campus is based in one country and the community in another going through post-war recovery. We will present the context of the partnership to establish programs to promote youth health, development and protection within government and community-based services. We focus on 3 cases: 1-Integration of life skills in vocational schools curricula, 2-Establishing adolescent youth friendly health services at the community level, 3-Improving health and well-being of youth in reformatories. All intent to tackle root causes of ill-health and minimize social and economic inequities that limit youth well-being and access to services. We will explain how the program adapted to emerging needs and difficulties of context faced during implementation. We will conclude with an analysis of the impact of challenges on our ability to sustain authentic partnerships.

VIEWING RESEARCH THROUGH A COMMUNITY LENS: THE CRITICAL ROLE THAT COMMUNITY IRBs AND RESEARCH REVIEW COMMITTEES PLAY IN ENSURING ETHICAL RESEARCH

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Beginner, Intermediate

Theme(s): Ethical policies and practices

Presenters: Alice N. Park, Community-Campus Partnerships for Health, Seattle, WA, USA; John Cooks, Galveston Island Community Research Advisory Committee, Houston, TX, USA; Elmer Freeman, Center for Community Health Education Research and Service, Boston, MA, USA; Mei-Ling Isaacs, Papa Ola Lokahi, Honolulu, HI, USA; Lola Santos, Guam Communications Network, Long Beach, CA, USA; Eric Wat, Special Service for Groups, Los Angeles, CA, USA

Community-based participatory research (CBPR) is increasingly recognized by funding agencies, researchers and community groups as a critical approach to understanding and addressing racial, ethnic, socioeconomic and environmental health disparities. To ensure the ethics of the research in which they and their communities are engaged, a growing number of community groups have developed research review processes that operate independently from institution-based IRBs. In this session, we will describe different models for community-based processes for research ethics review, including community IRBs and research review committees. We will examine the ethical issues they identify and consider in comparison to those raised by institution IRBs.

“THIS IS A VERY UNUSUAL CIRCUMSTANCE AND ANY FUTURE REQUESTS WOULD HAVE TO BE PREAPPROVED:” NAVIGATING THE INSTITUTIONAL BARRIERS IN COMMUNITY-BASED PARTICIPATORY RESEARCH

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Authentically engaged institutions, Changing governmental and institutional policies and systems

Presenters: Diana Lewis-Campbell, Dalhousie University, Halifax, NS, Canada; Sheila Francis, Pictou Landing Native Women's Association, Pictou Landing First Nation, NS, Canada; Heather Castleden, Dalhousie University, Halifax, NS, Canada; Ella Bennett, Dalhousie University, Halifax, NS, Canada; Colleen Denny, Dalhousie University and Pictou Landing Native Women's Association, Pictou Landing First Nation, NS, Canada; Kimberly Strickland, Dalhousie University and Pictou Landing Native Women's Association, Pictou Landing First Nation, NS, Canada

For nearly 50 years, Boat Harbour, a tidal estuary adjacent to the reserve lands of the Mi'kmaq community, Pictou Landing First Nation in Nova Scotia, Canada, has been used as a treatment facility for a nearby pulp and paper mill's toxic wastewater. Concerned for the health of their community, a group of women mobilized the Pictou Landing Native Women's Association (PLNWA), to conduct relevant research and community development projects for economic, environmental, and social change. In 2010, the PLNWA connected with researchers at Dalhousie University to propose a research partnership to find an answer to this question: "Are we getting sick from Boat Harbour?" Since then, they have secured funding to implement a human health risk assessment employing both Indigenous and western research methods. In this presentation, members of the research team will lead a story session on the successes and challenges of community-based participatory research drawing on project examples.

CULTURALLY RESPONSIVE EVALUATION 101: ENRICHING AND SUSTAINING COMMUNITY-BASED ASSESSMENT AND EVALUATION WORK

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Shared power and resources, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Leah C. Neubauer, DePaul University, Chicago, IL, USA; Dominica McBride, Become, Inc., Chicago, IL, USA; Lisa Aponte Soto, DePaul University, Chicago, IL, USA

Culturally responsive evaluation (CRE) is a tool to enrich and sustain evaluation processes and results in the quest for achieving social justice. Despite its potential, the field of CRE in practice is still quite new. This presentation will delineate CRE, including its definition, dimensions, and applications for inclusion in everyday evaluation practices. The skill-building session will build on localized Chicago based examples and two exemplar frameworks derived from work in predominantly Latino and African-American communities. Participants will participate in activities to begin conceptualizing CRE and to identify how to integrate it into their work.

COMMUNITY AS TEACHER: A NEW MEDICAL SCHOOL TRIES TO "WALK THE TALK" OF TRUE PARTNERSHIP

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Next generation leadership

Presenters: Janet M. Townsend, The Commonwealth Medical College, Scranton, PA, USA; Vera Walline, Northeast Pennsylvania Area Health Education Center, La Plume, PA, USA; Jennifer Joyce, The Commonwealth Medical College, Scranton, PA, USA; Kay Jones, Schuylkill County's VISION, Pottsville, PA, USA

TCMC was born of community need and strength with a mission of serving its region. Our community-engaged process of education enlists the support of agencies in our 16 counties; TCMC students learn about social determinants of health from grass roots movements within the community and develop partnership skills. Partners such as Northeast Pennsylvania AHEC helped to build the school. Schuylkill County's VISION engaged students in the work of starting a community health center. The Scranton School for the Deaf and Hard of Hearing partnered with self-starting students who learned about the Deaf and Hard of Hearing community to provide culturally competent health care. Wyoming County's mental health agency worked with students on a QI project that developed into a public health education activity. Amish community partners are

co-creating health education materials. These partnership are growing each year in creative ways as we face each new dilemma and many resource constraints.

CAMP BOOT: COMMUNITY ENGAGED RESEARCH TRAINING CURRICULUM FOR LAY RESEARCHERS

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Beginner

Theme(s): Shared power and resources, Mobilizing knowledge for action

Presenters: Linda Highfield, University of Texas School of Public Health Houston, Houston, TX, USA; Marlynn May, Episcopal Health Charities, Houston, TX, USA

Participants will first given a broad overview of the curriculum, helping to put the specific units of the curriculum on which we focus in a context. Participants will also be given a copy of the full narrative accompanying the published curriculum on CES4Health.info. Specific focus will be given to at least three unique units in this curriculum - (Theater of the Oppressed, epidemiology and GIS). Participants will be engaged by the use of 2-3 exercises during the workshop

SATURDAY, MAY 3 - 10:30 AM – 12:00 PM

ENGAGING CHURCHES IN HEALTH PROMOTION PROGRAMS FOR WOMEN AND GIRLS: LESSONS LEARNED FROM URBAN AND RURAL PARTNERSHIPS

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Kristine Zimmermann, University of Illinois at Chicago, Chicago, IL, USA; Stephanie Fisher, St. John Praise and Worship Center, Pulaski, IL, USA; Rochelle Jones, University of Illinois at Chicago, Chicago, IL, USA; Chisina Kapungu, University of Illinois at Chicago, Chicago, IL, USA; Patricia Moehring, Southern Seven Health Department, Ullin, IL, USA; Debra Williams, University of Illinois at Chicago, Chicago, IL, USA

This session discuss the process of developing and sustaining church-academic health promotion partnerships, using stories from two existing partnerships. "Project Wisdom" is a faith-centered HIV-prevention and health promotion program targeting mothers and daughters in Chicago. "Heart Smart" is a project of the Southern Seven Coalition for Women's Health, developed to implement cardiovascular risk reduction programs for women in rural, southern Illinois in collaboration with churches. Using examples from the two projects, we will discuss key steps in the process of establishing and maintaining community-based partnerships, from the perspective of academics, churches, and other community partners. We will also discuss capacity building, including a discussion of maintaining the partnership after funding ends. Finally, we will discuss lessons learned based on the two partnerships.

SOCIAL EQUITY IN BICYCLING

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Martha J. Moore Monroy, University of Arizona, Tucson, AZ, USA; Donna J. Lewandowski, Tucson Medical Center, Tucson, AZ, USA; Ada Wilkinson Lee, University of Arizona, Tucson, AZ, USA; Elvia Lopez, University of Arizona, Tucson, AZ, USA; Mathew Zoll, Pima County Department of Transportation, Tucson, AZ, USA; Alexandra Armenta, University of Arizona, Tucson, AZ, USA

The primary goal of the bicycling center promotes bicycling as a healthy, culturally competent, family centered means of affordable physical activity and transportation through the promotion of safe bicycling practices and awareness.

A sustainable bilingual Bike Program Center was created for youth and their families who reside within the Sunnyside Unified School District (SUSD) Boundaries in addition to Drachman Clubhouse members. The Boys & Girls Club (BGC) certified cycling instructor conducts workshops on safe cycling techniques and helps to organize bicycling events in conjunction with BGC staff, volunteers and community residents. The BGC staff are trained in the proper fitting of bicycle helmets and distribute the bicycle helmets by appointment. In addition, the BGC staff are trained in bicycle repair and work with community members of to help them repair and maintain their own bicycles.

IT'S ALL ABOUT RELATIONSHIPS

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Authentically engaged institutions, Mobilizing knowledge for action

Presenters: Shauna T. MacKinnon, University of Winnipeg, Winnipeg, MB, Canada; Diane L. Roussin, Winnipeg Boldness Project, Winnipeg, MB, Canada

The Manitoba Research Alliance (MRA) model will be described through the eyes of one of its long-time co-investigators and a long-time community participant. We will describe the history of the MRA. We will talk about what we believe to be some of the key elements that have led to lasting research relationships that have produced several research reports and policy advocacy tools. We will provide examples of some of our work and describe how it been used to advocate for policy change. As a case example, we will describe in more detail one project titled, "Is participation having an impact? Measuring progress in Winnipeg's inner city through the voices of community based program participants." This project was given special mention when the MRA was awarded by the CCPH for its community-engaged research at the 2012 CCPH conference. We will show a brief video that has been an effective tool and we will end the session by engaging the session participants in a discussion.

SUPPORTING EFFORTS TO DISSEMINATE FINDINGS FROM COMMUNITY-ACADEMIC PARTNERSHIPS: STRATEGIES FROM NORTHWESTERN'S CENTER FOR COMMUNITY HEALTH (NU CCH)

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Shared power and resources, Mobilizing knowledge for action

Presenters: Jen Brown, Northwestern University, Chicago, IL, USA; Daniel Block, Chicago State University, Chicago, IL, USA; Rebecca Ford-Paz, Northwestern University, Chicago, IL, USA; William Healey, Northwestern University, Chicago, IL, USA; Monique Reed, Westside Health Authority, Chicago, IL, USA

CEnR partnerships expressed a need for more support for co-authoring and submitting journal articles- often a crucial step in being competitive for further research grants. NU CCH piloted multiple resources including lectures and workshops on collaborative writing, consultation with experienced journal reviewers, funding of small grant writing programs, and writing retreats. Retreats were full day sessions that provided space and structure for writing, refreshments, with an on-site experienced researcher and journal reviewer for individual consultation with attendees. So far, more than five articles have been accepted. While the original intent was to further journal articles, programs fostered a wider range of engaged dissemination of results including forms with more immediate community benefit. Presenters (staff and community and academic participants) will discuss approaches, materials created, successes and challenges, evaluation findings, and next steps.

TRAINING RESOURCES FOR PROMOTING RESEARCH ETHICS, CULTURAL COMPETENCE AND COMMUNITY-BASED RESEARCH FOR PLACE-BASED COMMUNITIES AND CULTURAL GROUPS

Session Format: Skill-building workshop (90 minutes)

Intended Skill Level: Intermediate, Advanced

Theme(s): Ethical policies and practices

Presenters: Dianne P. Quigley, Brown University, Providence, RI, USA

Presenter will run through a short powerpoint presentation that describes the ethics, culture and community-based research training curricula, its rationale, individual powerpoint descriptions, a description of short course or workshop agendas/implementation strategies and Blackboard/website dissemination efforts.

SCHOOL COMMUNITY PARTNERSHIP FOR MENTAL HEALTH: BUILDING THE CASE FOR SYSTEM CHANGE AND SUSTAINABLE POSITIVE IMPACT

Session Format: Story session (90 minutes)

Intended Skill Level: Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Changing governmental and institutional policies and systems

Presenters: Sheri L. Johnson, Medical College of Wisconsin, Milwaukee, WI, USA; Sebastian Ssempijja, Sebastian Family Psychology Practice, Milwaukee, WI, USA; Carrie Koss Vallejo, Planning Council for Health and Human Services, Milwaukee, WI, USA; Charles Bauerenfeind, Milwaukee Public Schools, Milwaukee, WI, USA

The School Community Partnership for Mental Health(SCPMH) is a collaboration that grew from concerns regarding access to mental health services. Stakeholders representing youth serving organizations, mental health providers, payors, philanthropy, schools and government conducted a needs assessment which led to a pilot focused on building trust between leadership and staff from Milwaukee Public Schools (MPS), and three community-based mental health agencies. Efforts to establish mutual understanding of the assets, needs and values of MPS and the agencies led to agreement to build a service delivery model that minimized barriers to access and supported improved academic and social emotional outcomes. The model evolved to complement ongoing mental health promotion in MPS, and to better engage caregivers. Results show that treatment initiation rates increased. System change also occurred. MPS funded a full time position to coordinate SCPMH. Milwaukee County expanded reimbursement policy.

USING COMMUNITY BASED PARTICIPATORY RESEARCH TO ADDRESS DISPARITIES IN OBESITY AND DIABETES AMONG LATINOS & AMERICAN INDIANS: A FOCUS ON THE LESSONS LEARNED DURING THE PARTNERSHIP DEVELOPMENT PROCESS

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Jill W. Evans, Stanford University, Stanford, CA, USA; Lisa Goldman Rosas, Stanford University, Stanford, CA, USA; Jan Vasquez, Indian Health Center of Santa Clara Valley, San Jose, CA, USA; Ramin Naderi, Indian Health Center of Santa Clara Valley, San Jose, CA, USA

Obesity and its clinical consequences, such as diabetes, are more prevalent among socially disadvantaged groups in the US, including low-income American Indians. In 2011, with institutional support from the Stanford Office of Community Health (OCH), the Indian Health Center (IHC), in San Jose, California that serves a diverse population of primarily Latinos and American Indians, formed a CBPR partnership with Stanford researchers to address these disparities. We will highlight the important role the academic community engagement office played in overcoming barriers to partnership development, such as lack of trust and resources. We will also describe the group process used to establish guiding principles, operating norms and procedures, and key objectives for the partnership. Additionally, we will describe how using a tool developed

by Shultz et al in 2003 to evaluate the partnership development process revealed several facilitating factors in forming a successful research partnership.

SERVICE-LEARNING AND UNDERGRADUATE PUBLIC HEALTH: THE POWER OF PARTNERSHIPS AND COMMUNITIES TO TRANSFORM EDUCATION

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Next generation leadership

Presenters: Deborah M. Hinchey, University of Washington, Seattle, WA, USA; Kathryn Pursch-Cornforth, University of Washington, Seattle, WA, USA

In this session, we will describe the development and implementation of a service-learning based undergraduate capstone in the University of Washington's School of Public Health. We will map how the capstone course has moved from an independent research project to a service-learning course and will demonstrate how students are meeting curricular goals of public health knowledge synthesis and application through the new course structure. Through reciprocal relationships with community agencies, this class has become a transformative experience for our students. We will explore partnership formation and curriculum development, highlight the voices of community partner organizations, discuss successes, lessons learned and offer an opportunity to apply specific tools and develop individual action plans. The session will deepen participants understanding of the power of community partnership as a location for transformative educational experience for students, faculty, and communities.

MOBILIZING ACADEMIC AND ACTIVIST SYNERGIES: LESSONS FROM TWO CAMPAIGNS ON HEALTHCARE ACCESS FOR VULNERABLE NEWCOMERS IN CANADA

Session Format: Story session (90 minutes)

Intended Skill Level: Beginner, Intermediate

Theme(s): Sustaining equitable partnerships and sustaining their outcomes, Mobilizing knowledge for action

Presenters: Yogendra B. Shakya, Access Alliance Multicultural Health and Community Services, Toronto, ON, Canada; Michaela Hynie, York University, Toronto, ON, Canada

As highlighted by Wasi (2000), mobilizing effective social/policy change requires three ingredients: relevant research knowledge, social movement and political involvement. Integrating these three ingredients can be challenging however, in part because people in different roles have been delegated to each different domain; academics for research; community for social movement; and policy left to government. There can be deep-rooted structural barriers and negative repercussions for actors operating outside of these designated roles. However, it is possible, and potentially deeply transformative, for actors to blur the boundaries of their delegated roles, and transgress into other roles and spaces. We will discuss synergistic transgressions and collaborations that happened in two campaigns on healthcare access for vulnerable newcomers in Canada. The session will examine outcomes and facilitate discussion on strategies for mobilizing such synergistic transgressions and collaborations.

ROUNDTABLE DISCUSSIONS • FRIDAY, MAY 2 - 7:00 AM – 8:30 AM

“IF WE KNEW WHAT WE WERE DOING WOULD WE HAVE DONE IT?” BUILDING PARTNERSHIPS THAT INCLUDE MEMBERS OF VULNERABLE POPULATIONS TOGETHER WITH AGENCY PARTNERS.

Intended Skill Level: Beginner, Intermediate

Theme(s): Sustaining equitable partnerships and sustaining their outcomes

Presenters: Gayle E. Rutherford, University of Calgary, Calgary, AB, Canada; Jane Aldous, Correctional Services Canada, Calgary, AB, Canada; Barbara Pickering, University of Calgary, Calgary, AB, Canada; Jen Sputek, Community Member, Calgary, AB, Canada

On International Women’s Day, March 11, 2011, four brave formerly incarcerated women sat on a panel to share their perspectives with an audience that included managers and front-line service providers from government and non-profit organizers that provide services to women who have experienced conflict with the law. Responses from the audience were mixed, from pride in the women and their ability to share their stories, to shock and hurt feelings from among those who had worked hard to support women for many years. Overall the event was a huge success in accomplishing the goal of networking among agencies providing services to this population. However, we needed to reflect upon our responses to the women’s panel in order to plan a second March 11th event in 2012. We determined that we would do this in the form of shared reflections that would then be combined into one paper and redistributed to all who had contributed for an opportunity to learn from others and re-reflect.

ROLE CONFLICTS IN COMMUNITY-ACADEMIC RESEARCH PARTNERSHIPS

Intended Skill Level: Intermediate, Advanced

Theme(s): Ethical policies and practices, Mobilizing knowledge for action

Presenters: Emily E. Anderson, Loyola University Chicago, Maywood, IL, USA; Sal Martinez, Community Renewal & Dev. Inc. & MCI, Saint Louis, MO, USA; Carla Cunningham, Mark Twain Forest Regional Health Alliance, Van Buren, MO, USA; Stephanie Solomon, Saint Louis University, Saint Louis, MO, USA

The multiple roles we play in life have inherent responsibilities & behavioral norms that may conflict. At the 8/2013 “Science of Community Engaged Research” conference, we moderated an interactive session on potential role conflicts of community research partners, an important yet under-discussed issue with significant implications for CBPR ethics & design. A few community partners participated but the meeting was dominated by academic researchers. An expansive list of roles was generated, including advocate, small business owner, parent, community health worker, etc. Participants discussed specific ways in which these roles might conflict with research roles & the resulting ethical challenges. The session ended with suggestions for potential solutions for identifying, managing, or avoiding conflicts that threaten ethical research. We will repeat this session at the 2014 CCPH Conference as a roundtable session, this time with a group more community researchers represented.

ESTABLISHING AN ACADEMIC AGENDA FOR CREATING EQUITABLE RESEARCH PARTNERSHIPS

Intended Skill Level: Intermediate, Advanced

Theme(s): Changing governmental and institutional policies and systems, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Christine M. Porter, University of Wyoming, Laramie, Wy, USA; Jen Brown, Northwestern University Institute for Public Health and Medicine, Chicago, IL, USA; Lisa Rey Thomas, University of

Washington, Seattle, WA, USA; Alfiie M. Breland-Noble, The AAKOMA Project and Georgetown University Medical Center, Washington, DC, USA

In the context of Community-Campus Partnerships for Health national community partner forums, community leaders with research partnership expertise developed a visionary agenda for creating equitable community-academic partnerships. That group is now called the Community Network for Research Equity & Impact. A group of academic, community and funding partners have responded by developing principles and practices for academic partners to help them make the community agenda a reality. This roundtable will share the Network's agenda and then solicit feedback on and contributions to the draft "academic allyship agenda" that outlines principle and practices for academics in supporting the Community Network agenda to build equitable community-campus research partnerships to end health disparities.

THE INTERSECTION OF QUALITY IMPROVEMENT (QI) SCIENCE AND COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR): STANCE AND PRACTICE REGARDING COMMUNITY/PATIENT/CONSUMER ENGAGEMENT

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Changing governmental and institutional policies and systems, Mobilizing knowledge for action

Presenters: Katherine Clarke-Myers, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, USA; Lisa M. Vaughn, Cincinnati Children's Hospital Medical Center, Cincinnati, OH, USA

Quality Improvement (QI) science in healthcare involves systematic implementation of small-scale tests of change (Plan-Do-Study-Act cycles) in rapid succession; based on results tests are adapted, adopted, or abandoned. When well executed, QI empowers front line clinicians and staff (including those who historically would not be consulted) to identify solutions and revise processes in which they are actors and thus are ideally suited to inform. In truly innovative health environments the voice of the patient/consumer is engaged in QI efforts. Similarly, CBPR amplifies traditionally unheard community voices in the identification of challenges and solutions. This roundtable discussion will focus on the intersection and overlap of QI and CBPR by examining the structure and logic behind each approach specifically regarding community/patient/consumer engagement. We will discuss examples of both approaches and explore what can be gained by creatively merging aspects of each approach.

DESIGNING HOLISTIC INTERVENTIONS THAT ADDRESS INDIVIDUAL BEHAVIORS, SOCIAL NETWORKS,, SOCIAL CAPITAL AND ECONOMIC OPPORTUNITY: LEARNING FROM OUR WORK WITH SOUTH ASIAN WOMEN IMMIGRANTS IN NEW YORK CITY

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Mobilizing knowledge for action

Presenters: Alison K. Karasz, Sapna NYC, Inc, Bronx, NY, USA; Moumita N. Zaman, Sapna NYC, Inc, Bronx, NY, USA; Laila Ahkter, Sapna NYC, Inc, Bronx, NY, USA

South Asian immigrants to the United States number well over 3 million and are the fastest growing immigrant group in the United States. Many new women immigrants from South Asia experience major barriers to health, well-being, and civic and economic participation. Sapna NYC has developed a holistic approach that empowers immigrant women through individual support, health behavior change interventions, and economic opportunities. In this roundtable discussion, we will present three of our projects, including APPLE--our obesity/social capital intervention, ASHA--depression treatment/matched savings treatment program, and our Workers' Cooperative Program. After describing the programs and evaluation results, we will discuss the synergy among the programs and the value of a holistic approach to women's empowerment.

FORGING COST-EFFECTIVE EQUITABLE COMMUNITY ACADEMIC PARTNERSHIPS FOR ADDRESSING HEALTH INEQUITIES: LEARNING FROM OUR WORK ON DOMESTIC VIOLENCE ALONG THE USA-MEXICO BORDER

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Shared power and resources

Presenters: Thenral D. Mangadu, The University of Texas at El Paso, El Paso, TX, USA; Stephanie Karr, Center Against Family Violence, El Paso, TX, USA

Since 1977, the Center Against Family Violence (CAFV) has strived to prevent domestic violence in all its forms in El Paso, TX, a USA-Mexico border community. In 2012, CAFV and the University of Texas at El Paso (UTEP) formalized a community academic partnership to address health disparities related to domestic violence through community-based program evaluation. As of date, our partnership has achieved positive equitable organizational capacity enhancement outcomes.

1. We will present our cost-effective model for an equitable and transformative community-academic partnership to address health disparities in resource-poor settings.
2. We will share lessons learned in implementing our partnership, achieving outcomes, and conducting our first joint evaluation of CAFV Sexual Assault Support Groups Program.
3. We will engage participants in exchanging ideas for concept-mapping the application of specific strategies discussed to address health disparities unique to their environments.

BUILDING ON EQUITABLE RELATIONSHIPS WITH ACADEMIC INSTITUTIONS THROUGH NEIGHBORHOOD-LED RESEARCH COUNCILS

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Shared power and resources, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Joyce King, Lindsay Heights Community Research Council Community Partner, Milwaukee, WI, USA; D'Andre Johnson, Lindsay Heights Community Research Council Community Partner, Milwaukee, WI, USA; JoAnne Sabir, Associate Director Walnut Way Conservation Corp, Milwaukee, WI, USA; Sarah Esmond, Administrative Director, Collaborative Center for Health Equity, UW-Madison School of Medicine and Public Health, Madison, WI, USA

This roundtable session will place an emphasis on how an academic institution can authentically partner and nurture growth of a research council that grew out of a neighborhood. Roundtable introductions will begin with relationship development, followed by the Story of Us - Foundation and Partnership Building. The presenters will then begin by sharing about how the Lindsay Heights Community Research Council came into fruition. Then a facilitated discussion about how to create and nurture relationships between multiple academic partners and community members. This section will highlight the strategies used in developing authentic and long-term committed relationships between academic partners and community members. Sustaining a Neighborhood-led Research Council will share how sustainability is woven into relationship development. We'll then discuss Diverse Impact and how the CRC continues to influence projects, partnerships, and systems that can and will change the neighborhood.

CULTIVATING COMMUNITY CAPACITY IN LATINO COMMUNITIES/CULTIVANDO LAS CAPACIDADES COMUNITARIA DENTRO DE COMUNIDADES LATINAS

Intended Skill Level: Beginner, Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Sustaining equitable partnerships and sustaining their outcomes

Presenters: Grisel M. Robles-Schrader, Robles-Schrader Consulting, Oak Park, IL, USA; Leah Neubauer, DePaul University, Chicago, IL, USA; Doug Bruce, DePaul University, Chicago, IL, USA; Diana Lemos, Stroger Hospital/Hektoen, Chicago, IL, USA

Latino communities across the United States are disproportionately affected by poorer health outcomes. Community-based organizations (CBOs) are poised to make important contributions in health research due their knowledge, experience, and ability to connect members of a community (geographic, social, etc.) with health services.

This initiative, comprised of diverse Latino-health invested representatives, is interested in improving Latino health outcomes by exploring the need for organizational resources (e.g., research readiness training, program evaluation resources, etc.) focused on Latino serving CBOs.

This discussion will focus on: the history, purpose and aims this initiative; community-driven strategies this initiative has employed to in implementing, analyzing and disseminating community assessment activities; and practical strategies that other groups can utilize to foster community capacity building and problem-solving aimed at promoting community health.

DRAFT

THEMATIC POSTER SESSIONS

AU POT AU FORUM:COMMUNITY PARTNER FORUM PROCESS

Thematic Poster Session: Thursday, May 1, 10:30 am - 12:00 pm

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Next generation leadership

Presenter(s): Alma Idehen, Albert Einstein College of Medicine, Bronx, NY, USA; Alex Pirie, Somerville CDC, Somerville, NY, USA; Barbara Salcedo, Urban Health Plan,Inc, Bronx, NY, USA

Community engagement is a process of inclusive participation that supports mutual respect of values, strategies, and actions for authentic partnership of people affiliated with or self-identified by geographic proximity, special interest, to address issues affecting the well-being of the community of focus. As more community organizations enter into research partnerships with institutions and conduct research, community members need a network to provide professional development, mentoring and advocacy. Using the model of the NYC Community Partner Forum, which was grounded in CBPR principles, The poster provides an overview of the framework, a “cutting board” of rationale, principles and processes that community partners can employ to establish a network of peers and build scholarship and partnerships that can generate positive community engagement and development of research and programs for community benefit that can lead to a reduction in health disparities.

AROUND THE CORNER TO BETTER HEALTH: RESULTS OF A 2-YEAR COMMUNITY-ACADEMIC PARTNERSHIP AIMED AT IMPROVING ACCESS TO HEALTHY FOOD IN FOUR URBAN MILWAUKEE CORNER STORES

Thematic Poster Session: Thursday, May 1, 1:30 pm - 3:00 pm

Intended Skill Level: Intermediate

Theme(s): Sustaining equitable partnerships and sustaining their outcomes

Presenter(s): Melissa DeNomie, Medical College of Wisconsin, Milwaukee, WI, USA; Eric Gass, City of Milwaukee Health Department, Milwaukee, WI, USA; Alexandria Barnett, Walnut Way Conservation Corp., Milwaukee, WI, USA

We will present results of a community-academic partnership which pairs an existing neighborhood-based Healthy Corner Stores coalition with four central city corner stores and partners from Medical College of Wisconsin and Milwaukee Health Department. The goal of this project is to increase healthy food availability through strategies related to: improving store infrastructure to support stores' ability to stock fresh food; helping owners navigate regulatory guidelines; marketing efforts to boost stores' produce sales; a youth Food Justice program; and improved access, for owners, to affordable locally grown fresh produce. Findings have been enriched by both great challenges and unanticipated successes. Lessons learned include an increased understanding of challenges and successes related to: the complex nature of maintaining regulatory compliance; limitations of renting, instead of owning, the store building; other challenges faced trying to introduce new produce to consumers.

ASSESSING ENVIRONMENTAL RISK IN YOUR COMMUNITY

Thematic Poster Session: Thursday, May 1, 1:30 pm - 3:00 pm

Intended Skill Level: Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Mobilizing knowledge for action

Presenter(s): Janet Smith, University of Illinois-Chicago, Chicago, IL, USA; Timothy Barzyk, US EPA, Research Triangle Park, NC, USA; Katherine Thornton, Developing Communities Project, Chicago, IL, USA; Molly Huber, University of Illinois-Chicago, Chicago, IL, USA

Communities are exposed to multiple stressors (physical, chemical, biological, radiologic, psychological) that cause adverse responses. Conventional risk assessment has been able to address certain pollutants, but there is growing awareness that communities and individuals are exposed to multiple stressors and that better methods of cumulative risk assessment (CRA) need to be developed to engage relevant stakeholders and address real-world problems. This workshop will explain what CRA aims to accomplish and why and how communities can and do use it to make changes happen to improve their environment. We will present our process of preparing a community on Chicago's South Side (Greater Roseland area) to do their own CRA and a tool developed by the EPA that is currently being implemented in this predominantly African American community. We will discuss how participants might employ a similar process in their own community including what worked and what did not and why not.

BUILDING A PARTNERSHIP AND NETWORK FOR NORTH CAROLINA COMMUNITY BASED ORGANIZATIONS AND LEADERS

Thematic Poster Session: Thursday, May 1, 10:30 am - 12:00 pm

Intended Skill Level: Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Sustaining equitable partnerships and sustaining their outcomes

Presenter(s): Alan AR Richmond, NC Community Health Leadership Roundtable, Raleigh, NC, USA; Melvin R. Jackson, Strengthening the Black Family, Inc., Raleigh, NC, USA; Alexandra Lightfoot, University of North Carolina - Chapel Hill, Chapel Hill, NC, USA

This session will highlight the proceedings of the North Carolina Community Health Forum sponsored by the NC Community Health Leadership Roundtable. The goals of the Forum were to establish a statewide network to facilitate shared learning, professional development and advocacy for Community Based Organizations and community health leaders; share knowledge of the research enterprise and disseminate knowledge shared and generated at the Forum as a roadmap to future activities. This initiative is connected to two larger national initiatives - National Community Based Organization Network and the National Community Partners Forum, a national initiative of CCPH.

BUILDING RESEARCH CAPACITY FOR COMMUNITY ORGANIZATIONS: STRATEGIES FROM THE ALLIANCE FOR RESEARCH IN CHICAGOLAND COMMUNITIES (ARCC)

Thematic Poster Session: Friday, May 2, 8:45 am - 10:15 am

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Next generation leadership

Presenter(s): Sherida Morrison, Demoiselle 2 Femme, Chicago, IL, USA; Monique Reed, Westside Health Authority, Chicago, IL, USA; Ben Rucker, Chinese Mutual Aid Association, Chicago, IL, USA; Gina Curry, Alliance for Research in Chicagoland Communities, Northwestern University, Chicago, IL, USA; Jen Brown, Alliance for Research in Chicagoland Communities, Chicago, IL, USA

As CBPR continues to emerge as a best practice for addressing health disparities, there is a need to increase the capacity of CBOs to participate as equal partners. Established in 2008 and based at Northwestern University, ARCC supports and promotes CBPR and is governed by a community-academic steering committee. ARCC staff and partners collaboratively developed and implemented a range of activities to build research capacity of CBOs. Supported by university, community foundation, and NIH funding, programs covered CBPR skill building, tools for considering and developing a CBO's approach to and use of research, journal manuscript preparation, federal grant preparation, etc. This session, presented by community program participants and ARCC staff, will present the approaches, their successes and challenges, evaluation findings, tangible outcomes for CBOs, and next steps. Presenters will also share an online resource directory containing many of the referenced tools and resources.

ENGAGING RICHMOND: MOVING RESEARCH TO ACTION THROUGH MENTAL HEALTH COALITION BUILDING

Thematic Poster Session: Thursday, May 1, 1:30 pm - 3:00 pm

Intended Skill Level: Intermediate

Theme(s): Sustaining equitable partnerships and sustaining their outcomes, Mobilizing knowledge for action

Presenter(s): Amber D. Haley, Virginia Commonwealth University, Richmond, VA, USA; Chimere S. Miles, Engaging Richmond, Richmond, VA, USA

Under a Center for Translational Science Award, the VCU Center on Society and Health convened Engaging Richmond (ER), a community-academic partnership based in Richmond's East End. Since its inception in 2011, the members of the ER team have used mixed methods research to explore the social and environmental factors that influence health. Based on a participatory community assessment, ER identified mental wellbeing as a top priority in the East End and developed a Mental Health Action Plan. The action plan was adopted by the Richmond Promise Neighborhood (RPN) initiative, a collaboration of over 40 service providers. In partnership with RPN, ER has addressed the following priorities outlined in the Action Plan: a) an inventory of existing mental health resources, b) an increased knowledge about mental health issues through training community leaders in Mental Health First Aid, and c) the development of working partnerships among area stakeholders mental health issues.

ENHANCING EVALUATION AND DATA COLLECTION TECHNIQUES AMONG COMMUNITY-BASED ORGANIZATIONS

Thematic Poster Session: Friday, May 2, 8:45 am - 10:15 am

Intended Skill Level: Beginner, Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Sustaining equitable partnerships and sustaining their outcomes

Presenter(s): Margaret L. Darling, Nueva Vida - A Support Network for Latinos with Cancer and Their Families, Washington, DC, USA

Research exists on strategies for successful conduct of community-based participatory research (CBPR). However, few published resources are available to advise community-based organizations (CBOs) on how to evaluate impact or build relationships with academic partners.

We aimed to create a resource for CBOs that identifies initial steps to conducting CBPR and building successful and on-going research partnerships.

We implemented a data validation process through a retrospective review of organizational documents to identify methods and approaches used to formulate research questions and establish collaborations with academic partners.

Our review of CBO documents yielded seven strategies to increase organizational readiness for CBPR and outlined progress in program evaluation.

With an understanding of best practices in CBPR, CBOs will be better equipped to contribute to research literature and ultimately improve services to and outcomes among clients.

ENSURING THE ETHICS AND INTEGRITY OF COMMUNITY-ENGAGED RESEARCH: ROLES AND CONTRIBUTIONS OF COMMUNITY –BASED PROCESSES FOR RESEARCH ETHICS REVIEW

Thematic Poster Session: Thursday, May 1, 10:30 am - 12:00 pm

Intended Skill Level: Intermediate

Theme(s): Ethical policies and practices

Presenter(s): Alice N. Park, Community-Campus Partnerships for Health, Seattle, WA, USA; John Cooks, Galveston Island Community Research Advisory Committee, Houston, TX, USA; Elmer Freeman, Center for Community Health Education Research and Service, Boston, MA, USA; Mei-Ling Isaacs, Papa Ola Lokahi, Honolulu, HI, USA; Lola Santos, Guam Communications Network, Long Beach, CA, USA; Eric Wat, Special Service for Groups, Los Angeles, CA, USA

To ensure the ethics of the research in which they and their communities are engaged, community groups have developed their own research ethics review processes. A national collaborative study documents the actual contributions they make to ensure the ethics of community-engaged research. We analyzed data obtained through structured interviews, focus groups and document reviews from 2 community IRBs and 3 community-based research review committees. We also interviewed researchers whose study protocols were reviewed by the community-based review committee and an institution-based IRB. Case studies reveal how community review committees differ from institution IRBs, demonstrate their contributions to assuring the ethics of community-engaged research, and describe their operational features and resource requirements. Cross-case analyses identify promising practices and recommendations for community groups, researchers, institution-based IRBs, funding agencies and policy makers.

GENERATING SYSTEMS CHANGE FOR ASIAN AMERICANS WITH DISABILITIES (AAWDs) WITHIN VOCATIONAL REHABILITATION IN ILLINOIS

Thematic Poster Session: Thursday, May 1, 1:30 pm - 3:00 pm

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Changing governmental and institutional policies and systems, Mobilizing knowledge for action

Presenter(s): Samuel B. Kim, Asians with Disabilities Outreach Project Think-Tank (ADOPT), Chicago, IL, USA; Alireza Karduni, (ADOPT), Chicago, IL, USA; Rooshey Hasnain, University of Illinois at Chicago and ADOPT, Chicago, IL, USA; John Capua, (ADOPT), Chicago, IL, USA; Ashmeet Oberoi, University of Illinois at Chicago and ADOPT, Chicago, IL, USA; Fredrik, Langi, University of Illinois at Chicago and ADOPT, Chicago, IL, USA; Francisco Alvarado, Department of Human Services-Division of Rehabilitation Services, Chicago, IL, USA; Jamie Taradash, Chinese Mutual Aid Association, Chicago, IL, USA; Jing Zhang, Asian Human Services, Chicago, IL, USA

The poster will describe the research conducted by the Asians with Disabilities Outreach Project Think-Tank (ADOPT) in partnership with the Illinois Division of Rehabilitation Services (DRS). Using data provided by the Illinois DRS, ADOPT has been able to access the current vocational rehabilitation and employment status of AAWDs in Illinois. In this analysis, ADOPT has identified key mechanisms of outreach and strategies for systemic change. This poster will cover current trends among AAWDs in Illinois, system-level contributions to

these trends, and discuss needed changes. This poster will also demonstrate the use of data to inform, optimize, and strategize systems-change efforts.

“GETTING ENGAGED” IS A LONG TERM COMMITMENT: LESSONS FROM A FULLY INTEGRATED ENGAGED LEARNING CURRICULUM

Thematic Poster Session: Saturday, May 3, 8:30 am - 10:00 am

Intended Skill Level: Intermediate, Advanced

Theme(s): Authentically engaged institutions, Sustaining equitable partnerships and sustaining their outcomes

Presenter(s): Lynn Hollister, University Of Utah, Salt Lake City, Utah, USA; Sara E Hart, University of Utah, Salt Lake City, Utah, USA

This presentation will explore a fully integrated engaged curriculum within a Baccalaureate Nursing program. The undergraduate faculty at University of Utah College of Nursing is dedicated to the preparation of civically engaged professional nurses who influence health in local, national, and international communities. This is facilitated through the establishment of an engaged learning curricular track (Community Engaged Learning - CEL). Selected students enter into a long-term partnership with community agencies and faculty which extends throughout the BS in nursing degree experience. This intentional and focused curriculum has its benefits and challenges for students, partners and The College. We will share the philosophy, program design, organizational structure, and CEL student outcomes before exploring the, benefits, challenges, and future directions of this CEL degree program (growth, faculty development, new directions for other program within the College of Nursing).

HUMBOLDT PARK: A COMMUNITY UNITED TO CHALLENGE ASTHMA

Thematic Poster Session: Thursday, May 1, 1:30 pm - 3:00 pm

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Shared power and resources, Sustaining equitable partnerships and sustaining their outcomes

Presenter(s): Molly A. Martin, Rush University Medical Center, Chicago, IL, USA; Militza Pagan, Puerto Rican Cultural Center, Chicago, IL, USA; Jose Luis Rodriguez, Greater Humboldt Park Community of Wellness, Chicago, IL, USA

Asthma disproportionately affects urban minority children. A community survey in 2004 found some of the highest asthma rates every reported in the Humboldt Park community. These data set off a series of events leading to the formation of a grass-root, community-based health coalition. Multiple research projects on child asthma developed over the next nine years. Projects involved partnerships across different academic centers and agencies. In response to community feedback, asthma studies expanded to include co-morbid conditions such as obesity and mental health problems. The data suggested the need for multi-level interventions involving the home, school, clinics, and community however this would require large-scale funding, organization, and political will. New efforts are underway to create public/private partnerships that can support the community coalitions and schools essential for such multi-level interventions.

IDENTIFYING KEY PATIENT DEMOGRAPHICS AND ORGANIZATIONAL FACTORS THAT CONTRIBUTE TO HEALTH CENTER PARTICIPATION IN RESEARCH

Thematic Poster Session: Friday, May 2, 8:45 am - 10:15 am

Intended Skill Level: Beginner, Intermediate

Theme(s): Communities as centers of learning, discovery and engagement

Presenter(s): Michelle L. Jester, National Association of Community Health Centers, Washington, DC, USA

Three community-academic partnerships (National Association of Community Health Centers, Clinical & Translational Science Institute at Children's National, George Washington University Geiger Gibson Program, South Carolina Primary Health Care Association, University of South Carolina, and the Community Health Applied Research Network) conducted a national survey of health centers' needs, priorities, and gaps related to research capacity. Partners at the George Washington University conducted additional analyses to identify operational and patient demographic factors that contribute to health centers' participation in research. Basic survey frequencies have been previously presented. This poster focuses on and compares the key operational and patient variables that enable or challenge health centers' participation in research and offers suggestions as to why these variables are important. It also identifies potential policy levers to facilitate health center engagement in research.

INACTIVE TO ENGAGED: LESSONS LEARNED FROM THE REACTIVATION OF A COMMUNITY ADVISORY AND STAKEHOLDERS BOARD

Thematic Poster Session: Saturday, May 3, 10:30 am - 12:00 pm

Intended Skill Level: Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Sustaining equitable partnerships and sustaining their outcomes

Presenter(s): Brennan L. Rhodes-Bratton, Columbia University, Mailman School of Public Health, New York, NY, USA; David Evans, Community Outreach & Translation Core Columbia Center for Children's Environmental Health, New York, NY, USA; Ogonnaya Dotson-Newman, WE ACT for Environmental Justice, New York, NY, USA; Alyssa Creighto, Columbia Center for Children's Environmental Health, New York, NY, USA

In 2009, the Center began to re-engage our CASB. The CASB's activity and morale declined because the Center's Community Outreach and Translation Core (COTC) only met with the CASB annually to request input for nearly finished research translation projects. After an evaluation of historical practices, COTC realigned its activities and practices with the core principles of community-based participatory research. We invited local community-based organizations that were recommended by the Center's lead community partner, WE ACT for Environmental Justice, to join the CASB. We held regular individual meetings with CASB members, and increased board meeting frequency. We embarked on three collaborative projects over four years increasing our CASB's participation from inception to evaluation. Lessons learned include the importance of sharing project development at each step, and that maintaining participation from busy but committed community groups requires continuous effort.

MARGINALIZED COMMUNITIES CAN PLAY A ROLE IN THE EDUCATION OF HEALTH PROFESSIONALS: A PARTICIPATORY RESEARCH PROJECT TO DEVELOP A MECHANISM FOR THEIR SUSTAINED INFLUENCE AND PARTICIPATION

Thematic Poster Session: Saturday, May 3, 10:30 am - 12:00 pm

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Authentically engaged institutions, Shared power and resources

Presenter(s): Angela Towle, University of British Columbia, Vancouver, BC, Canada; William Godolphin, University of British Columbia, Vancouver, BC, Canada

We will describe a 3-year action research project designed to influence educational policy and practice at the University of British Columbia, Canada. The intended outcome is for diverse end users of health and social services, especially those from marginalized groups, to have the power and a mechanism to influence and participate in the education of health professionals at multiple levels. We will present findings in the context of the overall project plan to illustrate the process of engagement between the community and university. Key informant interviews with representatives of community organizations and opinion leaders at the university were powerful interventions leading to reflection and new thinking. Issues for follow-up community and university dialogues included differences in language and teaching perspectives; reciprocity and power; support and recognition. We will discuss advantages and limitations of this methodology for effecting institutional change.

NOT THE USUAL SUSPECTS: WORKING TOGETHER TO INFORM, PROMOTE TRUST AND ENHANCE HUMAN RESEARCH PROTECTIONS

Thematic Poster Session: Saturday, May 3, 10:30 am - 12:00 pm

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Authentically engaged institutions, Ethical policies and practices

Presenter(s): Emily E. Anderson, Loyola University Chicago, Maywood, IL, USA; Marilyn Willis, University of Illinois at Chicago, Chicago, IL, USA; Lynn Podraza, University of Illinois at Chicago, Chicago, IL, USA; Charles Hoehne, University of Illinois at Chicago, Chicago, IL, USA; Susan Newman, University of Illinois Chicago, Chicago, IL, USA

The Community Engagement & Research Core (CERC) of the Center for Clinical and Translational Science (CCTS) at University of Illinois at Chicago (UIC) has as its mission to reduce health care disparities & improve public health by conducting fully engaged community-centered research & facilitating mutually beneficial partnerships between UIC researchers & the community. The CERC Ethics Committee (an initially ad hoc group of program staff & researchers with an interest in ethics & community-academic partnerships) has completed several unique projects, including an interactive community research map & research ethics training products, with partners who are “not the usual suspects” working with community engaged researchers: the IRB, CCTS Regulatory Support Core , & CCTS Biomedical Informatics Core . CERC faculty & staff will share stories of how they have broken through traditional academic silos to build collaborations that support the ethical conduct of community-engaged research.

RESEARCHING TOGETHER: USING AN INNOVATIVE COMMUNITY-ACADEMIC PARTNERSHIP TO ADMINISTER A COMMUNITY TRANSLATIONAL RESEARCH PILOT GRANTS PROGRAM.

Thematic Poster Session: Friday, May 2, 8:45 am - 10:15 am

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Shared power and resources, Changing governmental and institutional policies and systems

Presenter(s): Sara E. Miller, Colorado Foundation for Public Health and the Environment, Denver, CO, USA; Montelle Tamez, University of Colorado Denver, Aurora, CO, USA

This presentation will describe how the Colorado Foundation for Public Health and the Environment works in partnership with the University of Colorado's Clinical and Translational Sciences Institute (CCTSI) to administer a community translational research pilot grant program. This is accomplished by providing innovative mechanisms to efficiently direct resources and assistance to community-based research partners. This presentation will focus on the administration of the program including development, selection, resource

allocation and technical assistance needed to assure success of the partnerships. The National Institutes of Health (NIH) provides funding for community engagement efforts through their Clinical and Translational Science Awards (CTSA's) in universities across the country to help address an ever-widening gap between the knowledge gained through research and the translation of this knowledge into practical application at the community level.

RUSH COMMUNITY SERVICE INITIATIVE PROGRAM: NEXT GENERATION LEADERSHIP DEVELOPMENT

Thematic Poster Session: Saturday, May 3, 8:30 am - 10:00 am

Intended Skill Level: Beginner, Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Next generation leadership

Presenter(s): Marilyn Wideman, Rush University Medical Center, Chicago, IL, USA; Sharon Gates, Rush University Medical Center, Chicago, IL, USA; Marc Dadios, Rush University, Chicago, IL, USA; Vanessa Archil, Rush University, Chicago, IL, USA

This presentation describes the purpose and methodology of Rush University's Community Service Initiative Program (RCSIP) and outcomes for student participants. RCSIP aims are to provide students with opportunities to work with diverse populations in community settings, to collaborate with faculty, community agencies and other students, to develop leadership skills, and to become more culturally competent. Methodology includes community partnerships, student leadership, collective impact, and alignment with community needs. Program categories are healthcare clinics, health education initiatives, and healthcare pipeline programs in Chicago Public Schools. Outcomes for students are: curricular reinforcement, understanding community health challenges, confidence in communicating with individuals of diverse cultures and backgrounds, and enhanced abilities to work with interprofessional teams. Data on reasons for participation and barriers to participation are listed.

STRENGTHENING COMMUNITY-RESEARCH PARTNERSHIPS: UNDERSTANDING AND MEASURING RESEARCH CAPACITY OF COMMUNITY BASED ORGANIZATIONS

Thematic Poster Session: Friday, May 2, 8:45 am - 10:15 am

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Sustaining equitable partnerships and sustaining their outcomes

Presenter(s): Debbie L. Humphries, Yale University, New Haven, CT, USA; Amy Carroll-Scott, Drexel University, Philadelphia, PA, USA

Community-based organizations (CBOs) are essential partners in community-engaged research. Yet little is known about their research capacity, and no validated or standard capacity measures exist. We will present the developmental process and framework for a tool to assess CBO research capacity. In addition, we will present results from the pilot testing of interviewer-administered quantitative surveys with executive directors of 26 CBOs and 4 local health departments affiliated with an HIV/AIDS community-academic partnership program (>95% response rate). Results will reveal that many CBOs with non-research missions see research as important to the work of their organizations, engage in research partnerships, and are interested in building research capacity. CBOs also reported frequent use of research and data to support their community health work. We will discuss the potential uses and limitations of tools to measure CBO research capacity, and the next steps in validating a tool.

T.E.A.M.M. MENTORSHIP: AN AUTHENTIC COMMUNITY/UNIVERSITY COLLABORATION THAT YIELDS MUTUALLY BENEFICIAL RESULTS.

Thematic Poster Session: Saturday, May 3, 8:30 am - 10:00 am

Intended Skill Level: Intermediate

Theme(s): Communities as centers of learning, discovery and engagement, Authentically engaged institutions

Presenter(s): Shannon L. Wilson, Grand Rapids African American Health Institute, Grand Rapids, MI, USA; Alisha Davis, Grand Valley State University, Grand Rapids, MI, USA

The poster will systematically highlight the community/university partnership that has resulted in a mentorship program designed to meet the needs of students while providing added benefit to the community at large. Grand Valley State University's (GVSU) College of Health Professions created the "Teaming to Enrich Academic Minority Mentees" (TEAMM) program. To improve its likelihood for success, GVSU partnered with the Grand Rapids African American Health Institute (GRAAHI), a local non-profit invested in increasing the minority presence in the healthcare system, to design and implement the program. The TEAMM program works to build bridges between the classroom and working environment to ensure the successful transition between college and career. In addition to benefiting students, the program is also an asset to the community. The partnership assists students in becoming vested members of the community, thereby increasing the potential for local retention upon graduation.

THE COMMUNITY ACTION RESEARCH EXPERIENCE (CARE): ENGAGING THE COMMUNITY THROUGH FAMILY MEDICINE RESIDENCY RESEARCH AND PUBLIC HEALTH TRAINING.

Thematic Poster Session: Saturday, May 3, 8:30 am - 10:00 am

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Authentically engaged institutions

Presenter(s): Tiffany Kindratt, University of Texas Southwestern Medical Center, Dallas, TX, USA; Nora Gimpel, University of Texas Southwestern Medical Center, Dallas, TX, USA; Patti Pagels, University of Texas Southwestern Medical Center, Dallas, TX, USA

The Community Action Research Experience (CARE) provides Family Medicine residents with the knowledge, skills and attitudes to engage communities and care for underserved populations. Residents collaborate with community partners to conduct community-based participatory research (CBPR) during a 3-year experience. Selected CARE residents participate in the Certificate of Public Health (CPH) path, which includes training in population medicine. From 2008-2013, 13 CARE residents completed projects with 5 different community partners and 2 residents completed the CPH. Post-program, all residents reported (Likert scale from 1=strongly disagree to 5=strongly agree) that CARE provided them with community-based research skills (mean=4.5) and most (87.5%) strongly agreed that CARE encouraged them to work among underserved populations. CARE serves as a training model for future physicians to understand and address the needs of the underserved through community partnerships and CBPR.

UNIVERSITY-COMMUNITY ENGAGEMENT IN SASKATOON'S INNER CITY

Thematic Poster Session: Saturday, May 3, 10:30 am - 12:00 pm

Intended Skill Level: Beginner, Intermediate, Advanced

Theme(s): Communities as centers of learning, discovery and engagement, Authentically engaged institutions

Presenter(s): Lisa J. Erickson, University of Saskatchewan, Saskatoon, SK, Canada

In October 2013, the University of Saskatchewan opened an off-campus Office of Community Outreach and Engagement in the newly established Station 20 West Community Enterprise Centre in Saskatoon's inner city. Station 20 West responds to the needs and challenges facing Saskatoon's inner city, including limited access to healthy food, and health and income disparities, by bringing together several services and enterprises under one roof.

The University of Saskatchewan's Community Outreach and Engagement Office serves as a doorway to the university for the community and community-serving organizations, and supports community engaged learning, research and artistic work that aligns with community identified needs and opportunities.

Three community-university collaborations will be highlighted including a community engaged learning example, a community-based research example and a curricular artistic example.

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