CREATIVE ARTS & STORYTELLING


El Paso, Texas, is a U.S.-Mexico border city of 850,000 people (81.4% Hispanic/Mexican American; 51.3% female; >30% living below poverty level). In 2013 alone over 32,000 calls were made to the El Paso Police Department regarding domestic violence incidents, the number of such calls increasing over the past 10 years. Since 2012, the Center against Sexual and Family Violence (CASFV) in partnership with the University of Texas at El Paso (UTEP)- a Hispanic Serving Institution- have achieved systemic and community level outcomes in addressing social inequities perpetuating sexual and domestic violence. We will present the evolution of our partnership in addressing sexual and domestic violence in minority U.S.-Mexico border communities. We will engage participants in examining how minority serving institutions can partner with community based organizations (and law enforcement) to initiate system level changes to address sexual and domestic violence on and off college campuses.

Authors/Participants: Stephanie Karr, Center Against Sexual and Family Violence; Thenral Mangadu, UTEP College of Health Sciences

Education, Community & Cultural Survival: A Decade Post Katrina

In honoring the 10 year anniversary of Hurricane Katrina, please join us in considering continued efforts of New Orleans to restructure and redefine itself a decade post-Katrina amidst various educational, ecological, economic and political challenges. Learn more about how Macalester College has entered into collaborative partnerships with schools, neighborhoods and communities, encouraging active participation in challenging conversations that engage New Orleans and so many cities in North America and across the globe. After sharing a few stories of partnership, we will focus the majority of our time in discussion about partnership models and sustaining long-term place-based community work.

Authors/Participants: Ruth Janisch Lake, Macalester College; Sedric McClure, Macalester College; Ashana Bigard, Parent Advocate; Robert Green, L9W Living Museum; Cyndi Nguyen, VIET (Vietnamese Initiatives in Economic Training)

Fostering social equity and norm changes to prevent Substance Abuse, HIV and Hepatitis C among minority young adults in U.S. - MX Border community through equitable community-campus partnerships.

Minority young adults (majority Mexican-American) in the El Paso, TX region located on the U.S.-Mexico border, are at high risk for substance abuse(SA), HIV and Hepatitis C Virus (HCV) and sequelae including HIV/AIDS, teen pregnancy, suicide, domestic violence, motor vehicle crashes, and crime. Low access to health care, poverty, local gender and cultural norms, and structural violence are constant prevention and treatment barriers. Since 2014, the University of Texas at El Paso (UTEP) -a Hispanic Serving Institution- is partnering with two Community Based Organizations to promote SA, HIV and HCV prevention on campus and in surrounding communities by addressing social and system inequities that increase health risks. We will share lessons learned in implementing our partnership and, changing campus and community norms through peer-driven community based intervention and social media to reduce SA, HIV and HCV risk for minority young adults.
High School Students as Co-Researchers: A Collaborative Approach for Youth Suicide Research and Prevention

Youth suicide is a national problem with long lasting and far-reaching consequences. Although suicide is well studied and many prevention programs have been developed, very few have proven to be effective at reducing suicidal behaviors. One factor contributing to the lack of progress is the exclusion of the individuals who are most closely impacted by suicide in the research process. Youth are the true experts of their lives; engaging them in research initiatives as “co-researchers” enhances the research process, produces programs that are culturally relevant and community tailored, and promotes empowerment and agency among the youth co-researchers. As co-researchers, these next generation leaders gain skills that are necessary for future exploration and transformation of societal issues. In this storytelling session, high school youth from Cincinnati, Ohio will share their experience as co-researchers at each phase of a research project focused on youth suicide and mental illness.

Authors/Participants: Demaree Bruck, University of Cincinnati; Jack Glandt, Turpin High School; Jill Petrie, Indian Hill High School, Toni Hall, Walnut Hills High School; Lisa Vaughn, Cincinnati Children’s Hospital Medical Center; Farrah Jacquez, The Center for Clinical and Translational Science and Training

Implementing A Community Based Participatory Research Curriculum to Decrease Health Disparities and Strengthen Community Resilience Among Louisiana’s Gulf Coast Communities

The Transdisciplinary Research Consortium for Gulf Resilience on Women’s Health (GROWH) targets health disparities among disaster prone communities on the Gulf Coast by linking communities and researchers through community based participatory research (CBPR). Funded by NIEHS in response to the Gulf Oil Spill, GROWH’s Community Outreach and Dissemination Core (CODC) comprised of Tulane University, Mary Queen of Vietnam CDC, Bayou Interfaith Shared Community Organizing, and the Louisiana Public Health Institute, seeks to strengthen community resilience in vulnerable Gulf Coast populations. The CODC utilized existing CCPH CBPR curriculum to address disparities related to birth outcomes, seafood safety, and air quality. CODC partners implemented the curriculum to strengthen the community academic partnership and ensure timely, cohesive disparity research dissemination strategies. This presentation will report on the successful implementation experience of utilizing a CCPH CBPR curriculum.

Authors/Participants: Stacey Denham Mohr, Tulane University; Laila Fox, Tulane School of Public Health and Tropical Medicine; Patricia Davis, Tulane University; Sharon Gauthe, Bayou Interfaith Shared Community Organizing; David Gauthe, Bayou Interfaith Shared Community Organizing; Donald Bogen, Bayou Interfaith Shared Community Organizing; Sharon Foret, Bayou Interfaith Shared Community Organizing; Maryal Mewherter, Bayou Interfaith Shared Community Organizing; Tuan Nguyen, Mary Queen of Vietnam CDC; Tap Bui, Mary Queen of Vietnam CDC; Caitlin Canfield, Louisiana Public Health Institute; Lisanne Brown, Louisiana Public Health Institute; Maureen Lichtveld, Tulane School of Public Health and Tropical Medicine

Injustice in Aging: Reversing Medicalization and De-Personalization in Longterm Care

Oliver Sacks (2014) in a review of "Being Mortal" noted that "we have come to medicalize aging, fragility, and death, treating them as if they were just one more clinical problem to overcome." Students in an Honors
Seminar learn the essence of art through various media and the approach to aging from a global perspective. Once they have acquired skills in a particular art media the students then serve as docents for an art museum and share their new skills with residents of longterm care through a community service-learning partnership. Pedagogical research on this course has demonstrated student increase in empathy and ethical understanding of the cultural issues of aging. This video presentation will be the interaction of learning and being between the community frail elderly and the Honors students.

Authors/Participants: Annette Grady Greer, East Carolina University; Susan Martin Meggs, East Carolina University

Lyrics, Life & Lessons: Innovative Public Health & Social Justice Education with Hip Hop Music to Promote Authentic Engagement with Youth
Purpose: Lyrics, Life & Lessons (LLL) uses the messages in lyrics of popular hip-hop music to educate, deconstruct barriers and ideas, and constructively disseminate information while engaging in meaningful dialogue on the various social issues, injustices and social determinants of health to youth and professionals working with youth. Method: Participants listen to hip hop lyrics categorized by topic and discuss related issues and themes presented through the lyrics. LLL also deconstructs lingo in the music. The discussions promote understanding, engagement and education toward youth and professionals about the public health issues and social and institutional injustices. Results: Eighty-eight percent of participants expressed a high exposure to community violence, increased engagement in social issues affecting urban neighborhoods and overall satisfaction with LLL programming. Participants’ engagement in hip-hop promotes learning/understanding of concepts presented in the lyrics.

Authors/Participants: Errik Ejike, Creighton University - HS-MACA

Neighborhoods Owning Power, Advocacy, Leadership (NOPAL): A Community-Campus Partnership to Increase Young Adult Civic Engagement Through Culturally-Rooted Organizing & Participatory Action Research
The NOPAL Project (Neighborhoods Owning Power, Advocacy, Leadership) is a regional community-campus partnership aiming to increase young adult civic engagement on social justice issues through culturally-rooted organizing & participatory action research. Community members & academics will show a short video that tells the story of NOPAL, share experiences of being involved in this unique partnership, & engage the audience in group discussion on successful strategies for building community action. NOPAL is a collaborative effort between 4 community organizations in Central California [Fathers & Families of San Joaquin in Stockton; MILPA (Motivating Individual Leadership for Public Advancement) in Salinas; Centro Binacional para el Desarrollo Indígena Oaxaqueño in Madera; Merced Organizing Project in Merced]] & academic partners from 3 University of California campuses (Davis, Merced, Santa Cruz) & campus centers that promote collaborative equity-oriented community engaged research.

Authors/Participants: Samuel Nunez, Fathers & Families of San Joaquin; Alejandra Gutierrez, Fathers & Families of San Joaquin; Juan Gomez, MILPA Motivating Individual Leadership for Public Advancement; Leoncio Vasquez, Centro Binacional para el Desarrollo Indígena Oaxaqueño; Tsia Xiong, Merced Organizing Project, Crisantema Gallardo, Merced Organizing Project; Nancy Erbstein, University of California; Davis Robin DeLugan, University of California; Merced, Ron Glass, University of California, Santa Cruz; UC Center for Collaborative Research for an Equitable California, Emily Borg, University of California, Santa Cruz
Pathways to Improving Indigenous Health by Decolonizing the Academy: Institutional Barriers and Ethical Tensions Associated with Doing Community-Based Participatory Research in ‘A Good Way’.

Indigenous peoples globally have been subjected to colonial policies for generations. The result is that their health in countries like Canada has been described as the embodiment of inequity. Egregiously, the same can be said for the health status of Indigenous peoples in the US, New Zealand, and Australia. Despite an injection of health research investment that aims to improve health outcomes, services, and systems, biomedical approaches are not enough. Community-based participatory research is being heralded as a way forward. But institutional structures (e.g., funding/peer review, research ethics, financial services, and tenure/promotion) are not making it easy to operationalize this approach. This story session begins with a presentation and digital story about a program of research that is aimed at decolonizing these structures. From there, participants will reflect on their own experiences, share strategies, and generate recommendations for overcoming these systemic barriers.

Authors/Participants: Heather Castleden, Queen’s University, Debbie Martin, Dalhousie University, Mary McNally, Dalhousie University, Carla Moore, Dalhousie University, Paul Syvestre, Queen’s University

Research Apprenticeship: A concept comes of age

We will discuss the Research Apprenticeship model as an example of a participatory research partnership in which community members are an integral part of the research team, thus abolishing any boundaries between academia and community. We will examine the value of the Research Apprenticeship as a tool to generate a qualitative change in the educational status of community members, create social capital, and foster an understanding of the research process at the grass-roots level, while at the same time creating job opportunities for members of the community. We will describe the various procedures we have developed to train and manage community members involved in the design and implementation of a system to gather health data in disadvantaged neighborhoods, as well as in data management, analysis and dissemination of study results. We will discuss our major accomplishments and our major challenges in implementing a research project where 75% of the staff are community members.

Authors/Participants: Martha Arrieta, Center for Healthy Communities; Naima Wells, University of South Alabama Center for Healthy Communities; Marcellus Hudson, University of South Alabama Center for Healthy Communities; Carla Taylor, University of South Alabama Center for Healthy Communities; Lynette Parker, University of South Alabama Center for Healthy Communities

Serving the Whole Child: A community-university approach to promote optimal health and educational outcomes

Suboptimal health and education outcomes persist in low-income, multi-ethnic communities. Serving the Whole Child is a community-university partnership between Montessori Center of Minnesota’s program Montessori Partners Serving All Children and St. Catherine University that addresses these social justice issues with meaningful engagement and partnership. The partnership of a thriving non-profit with a local university results in higher access to high-quality early childhood education, community resources, early childhood screenings, inter-professional education for the professionals of both organizations and parent engagement and learning activities for families of the communities. Our story is one of the evolving nature of an authentic partnership through intentional effort and dialogue. Supported by a partnership agreement we collaborate to address achievement gaps through first addressing the opportunity gaps manifested by limited access. Partnership evaluation will be presented.

Authors/Participants: Paula Rabaey, St. Catherine University; Connie Black, Montessori Center of
Spirit work: portrayal of initiating a community-campus partnership for racial justice and health equity for nursing faculty, staff, and students

As doctoral students in nursing, we each identify issues of health equity and racial justice as central to our nursing practice and programs of research. Yet, we find ourselves steeped in a typically white, gender-based profession with an educational system designed to preserve that norm and few formal mechanisms for would-be researchers to engage the surrounding community outside the clinical setting. In a theatrical and narrative/counter narrative storytelling format, we will portray our first steps in creating a community-campus partnership for racial justice and health equity between our health training programs (nursing & medicine) and the Racial Equity Institute (REI). Specifically, we will present the narratives and counter narratives of teacher/learner, researcher/researched, diversity/equity, and hierarchy/consensus-building; the power dynamics inherent in each; and how our partnership has informed and changed our notion of community-campus relationships.

Authors/Participants: Deanna Befus, Duke University School of Nursing; Courtney Caiola, UNC School of Nursing; Joyell Arscott, Duke University School of Nursing; Megan Winkler, Duke University School of Nursing, Wanda Hunter, Racial Equity Institute

Ta hec čmiš qn mist I Will Never Give Up: Preventing American Indian Youth Suicide & Substance Use w/CBPR & The Gathering of Native Americans

Tribal youth, community action board members, and university partners will tell multiple perspectives through an inspired story of a community campus partnership designed to heal, strengthen tribal youth, and create a pathway for ongoing inquiry and solutions to real problems. Sharing the processes, impacts, transformations, and lessons learned reveals how a three-year National Institute for Minority Health and Health Disparities grant was used. The community-based participatory research project used the Gathering of Native Americans (GONA) curriculum adapted to fit specific tribal values. GONA activities, photovoice, digital story, community survey, and previous inquiry revealed that suicide and substance abuse continue to tear apart the rural reservation community. In an innovative approach, ten youth trained as GONA facilitators, delivered project activities to 260 youth and several adults and elders, learned and taught lessons that empowered and became a “way of life” for many.

Authors/Participants: Zachary Wynecoop, Spokane Tribe of Indians; Melodi Wynne, Spokane Tribe of Indians; Carrie E Holliday, Washington State University College of Nursing

The Aging in Place Team of Tulsa: A Community-Academic Partnership Working to Reduce Disparities Among Older Adults In Their Abilities to Live Safely and Independently In The Homes of Their Choice

Aging in place (AIP) refers to the ability of older adults to live safely and independently in the homes of their choice. Home- and community-based services (HCBS; e.g., home health, nutrition, respite) promote AIP and support caregivers. However, there are significant inequities in the use of HCBS by older adults, most often among those who are African American, less educated, low income, or women. The Tulsa AIP Team is a diverse community-campus partnership formed in 2010 currently working on our second funded project to examine the roots of disparities in HCBS utilization. Community and academic members will co-present, first sharing a story from the community which highlights the vulnerability and inequities of those most affected by unmet needs for HCBS, and the transformative value of a person-centered approach from
providers. Next, we will offer an analysis of reasons for what has and has not worked in fostering our partnership and its potential to engender change.

Authors/Participants: Frances Wen, University of Oklahoma School of Community Medicine; Shirley Lilli Land, LIFE Senior Services

The Next Generation of Community-minded Researchers: Connecting College and High School students to improve community health through Youth Participatory Action Research (YPAR)

In this creative arts and storytelling session the University of La Verne (ULV) in partnership with Pomona Hope (PH), will share through video montages, testimonials, and photos the stories of learning and leadership in developing and implementing a year-long Youth Participatory Action Research (YPAR) curriculum. Course development itself took a PAR-like approach by including representative stake-holders such as university and high school students, a PH staff member, and a ULV faculty member, many of whom are also members of the Pomona community, so that those impacted by the resulting YPAR project would have a voice in course development and project implementation. The resulting YPAR project trained high school students to enhance their interpersonal skills, discover personal and community identity, and perform community-engaged research as tools for social justice.

Authors/Participants: Lyanna Jauregui, University of La Verne; Manlio Gamero-Rivera, University of La Verne, Jeff Johannsen, Pomona Hope; Monse Gonzalez, Pomona Hope; Tanya Valle, University of La Verne; Jennifer Tsui, University of La Verne

Transformation by Intention: Women’s Healing Circles for Collective Wellness

Our interactive session will engage participants in a simulated Healing Circle, a centerpiece program of our new 15,000 sq. ft. mixed-use retail development called the Innovations & Wellness Commons. This catalytic economic development, lead by Walnut Way, will transform vacant properties and reinvigorate our commercial corridor, while also providing shared wellness and healing experiences. Healing Circles are facilitated groups where women are introduced to a variety of alternative health practices and where the wisdom of the group heals one another. Our session will provide participants with the experience of being engaged in a healing circle session with our health coach, master facilitator, and massage wellness practitioners. The overarching goal of the presentation will be to share the culture of health and wellness growing in the Lindsay Heights neighborhood, a predominately African American central city community.

Authors/Participants: Tyler Weber, Walnut Way Conservation Corporation; Angela Smith, Walnut Way Conservation Corporation

Unfolding Stories on the Spiral Model of Learning and the Empowerment Process in the Vietnamese Women’s Health Project

A story session on how the spiral model of learning and the empowerment process unfolded in the Vietnamese Women’s Health Project (VWHP), a community-based participatory research partnership focused on cervical cancer screening. In contrast to traditional research, where scientists lead the research effort, community members in the VWHP developed their own learning goals and activities to build team and research capacity to sustain the collaboration. Unfolding stories include the journey of a Vietnamese community member to scientist, inspired by her mother’s delayed cancer diagnosis. She was later selected to serve as a Fellow in the Asian Pacific Islander Community Leadership Institute to practice/enhance her skills and conducted an action project that addressed racial/ethnic disparities. We will share how community members partnered with scientists to conduct the VWHP in a supportive team teaching and co-mentoring
learning environment and help drive health policy change in Oregon.

Authors/Participants: Connie Kim Yen Nguyen-Truong, Washington State University Vancouver, College of Nursing; Chiao-Yun Hsiao, Community Development Department at the Asian Family Center/Immigrant and Refugee Community Organization; Tuong Vy Le, Asian American Community; Joannie Tang, Asian American Community; Sophorn Cheang, Community Development Department at Asian Family Center/Immigrant and Refugee Community Organization

West Louisville Photovoice Project: Local Perspectives on Justice, Safety, Hope, and Racial Equity

West Louisville is a primarily African American inner city community within Louisville, Kentucky, that suffers disproportionately from poor education, poverty, unemployment, violence, and incarceration. The West Louisville Photovoice Project engaged representatives from community sectors including activists, youth, faith leaders, educators, single mothers, black men, older adults, LGBT, police officers, business owners, and social service providers in taking pictures and engaging in collective dialogues about the topics of justice/injustice, safety/unsafety, hope/hopelessness, and racial equity/racism in their community. The presentation will consist of a variety of images and accompanying narratives collected through the six-month project that were selected for the public display within the community, followed by an interactive discussion of some of the themes that emerged and key issues raised by West Louisville residents.

Authors/Participants: Monica Wendel, University of Louisville School of Public Health; Trinidad Jackson, University of Louisville School of Public Health; Monique Ingram, University of Louisville School of Public Health; Nida Ali, University of Louisville School of Public Health; Billie Castle, University of Louisville School of Public Health; Ryan M. Combs, University of Louisville School of Public Health & Information Science; Gaberiel Jones, University of Louisville School of Public Health; Whitney Rogers, University of Louisville School of Public Health; Quaniqua Carthan, Office of Safe & Healthy Neighborhoods, Louisville Metro Government; Anthony D. Smith, Office of Safe & Healthy Neighborhoods, Louisville Metro Government