# ADVANCING THE HEALTHY PEOPLE 2010 OBJECTIVES THROUGH COMMUNITY-BASED EDUCATION:

## *A Curriculum Planning Guide*

*Author:*  **Kara M. Connors**
*Editors:*  **Suzanne Cashman**
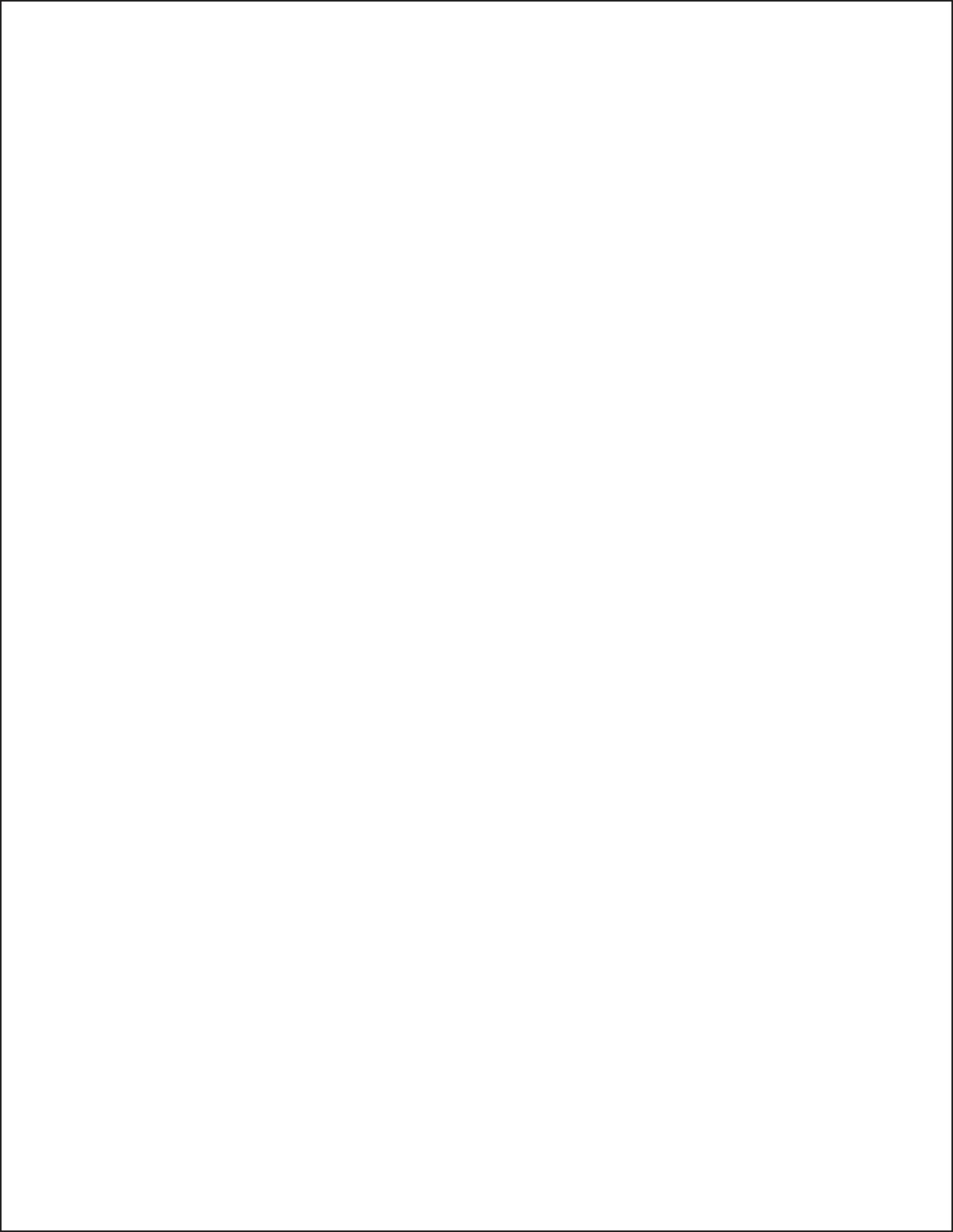**Sarena D. Seifer**
**Mark Unverzagt**

Community-Campus
Partnerships for Health

HEALTHY PEOPLE 2010

*Unit 1*

ESTABLISHING THE

COMMUNITY-CAMPUS

PARTNERSHIP

# Unit 1

# ESTABLISHING THE COMMUNITY-CAMPUS PARTNERSHIP

*"Masterpieces are not single and solitary births; they are the outcome of many years of thinking in common, of thinking by the body of the people, so that the experience of the mass is behind the single voice."*

*—Virginia Woolf*

## Competencies
After completing this unit, you will be able to:
• Implement effective strategies for collaboration and for getting to know your partners.
• Develop preplanning strategies for your partnership's activities.
• Describe the principles of partnership and how they can be applied in the process of curriculum development and implementation.
• Identify resources and partners within the academic institution that can facilitate planning a collaborative effort with community partners.
• Develop mutually beneficial relationships with community leaders and other stakeholders.

## Handouts
• Sample Community-Campus Partnership Agreement
• Sample Guidelines and Limitations for Students, California State University, Los Angeles
• The North Carolina Community-Based Public Health Initiative Authorship Guidelines

## Worksheets
• Guidelines for Writing a Partnership Agreement or Memorandum
• A Partnership Assessment Tool

# Introduction

This unit provides key strategies for developing effective and meaningful community-campus partnerships. It is perhaps the most important unit of the curriculum development process since the model presented in this Guide presupposes that the community-campus partnership is the essence of improved community health and student education. This unit also contains a great deal of information, for the simple reason that the partnership is the foundation of curriculum development.

We encourage readers to understand the material presented in this unit before completing the subsequent units. For those who have established effective partnerships, the material presented in this unit may help "fine-tune" problem areas. Even if readers identify their partnership as "advanced," it is recommended that the material in this unit be reviewed. In addition, the worksheet materials presented in this unit will provide an opportunity to assess the partnership and its effectiveness. More information about assessment of the partnership can be found in Unit 5.

## The Principles of Partnership: The Foundation for the Community-Campus Partnership

A growing body of literature focusing on collaboration and partnership building amply describes the challenges of developing successful partnerships and changing community health status (Flower 1998; Lasker 2000; Maurana 2000). In 1998, CCPH board of directors and conference participants established "Principles for Good Community-Campus Partnerships." The following principles, or values promoted by these principles, have often been cited as the underlying force for success among partnerships.

## CCPH Principles of Partnership
*Available at http://futurehealth.ucsf.edu/ccph/ principles.html#principles.*

- Partners have agreed upon mission, values, goals, and measurable outcomes for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
- The partnership balances power among partners and enables resources among partners to be shared.
- There is clear, open, and accessible communication between partners, making it an ongoing priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.
- Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
- There is feedback to, among, and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- Partners share the credit for the partnership's accomplishments.
- Partnerships take time to develop and evolve over time.

The power of a community-campus partnership comes from bringing diverse groups of people together to identify new and better ways of thinking about community health and student education. By establishing the partnership on the principles presented above, the partnership is well positioned to focus on the preplanning and planning strategies necessary for the development of a course or curriculum that advances the Healthy People 2010 objectives. These are also key principles that can encourage the institu-

tionalization, growth, and sustainability of both the partnership and the curriculum.

## Tips for Getting Started

The following tips are designed to help you think through the steps involved in (1) forming a partnership, (2) establishing the preplanning activities of the partnership, and (3) developing operational strategies for a partnership planning committee. These tips assume that you are playing a lead role in developing the partnership. If you are joining as a member of a partnership, then many of these tips will still apply. The order of the activities discussed below may vary depending on the status of your community-campus partnership's focus and experience. Several of the tips presented have been adapted from the Healthy People 2010 Toolkit: A Field Guide to Planning with approval from the Public Health Foundation. The Toolkit can be found at the following Web site: www.healthypeople.gov/state/toolkit/default.htm

### Forming a Partnership:

**Examine the historical legacy of the relationship between the health professions school and its surrounding communities.** Historical pieces of information will contribute to and shape the development of the partnership. Have there been instances of exploitation, mistrust, and misunderstanding between the school and communities in the past? If so, have the concerns been resolved and addressed? Have there been instances of success and positive contributions? If so, how have these successes and contributions been recognized and celebrated? Interview members of the academic institution and community to gain a broad, balanced, and honest perspective. Acknowledging and being up-front about this historical legacy can help in achieving a successful partnership process.

**Identify your partners and know your community:** Are you involved in a project that will drive the type of partners that must be involved to address an issue,

or are the identified partners driving the project? Your answer to this question will determine who should be involved in the partnership and activities.

If the answer is found in the former, then it may be easier to identify the partners who have direct experience and linkage with the issue being addressed. If the answer is found in the latter, then more networking and research of potential partners must occur. In either scenario, it is very important that you "know

---

*The power of a community-campus partnership comes from bringing diverse groups of people together to identify new and better ways of thinking about community health and student education.*

---

your community." The process of knowing your community and identifying new or additional partners can be achieved in a variety of ways. **You may begin by becoming acquainted with people in the community by being an active observer and listener.** What are others telling you about the community? What are the nuances, culture, and traditions of the community? Who is familiar with the *Healthy People 2010* objectives?

An appreciation and respect for the community will happen at a natural pace when you become more involved by attending or joining community events and groups, such as town meetings, K–12 activities, religious and spiritual events, or other social forums. Developing relationships in the community you live and work in provides an opportunity to meet new people and address the larger concerns of those around you together. Visit the local volunteer center to find a directory with a listing of agencies in the community that may be addressing issues of similar interest. If a volunteer center does not exist in the community, local faith-based institutions, United

Ways, and K–12 schools may have resources to provide assistance in the development of the partnership. Finally, you may be able to build from existing relationships that you have in the community (and on campus) through volunteer activities or other community partnerships.

**Include everyone and "get to know" your partners.**
Research confirms that there are positive effects when there is a high degree of community involvement and inclusion in a project; one study of project leadership found that community sites that had over 51 percent of the members of the project governing board from the community were the most successful and expressed the most satisfaction with their partnerships as a whole, as well as with their progress and function (Bland et al. 1999).

Throughout the course of the partnership's activities, it is also important to develop personal relationships. Getting to know each other is an ongoing process and requires time, patience, flexibility, and humor. It is important to try to understand all persons and their perspectives. What is their culture, background, values, and hobbies? In addition, you may wish to refer to Unit 8 and review the suggested readings related to cultural competency.

# Case Studies

The following case studies focus on key themes that support positive and effective community-campus partnerships in their efforts to promote health. The themes presented below address the issues of finding common ground; negotiating roles, responsibilities, and authority; and establishing effective planning processes within a partnership planning group.

## Case Study #1. Negotiating roles, responsibility, and authority.

A community-campus partnership had been established between a health advocacy group in a neighborhood with a high prevalence of non-English-speaking residents and a primary care department at a medical school. The nature of the partnership had been developed through several collaborative projects. The medical residents of the primary care department often did community outreach work in this neighborhood with the advocacy group. As part of one partnership activity, the medical residents and advocacy group members recognized that there was a problem of inadequately trained medical translators of insufficient quantity and diversity in the local hospital. Members of the health advocacy group drafted a survey to assess the extent of the problem in the hospital where the medical residents practiced.

After reviewing the survey, the medical residents presented it to a faculty advisor and noted some concerns about bias in the survey. Suggestions for modification of the survey were outlined and presented to the health advocacy group, which rejected the suggestions for modification. The advocacy group then announced that it only wanted information it could use to sue the hospital. It wanted the residents to collect this information for the group exclusively for the purposes of filing the lawsuit.

## Case Study #1. Questions:

- In this particular scenario, what could have been done that would have avoided or reduced the impact of conflict between the two partners?
- How would you address this conflict? Would you find ways to resolve the conflict and preserve the relationship, or would you work with a new community partner?
- What key lessons in this scenario can be applied to your own partnership?
- How might you improve the effectiveness of your partnership based on this scenario?

# SAMPLE COMMUNITY-CAMPUS PARTNERSHIP AGREEMENT

The following sample partnership agreement is from the Indiana University School of Dentistry and Goodwill Industries. You may wish to refer to this sample agreement during the partnership-building process. Depending upon the nature of the agreement, partnership members are not required to sign their names to the document.

More information about the design of this agreement can be obtained by contacting Karen M. Yoder, Director, Division of Community Dentistry, Department of Preventive and Community Dentistry, Walker Plaza Room 118, 719 Indiana Ave. [CITY, STATE, ZIP?]  Phone: (317) 615-0012. E-mail: kmyoder@iupui.edu.

---

**Name of Community Partner**
Goodwill Industries
Indianapolis, Indiana

**Name of School**
Indiana University School of Dentistry (IUSD)

**Purpose**
Indiana University School of Dentistry plans to provide service-learning experiences for dental students that will fulfill learning objectives and provide service that meets a true community need. The Community Partner, Goodwill Industries, has a facility and willingness to provide experience for students. Both IUSD and Goodwill Industries believe that the experience for students can be mutually beneficial to the agency, the school, and the students.

**The School (IUSD) Shall**

Provide a faculty member who will be responsible for facilitating and evaluating the educational experience. The faculty member will also serve as the primary communication link between Goodwill Industries and IUSD.

Have written objectives and guidelines for the experience desired.

Instruct the student in understanding his/her role in this experience, as follows:

Be supervised by the appropriate personnel, as designated by the agency and mutually agreed by IUSD.

Engage in 4–6 hours of service activities that will have direct contact with the clients of Goodwill Industries. These activities are for the purpose of learning about the assets and challenges of this population.

**SAMPLE COMMUN ITY-CAMPUS PARTNERSHIP AGREEMENT** *(continued frem previous page)*

Participate in identifying approximately six clients of Goodwill Industries who are in need of dental services and have no other access to such services.

Provide the needed dental services, or arrange for appropriate IUSD personnel to provide that service at IUSD, through funding allocated by the West Foundation.

Uphold Goodwill Industries' rules and regulations.

Maintain confidentiality of information.

Expect no remuneration for his/her educational experiences.

Obtain written permission from Goodwill Industries before publishing any material related to the student experience at the agency.

## Goodwill Industries Shall

Provide orientation to the dental students that will include information about:

History, structure, mission, funding of the agency, and the policy or political process that supports its existence.

Characteristics of the clients who are served by the agency, including assets and challenges related to their social, physical, and financial existence, as well as other information deemed to be pertinent to the students' understanding of the clients.

Provide a resource person (mentor) who will assist the IUSD faculty member in guiding the students' learning experience and will participate in evaluating students' involvement.

Make service roles available to the students who will have direct contact with the clients of Goodwill Industries.

Provide the help of appropriate personnel, such as a social worker, to identify those clients with disabilities who are most in need of free dental services at IUSD through the Donated Dental Service Program.

Have the right to terminate any student who is not participating satisfactorily or safely in this placement.

Provide written notice to IUSD at least 90 days prior to the termination of this agreement.

# GUIDELINES FOR WRITING A PARTNERSHIP AGREEMENT OR MEMORANDUM

The following sample partnership agreement is from the Indiana University School of Dentistry and Goodwill Industries. You may wish to refer to this sample agreement during the partnership-building process. Depending upon the nature of the agreement, partnership members are not required to sign their names to the document.

| Components of a partnership agreement or memorandum | Write your responses to the questions below. Your responses will build the foundation for the partnership agreement or memorandum. |
|---|---|
| What key partners are involved in the community-campus partnership? | |
| What historical legacy exists between the community and campus? | |
| What are the partnership's purpose, goals, and objectives? | |
| What are the expectations and anticipated benefits of each partner (e.g., faculty, community, and student)? | |
| What are the roles, responsibilities, and key tasks of each partner? How are these roles identified? Do they reflect the strengths and assets of each partner? | |
| What is the timeline for small and large milestones? | |