



Abstracts listed by session in alphabetical order

Wednesday, May 11: Community voice and relevance – Day 1

Session A 9:30 a.m. – 11:00 a.m.

Aboriginal-infused community-based research: ethics and ethical dilemmas.

Brigette Krieg.

The overarching goal of the Aboriginal Women's Voices: Strengthening Foundations for Community Based Research, was to create an Aboriginal-Infused community based research (CBR) process through creating rich connections between Aboriginal and non-Aboriginal university researchers, students and community agencies and members. We worked collaboratively to create an Aboriginal-infused model of CBR that purposefully merged Aboriginal approaches to research and CBR principles to underlie our program of research with Aboriginal women who are doubly oppressed by homelessness and incarceration - a topic of significant relevance to Canada's Aboriginal peoples. The focus of this presentation is on the ethical dilemmas and challenges we encountered while working toward increasing our understanding of the processes involved in developing an Aboriginal-Infused CBR project involving Aboriginal and non-Aboriginal scholars with multiply oppressed Aboriginal women. We documented our community-university team development and engagement from the beginning of the research process and learned valuable lessons from the onset about the process of conducting ethical research. These lessons opened our eyes to the wealth of dilemmas community based researchers are faced with when trying to navigate through the process of acquiring ethical approval from both the university institutional review board and community organizations. As well, additional considerations are needed when engaging in meaningful research by and with Aboriginal communities. In our presentation we will share our story as we navigated our way through the disciplines of nursing and social work, community and university ethics, while remaining true to the cultural protocols and ethical standards that guide research with Aboriginal communities.

Academic alternatives: a peer-based educational substitute for lecturing.

Sean Geobey.

Academic Alternatives offers peer-to-peer discussions among students, faculty and community members in which all are given the opportunity to participate equally. It was established in the fall of 2009 by a group of graduate students and community members. The group meets monthly at the University of Waterloo Graduate House and other locations in Waterloo to discuss contemporary events, how to bridge the gap between theory and practice, and other interdisciplinary questions. Past questions have included: Where does the legitimacy of expertise, knowledge, and justice come from? How do we break down the barriers between practice and theory? What is the role of post-secondary education in society? The model was designed to be easily replicable, and this workshop will include an overview of the adult education research this approach draws from in addition to running a brief Academic Alternatives-style workshop.

Better beginnings, better futures: a community-university partnership to promote child, family, and community development.

Geoffrey Nelson, S. Mark Pancer, Julian Hasford, Colleen Loomis, Connie Van Andel, Susan Eckerle Curwood, Norah Love, Rich Janzen.

The Better Beginnings, Better Futures project is an exemplar of a partnership between universities, communities, and government. Conceived during the late 1980s and implemented in the early 1990s, Better Beginnings, Better Futures is a large-scale, multi-year, multi-site longitudinal, controlled research demonstration project designed to promote child, family, and community development for young children ages 4-8. The Better Beginnings project was created by the Ontario government in consultation with community stakeholders, primarily in the field of children's mental health, based on the recognition that prevention, not treatment, is the only possible way to reduce children's mental health problems. This symposium consists of five presentations that describe the Better Beginnings project and research findings about its long-term effectiveness on children (at ages 18-19), parents, families, and communities. Evaluating outcomes at multiple levels of analysis (i.e., child, family and community), examining cost savings, and using narrative methods to understand outcomes in late adolescence are some of the innovative methodological contributions of this research. Substantively, Better Beginnings is the first Canadian early childhood development (ECD) research demonstration project to show positive short-term, medium-term, and long-term outcomes and cost savings.

This symposium includes 5 presentations, as described, below:

Better Beginnings, Better Futures: A universal, comprehensive, community-based prevention approach for primary school children and their families In contrast with many other early childhood development (ECD) programmes, Better Beginnings is

- (a) ecological, with child, school, parent/family, and community development programmes,
- (b) long-term, with five years of programming,
- (c) driven by parents and community members, who constitute more than 50% of key project committees,
- (d) universal (available to all children ages 4-8 and their families in the communities), and
- (e) integrated with schools and other services in the community.

Research during the demonstration phase involved a partnership between the project's Research Coordination Unit (RCU) and site research committees. Research during the demonstration phase included a quasi-experimental evaluation of short-term outcomes on children, parents, families, and the communities, as well as ethnographic research designed to understand the programmes, resident participation, project management, and partnerships with service-providers. Follow-up research on the children and parents was conducted in grades 6, 9, and 12 and focused on outcomes and cost-benefits. Better Beginnings researchers are currently developing dissemination tools for a pan-Canadian dissemination of the Better Beginnings, Better Futures project.

The Better Beginnings, Better Futures Project: long-term child, parent, family, and community outcomes and cost savings of a universal, comprehensive, community-based prevention approach for primary school children and their families. This study examined the long-term impacts of the intervention on children's family, school and community environments 15 years after the start of the intervention, when the young people who participated in the intervention were 18 to 19 years of age. Compared to youth from comparison communities (n = 225), youth from Better Beginnings communities (n = 401) had significantly lower levels of property offenses, use of special education services, and perceptions of deviance in the community and significantly better grades in their most recent year in high school and significantly higher rates of exercise. Parents in the Better Beginnings communities were significantly less likely to have someone else in the house who smoked, had significantly lower levels of depression, and had a significantly higher level of sense of community involvement than parents in the comparison communities. Results are discussed with respect to the importance of considering family and neighbourhood contexts in the development and evaluation of prevention programmes.

The long-term impacts of Better Beginnings, Better Futures on the turning point stories of youth at ages 18-19. Better Beginnings, Better Futures is a 25-year demonstration project funded by the Government of Ontario to prevent social, emotional, behavioural, physical and cognitive problems in young children. This study examined the long-term effects of the Better Beginnings, Better Futures programme on youths' turning point stories at age 18. The sample consisted of youth who participated in Better Beginnings from ages 4-8 (n = 62) and youth from a comparison community who were

not in Better Beginnings (n = 34). Controlling for covariates, significant differences favouring youth from the Better Beginnings sites were found on several dimensions of the turning point stories: ending resolution, personal growth, meaning-making, coherence, and affect transformation. Effect sizes ranged from .45 to .75 for these outcome dimensions, indicating moderate to large effects. Also, turning point story dimensions were found to be significantly correlated with two standardized outcomes measures. Youths' self-esteem was directly related to story ending resolution, personal growth, and meaning making, and youths' community involvement was directly related to story specificity, meaning making, and coherence. This presentation will also make use of vignettes to illustrate the qualitative differences between youth from Better Beginnings and comparison communities in ending resolution, personal growth, and meaning-making. As positive turning points are related to indicators of well-being, these findings demonstrate that early childhood prevention programmes can produce positive long-term impacts. The findings also suggest the utility of a narrative approach to the evaluation of long-term outcomes of prevention programmes.

Evaluating community participation as prevention: life narratives of youth. Community-based prevention programmes strive to foster the composition of positive life stories, in part, by promoting active participation in community settings. This article uses life narratives of youth to explore the experience of community participation and show how such participation influenced their lives. Youth aged 18-19 years who participated in Better Beginning, Better Futures (n = 62), a community-based prevention programme, when they were aged 4-8 recounted stories of their lives that showed significantly higher levels of participation in community programmes and greater personal impacts of that involvement compared with youth who were not involved in Better Beginnings (n = 34). Qualitative analysis of a sub-sample of these youth (n = 34) revealed individual and community characteristics that were instrumental in fostering positive outcomes of community participation. The findings indicate both the utility of using a narrative approach to evaluate community-based prevention programmes and the value of community participation for children and youth.

Youth narratives on sense of community and community involvement and its relation to participation in an early childhood intervention programme. Adolescents' narratives about their communities can inform us about how youth experience a sense of community and participate in community life, and whether participation in an early childhood programme may affect these experiences. This study explored sense of community and involvement among 96 adolescents ages 18 to 19, and then compared narratives of these youth by those who participated in Better Beginnings, Better Futures (n = 64) with those of youth who lived in similar comparison communities that did not have the programme (n = 32). The community involvement stories were coded for various dimensions, including: prosaically content, positivity, specificity, meaning-making, and sense of community (i.e., membership, influence/power, needs fulfillment, place attachment, and emotional attachment). For all youth, the overall means of the narrative dimensions were only moderately specific and positive, with prosaically content and meaning below the "neutral" values of the scale. Stories of all youth revealed that emotional connection (35%) and influence (31%) were most salient followed by needs fulfillment (7%) and membership (4). Quotations from narratives illustrate these findings and other important themes in youth stories: place attachment, fun, and how their individual power impacts community. Between-group analysis revealed that Better Beginnings youths' stories had significantly higher specificity (M = 3.11, sd = 1.28) compared to non-BB youth (M = 2.27, sd = 1.12), $p < .005$, and youth from Better Beginnings sites appear to tell stories with a greater emphasis on emotional connection ($\bar{d} = 3.72$, $p < .05$) and on influence ($\bar{d} = 2.95$, $p < .05$) than youth from comparison communities. Adolescents' narratives reveal potentially important characteristics for community intervention programmes. Findings also support the use of narrative analysis when conducting research with youth and for programme evaluation.

Building authentic partnerships: the key to healthy communities?

Julie Bull.

In Canada, the landscape of ethics for research involving Indigenous people is shifting from a paternalistic top down approach to a collaborative bottom up process. With changing guidelines (CIHR Guidelines for Research Involving Aboriginal People), shifting policies (Tri Council Policy Statement for the Ethical Conduct of Research Involving Humans - Chapter 9 Research Involving Aboriginal Peoples), and various regional and local review processes, there are explicit and implicit tensions regarding the ways in which research is and ought to be conducted with Indigenous communities. There is also a shift in the ways in which governance of health research is understood and practiced in Indigenous communities. This presentation will be facilitated by a community based member and an academic community based

researcher with the goal of demystifying the complexities of working within Indigenous communities and encourage more authentic research relationships. The relationships built have been done so on the principles of respect and reciprocity. Through building these relationships, we have been working together since 2006 on research in Labrador examining the use and uptake of the CIHR Guidelines for Research Involving Aboriginal Peoples (2007) and the ethics review mechanisms in place with NunatuKavut (formally Labrador Metis Nation). A continuing partnership with the communities in Labrador is facilitating further research in this area. In fact, the partnership between me and NunatuKavut has led to a nationally funded research project on Research Ethics which will see the development of a community- based ethics review board as its end product. Through a combination of presentation and interactive discussion, this presentation will highlight the strengths of partnerships and collaboration while highlighting some of the logistical challenges that may occur, and offer solutions to them.

Collaborating to understand early childhood development in First Nations.

Rebecca Gokiert, Tracey Poitras-Collins, Rebecca Georgis.

The Community-University Partnership for the Study of Children, Youth, and Families (CUP) at the University of Alberta, the Yellowhead Tribal College, and the five member Nations of the Yellowhead Tribal Council are collaborating on a community-based research (CBR) project. The five First Nations represent three unique language groups each with distinct cultural practices and protocols for raising their young children and engaging in research. Presently, early childhood developmental data is being collected throughout the province of Alberta using the Early Development Instrument (EDI; Janus and Offord, 2007). The EDI is a population measurement tool completed by kindergarten teachers to measure the developmental health of 5-year-old children across five domains. Results from the EDI provide communities with evidence to support resource development and allocation that optimize child development. Within First Nations, EDI data is often incomplete as it does not reflect important domains of development such as Indigenous education, dual cultural development, language, and spirituality. As a partnership, our goal is to complement the early childhood development information that is currently being collected in the five First Nations to reflect the values, culture context, and spirituality that are important in raising their young children. In this roundtable, we will first share our experiences in conducting CBR within a multi-layered partnership (unique communities and large institutions), such as, balancing world-views while co-developing memorandums of understanding, knowledge mobilization plans, and participatory hiring processes. Participants will then be asked to respond to the question: What are some strategies and resources for moving a community-based research initiative forward while maintaining collaborative and respectful partnerships? The roundtable will provide an opportunity to come together to discuss and learn from our experiences and create a space to share wisdom on partnership and collaboration processes from different perspectives.

Community-based assessment of breast health knowledge and behaviours in low-income women in Fort Bend County, Texas.

Linda Highfield, Jenita Parekh, Troy Bush, Jane Peranteau, Philomene Balihe.

St. Luke's Episcopal Health Charities (the Charities), through its Center for Community-Based Research, was commissioned by the Houston Affiliate of Susan G. Komen for the Cure to assess breast health needs in Fort Bend County, TX. Our objective was to identify individual, community and systems barriers to screening, diagnosis and treatment for breast cancer. The goal was to provide recommendations for addressing gaps in services. A mixed methods approach, combining epidemiology and CBPR was used for this study. The value of using a mixed methods approach in addition to the challenges will be discussed. First, an epidemiologically based quantitative profile of Fort Bend County was created to determine locations and target groups (Black, Hispanic, White) for study focus. Key informant interviews were then conducted to identify service providers and perspectives regarding barriers. Finally, the Community Research Team (CRT) gathered data through a demographic survey and participatory group discussions. The CRT analyzed the data in partnership with the Charities. Findings from the study will be presented, including cross-group themes about insurmountable barriers, rural vs. urban issues, and breast health as an issue "on the back burner." Based on the report, the Komen Foundation set their funding priorities for 2011 to focus on underserved and uninsured women (particularly rural). They also plan to fund new grantees in Fort Bend and increase their educational activities in

the area. The Charities is currently developing a community dissemination plan in partnership with Komen and the CRT. Strengths of a mixed methods approach will be discussed, including the ability to specifically target geographic areas and target populations. Issues encountered in these types of studies, such as reporting differences in survey results versus participatory group discussions will also be covered.

Creating a movement for health equity and the elimination of racial and ethnic health disparities in the U.S.: the National REACH Coalition and National Health Equity Coalition.

Lark Galloway-Gilliam, Karen Anne Heckert, Charmaine Ruddock, Carolyn Jenkins.

Background: In 1999, the US Centers for Disease Control and Prevention launched the "Racial and Ethnic Approaches to Community Health" (REACH) programme. Today, 40 grantees in 21 states are addressing health inequalities in African American, American Indian/Alaska Native, Asian, Native Hawaiian, Pacific Islander and Latino communities. The panel will share success stories highlighting specific strategies from REACH communities around the US and discuss the role of the NRC in a community led and community driven social movement to promote equity and eliminate health disparities at the local, state and federal levels. These approaches have been so successful that REACH U.S. CDC recently published the Global Health Promotion journal featuring studies of the bi-directional sharing of community based 'technologies' between REACH U.S. and sub-Saharan Africa. Results: REACH communities have had a demonstrable impact on the health of marginalized populations in the United States through community coalition partnerships working with mainstream institutions. For example, cholesterol screening rates have increased, smoking rates have decreased and compliance with recommended treatment regimens has improved. Policy and systems changes have increased equity of access to healthy choices, such as communities setting a moratorium on new fast food restaurants, opening farmer's markets and community gardens, instituting smoke free policies in schools and parks, offering healthy eating options in schools, and advocating for new state laws that expand Medicaid coverage. Local, National, and Global Action and Change: The National REACH Coalition (NRC) was established in 2004 to challenge the REACH communities to translate programme interventions and research into action and change. The NRC in partnership with the National Health Equity Coalition actively engage the coalitions and communities to educate community leaders, decision-makers, politicians, and funders about health equity and to demonstrate that health disparities can be reduced through community involvement, sustainable policies, social action and enabling environments.

Ethical considerations in community-based participatory research.

Sherry Ann Chapman, Brenda Roche, Elizabeth Whitmore, Sarena Seifer.

An overall goal of community-based participatory research (CBPR) is to create, share, and mobilize knowledge in ways that can inform policy, practice, and research. Given the multiple voices and perspectives involved in CBPR, questions are arising regarding: what is ethical? according to whom? In this workshop, participants are invited to add to a circle of ideas. We will reflect on such issues as community-level consent and emergent-research design. We will consider how the developing areas of CBPR practice may require an expanded understanding of the review of research ethics and of research practices. Participants will also be introduced to a recently released CBPR ethics curriculum developed specifically to equip research ethics boards with knowledge and tools to review CBPR proposals. Objectives:

- 1) Discuss how research ethics is understood in conventional research and in CBPR and the potential for growing the research-ethics review system to include alternative approaches.
- 2) Respond with some common understanding to such questions as: What are the ethical issues/implications of research that involves community members as active partners? What strategies help to maximize community benefits and minimize community risks in CBPR? What policies/systems can partnerships put in place to ensure that their research attends to community-level ethical considerations? What policies/systems can research ethics boards put in place to ensure that CBPR attends to community-level ethical issues?
- 3) Identify possible next steps and resources for thinking about and acting on our pooled understanding of ethics in CBPR.

Evaluation shaping the comprehensive community initiative: the case of the Waterloo Region Immigrant Employment Network (WRIEN).

Yasir Dildar, Rich Janzen, Daniela Seskar-Hencic, Peter McFadden.

Waterloo Region is a community that has always welcomed and benefited from immigration. Presently, 22.3% of Waterloo Region residents are immigrants or refugees from diverse regions of the world, with expected growth to 30% by 2031. Waterloo Region is one of the top seven communities in Canada for recent immigrants/refugees on a per capita basis (2006 Census). Waterloo Region Immigrant Employment was created in 2006 as comprehensive community initiative to help ensure that the skills of immigrants are more optimally used to the benefit of immigrants and their families, Waterloo Region's economy and the community as a whole. It was anticipated that this initiative would help employers better find talented individuals to fuel Waterloo economy's success, while at the same time providing meaningful employment for new Canadians. This presentation features a participatory developmental evaluation study by highlighting the role of evaluation in shaping this comprehensive community initiative on an ongoing way. Waterloo Region Immigrant Employment Network (WRIEN) engaged diverse community stakeholders to work together to address immigrant employment problem in the region. Ongoing evaluation was seen as a way to help direct WRIEN in fulfilling its mandate. Evaluation was also intended to determine the impact the initiative was making on the lives of immigrants, on the local business sector, and on the broader community of Waterloo Region. The evaluation used developmental evaluation techniques to assess this innovative local initiative. The evaluation used a participatory action research approach using multiple research methods. The joint presentation by community partners and researchers will highlight the process of conducting evaluation and how the evaluation helped shape this comprehensive community initiative.

Including community voices: accessibility for mentally disabled people.

Saskia Vandeputte, Ils de Bal.

Is society accessible for mentally disabled people? The public environment in the Western society is mostly attuned to the average man. There are some attempts to adapt a public space to less-abled persons but this is generally limited to physical issues and infrastructure. Though, a large part of less-abled persons and particularly mentally disabled people experience many difficulties which aren't considered as accessibility-issues. Therefore, the Flemish Platform for Accessibility turned to the Science Shop Brussels to evaluate the access of mentally disabled people to society in general and to public spaces in particular. Marieke De Smet, a graduate student in social, cultural and personal welfare started the research by conceptualizing the concept of mental accessibility. If she wanted to evaluate the accessibility of public places, she needed to organize a qualitative cooperative research methodology, meaning actively involving mentally disabled people. Through conversations (with visual aid) in focus groups and actually visiting public places with participants, research results were very specific, clear and usable. The research results have created a framework which enables the discussion between policy and users on accessibility in a broader sense. It will serve as a basis for further actions towards a more - mentally- accessible society. The first public debate held on this topic will be a two-day conference in November 2010 where the research results will be presented. During the presentation, we will focus on the challenges of defining the new concept of mental accessibility and on the methodology of incorporating mentally disabled people as participants in the research.

It takes a village: training community health workers in the Burundian refugee population using a community-based participatory service learning model.

Denise Bates.

Arrival of Burundian refugees in the United States has been challenging to both the host community and to the families themselves. Among the many barriers to their successful integration to the host community are insufficient resources to address the unique needs of this population. Extensive effort has been implemented by the University of Tennessee, Healing Transitions project, in response to preliminary focus group data collected with the Burundian population in this area. Very few arrivals have had their basic needs addressed beyond the initial six months of cursory support by the resettlement agency, much less their educational, social and cultural needs. Two years beyond their

arrival, most of the adults are not English proficient enough to navigate well in their environments and are illiterate in their first language of Kirundi as well as English. Notable inequities have occurred due to a dearth of resources in the community. Over half of those interviewed stated that they would like to return refugee camps, even if there is danger, because they know how to live in the camps. Also noted was the number of health issues they identified such as aches and pains, headaches, old injuries that have never healed, and bad thoughts (memories).

The Healing Transitions project at the University of Tennessee is a multi-disciplinary community based participatory research (CBPR) project involving a number of students in service learning. The project team developed a community collaboration to train Burundians in the roles of Community Health Workers (CHW) to interface with the systemic community and a newly established community safety net. The development and progression of the Community Based collaboration and the impact of the Burundian CHW training programme will be presented.

Learning Objectives:

1. To discuss the process and importance of establishing Community Health Workers/liasons in refugee communities.
2. To describe the training and curriculum development for a Community Health Worker programme for Burundian refugees.
3. To demonstrate the importance of developing community agency and social capacity in a Burundian refugee population.
4. To discuss the successes and challenges of an intensive training for non-literate Burundian Community Health Workers.

Lessons learned about creating vibrant communities.

Susan Eckerle Curwood, Liz Weaver, Jamie Gamble, Mark Cabaj, Erick Leviten-Reid.

Vibrant Communities is an action-learning initiative that supports and explores promising local solutions for poverty reduction in 12 Canadian cities. Established in 2002 as a partnership of Tamarack - An Institute for Community Engagement, the J.W. McConnell Family Foundation, and the Caledon Institute of Social Policy, Vibrant Communities was designed to be a learning organization, a living laboratory for poverty reduction.

The Vibrant Communities approach is organized around five guiding principles, which manifest differently in each member community. These are:

- A focus on reducing poverty as opposed to simply ameliorating its effects,
- A comprehensive lens, seeking to address the interrelated root causes of poverty,
- Multi-sectoral collaboration, bringing together players from the business, non-profit, and government sectors along with people with lived experiences of poverty,
- Building on communities assets rather than focusing on their deficits.
- A focus on community learning and change.

As vibrant Communities approaches its tenth year of existence, community and university partners have come together to document and disseminate learning, innovations, and best practices from the 12 member communities. During 2010 and 2011, representatives from participating communities and national sponsors have participated in an evaluation process designed to understand the local outcomes of specific Vibrant Communities initiatives and draw conclusions about the effectiveness of the Vibrant Communities approach for poverty reduction.

In this presentation, community and university partners will share the results of this evaluation process. We will look at Vibrant Communities' outcomes on three different levels of impact -the first related to reducing poverty for individuals and families, the second related to building the capacity and will of local communities to tackle the complex issues of poverty, and the third related to changes in the policies and systems that shape people's life prospects.

Navigating the Institutional Review Boards for CBPR projects: academic and community perspectives.

Jeannette O Andrews, Susan D Newman, Melissa J Cox, Reneta S Leite, Gwen Gillenwater, Joyce Winkler, Gloria Warner, Beth Carpenter, Carolina Cook.

Institutional Review Boards (IRB) are obliged to ensure that research risks are minimized to the individual and the community. With the rapid rise of community based participatory research (CBPR), IRBs and investigators (both academic and community) are challenged to understand the diverse perspectives and federal mandates that guide IRB actions. Common challenges include: IRB members/staff with a lack of understanding of CBPR; IRB institution's concern of assuming legal risks for partner organizations outside the university; issues of training and oversight of community members collecting and disseminating data; and, investigators (academic and community) who may not understand responsibilities, regulations, and value of IRB. These and other challenges often lead to delays, frustration, and potential violations in the process. We are proposing a roundtable discussion to share best practices on successfully navigating IRBs with proposed CBPR projects. The following questions will be posed:

- 1) A first step in navigating the IRB, is to provide education and training to IRB members and staff on CBPR? Tell our group any success stories of how you accomplished this and the resulting outcomes.
- 2) How is your workplace addressing the issues of the academic institution addressing the legal risk for partner's organizations who do not have an IRB?
- 3) What and how is training provided to community members who are collecting and disseminating data?
- 4) What are other issues and strategies for effectively navigating IRBs? To facilitate discussion, the authors (both community and academic members) will briefly set up the context of the challenges. The facilitator will then pose each question to the participants and encourage a roundtable discussion. A note taker will record best practices on a flip chart. The facilitator will provide a summary of best practices from the discussion and the group will discuss next steps to address these challenges.

Poverty, disability, and the need for inclusion.

Kristie Beckham, Alexis Buettgen, Jason Richardson, Michelle Ward, Kathy Richardson.

Despite the fact that people with disabilities are disproportionately represented among the world's poorest, they have rarely been asked their views on poverty and anti-poverty action. People with disabilities have been marginalized in poverty discussions and have had minimal involvement in anti-poverty policy and campaigning. There has been little opportunity for influence of the agenda by people with disabilities. The present study addresses these issues by providing an opportunity for people with developmental disabilities to control and direct the research agenda and to have an active voice on the topic of poverty and disability. The study aims to support the development of poverty reduction strategies by raising key issues and breaking down barriers to participation for people with developmental disabilities. The proposed presentation discusses both process and outcomes of the study in terms of participatory research and results within a social power framework. The project was also a Master's thesis and guided by an advisory committee of adults with developmental disabilities living with low income. Committee members established the vision, values and working principles of the research project. They assisted in the development and implementation of the project by providing guidance and approving all steps in the research including action and dissemination of research results. The proposed presentation argues that poverty and disability are inextricably linked. Thus, to have effective poverty reduction we must have an inclusive process in anti-poverty strategies, action, and research. The study provides increased visibility of people with developmental disabilities and has the potential to provide positive role models for others, and help overcome negative societal perceptions of disability. The implications of this study can be important in promoting preventive social programmes, inclusive research and transformative social policy to attack the causes of long-term poverty in Canada.

Reducing the vulnerability of people experiencing homelessness to global climate change: a collaborative effort.

Manuel Riemer.

In the human dimensions of climate change field, community vulnerability assessments have effectively identified the role of climate-related exposures in the context of other, non-climatic, stresses for diverse case studies in both developing and industrialized world contexts. Frequently, the conclusions from these assessments highlight the necessity of understanding that human adaptation decisions to climate change are rarely made in isolation of other

social, economic and political concerns. This presentation will feature the collaborative efforts of a community-university partnership in assessing the vulnerability of people experiencing homelessness to global climate change in two urban areas within Waterloo Region. In addition, this partnership developed and executed an extensive knowledge transfer and community engagement strategy with the goal of turning the research findings into action. In Phase I of this research 48 people with lived experience of absolute homelessness were interviewed about their experience of extreme weather events and how they deal with those situations. The interviews were conducted by two university-based researchers and two peer researchers with lived experience. Following this, existing climate data and models were reviewed in Phase II and expected climate changes within Waterloo Region were identified. Phase III was guided by a community reference group consisting of key stakeholders and included the development and dissemination of a community report and a full day Scenario Thinking Workshop with a variety of community members (including those with lived experience), content experts, and decision makers. The goal of this workshop was to develop a plan for action that will reduce the vulnerability of people experiencing homelessness to expected future climate changes in Waterloo Region. In this presentation we will describe the research process and reflect critically on the benefits and challenges of working collaboratively in each of the three phases.

Service learning as the framework to enhancing quality programming for young children and building stronger communities.

Mary-Louise Vanderlee, Audrey Klopper.

The results of the first two years of a service learning programme initially designed to improve the quality of pre-service and in-service teachers' practice resulted in so much more. Analysis of journals and fieldnotes suggest that the long term commitment has strengthened a community, enhanced the quality of programming for young children, resulted in food security for the educators and children in a rural low resourced community, and the preservice students experienced a transformation with their new found realization that they hold the power to improve the human condition.

Shared governance in a community-academic partnership: balancing community needs with evolving medical technology

Carol Horowitz, Rebecca L. Lockett, Ellen Simon, Crispin Goytia, Mali Trilla.

Fundamental to community-based participatory research is shared governance between the community and study investigators. Actually establishing and maintaining a structure that is equitable and produces decisions that incorporate community opinions, even when different from study investigators, is not an easy task. The East Harlem Partnership for Diabetes Prevention was formed in 2005 by academics at Mount Sinai School of Medicine and East Harlem community members in order to address increasing health disparities in the community. The group spent a year deciding on the health disparity to be addressed and negotiating a unique and equitable governance model. The governing body, the Community Action Board (CAB), selected pre-diabetes and developed a randomized controlled trial to evaluate the impact of a peer-led, lifestyle intervention tailored to help East Harlem residents lose weight and thus reduce their risk of developing diabetes. During study implementation, the likelihood that study participants were also at high risk for sleep apnea became apparent because of the correlation with being overweight. The principal investigator identified the opportunity to further assess for sleep apnea in the pre-diabetic cohorts. The idea was initially met with mixed reactions from community members. While all partners recognized the negative social impact of sleep apnea, concerns arose regarding the ethical obligation to offer treatment to all participants diagnosed with sleep apnea, regardless of their ability to pay. Concerns and opposition to implementation led investigators to identify resources to offer free home based diagnostic and treatment services to all participants. The partnership engaged in a process of negotiation which allowed for the incorporation of an investigator-identified health concern within guidelines established by the community. The process serves as a model for how shared governance allows the dynamic nature of medical technology to meet the evolving health needs of the community in a true participatory fashion.

The challenges of a university-community partnership within a heterogeneous community network setting.

Pascale Mantoura, Jocelyne Bernier, Louise Potvin.

This roundtable will discuss the challenges associated with a participatory research within a heterogeneous and conflictual community. The known literature on participatory research bringing together community and academia most often depicts a vulnerable, relatively homogeneous community. This roundtable is inspired by a two year field work study that emerged in a participatory fashion: the community participated in identifying the issue, and a local team was formed to orient the research. This roundtable will however question what happens to the process when the community eventually appears conflictual about the chosen issue and about supporting action around that issue. This scenario is of great significance as it is quite prevalent specifically in urban areas, where our community partners are often composed of heterogeneous networks. Furthermore it challenges some of our ethical guidelines regarding participatory research. The latter usually suggest to reduce as much as possible the distance between the researcher, the subjects, and the objects of the study, and consider research to be valid if it is useful. The dilemma that is posed in a conflictual situation is whether it is beneficial that those borders should disappear, and how utility should be conceived of in conflicting situations. After a presentation of the story of the field work, participants will be engaged by specific questions, such as: 1) how best can the diverse community voices be heard and followed when they are in opposition?; 2) what role should the researcher then adopt?; 3) what happens to the validation of results when actors disagree?; 4) what is to be said about the risk of researcher manipulation by opposing community members?; 5) how can we make sure that research maintains positive outcomes for the community as the search for practical solutions is also subject to conflict? This roundtable hopes to facilitate a think-tank about research postures within such community settings.

The community researcher project: exploring economic hardship in Guelph and Wellington County.

Patricia Dawn Altass, Tina Brophy, Beth Leith.

Community based research is a collaborative process in which all participants are active contributors to the research process. This presentation will outline a community based research project that took place in Guelph and Wellington County during the winter, spring and summer of 2010. For this project, community members with lived experience of poverty were trained to work as community researchers in order to identify gaps in services and programmes and issues with accessing services and programmes for those living in poverty. The community researchers contributed in each stage of the research, from deciding to conduct focus groups, designing a focus group guide, facilitating the focus groups and analysing the results. This presentation will provide a brief description of the training provided for community researchers, outline the research methods used and discuss the project findings as analysed collaboratively by the community researchers and this researcher. Some of services and programmes discussed in the three focus groups will be outlined, highlighting the positive aspects and areas for improvement discussed for each. The major themes relating to issues faced by programmes and services in general will be discussed, with a focus on how to improve the overall lived experience of those facing economic hardship. Direct quotes from the focus groups will be shared, grounding the results of this report in the lived experiences of those facing economic hardship. Reflecting the collaborative nature of the project, some of the community researchers as well as the project coordinator will present the project findings together. This was not research conducted for a community, but with and by a community, highlighting the lived experiences, strengths and challenges of those facing economic hardship in the Guelph and Wellington County area.

The possibilities of integrating appreciative inquiry with the Alzheimer disease and related dementia planning framework for culture change in long-term care.

Sherry Dupuis, Carrie McAiney, Karen Ray, Amy Go, Lindsay Alfermann.

The way long-term care (LTC) is currently delivered, regulated, and financed is neither adequate to meet the needs of the growing numbers of older adults, and particularly those who are and will be diagnosed with dementia, nor an acceptable approach to ensuring high quality of life. In fact, current approaches to dementia care continue to exclude persons with dementia from decision-making, fuelled by misunderstanding and stigma that views persons with dementia as incapable of communicating their experiences, and thus unable to make meaningful contributions to their

own lives and the lives of others. These approaches not only silence those on the margins but perpetuate a process of becoming invisible. What is needed in LTC generally, and dementia care more specifically, is a culture that: (1) has strong bi-directional relationships at its core where each participant is treated as equal; (2) ensures direct, active, and meaningful involvement in planning and decision-making of all key stakeholders including clients, family members, staff, administrators, community members, and policy makers; (3) provides empowering, humanistic approaches to care by focusing on the experiences and needs of all involved in care, and (4) values on-going education and learning for all staff and ensures that processes and strategies are in place so staff are well-equipped in their jobs and better able to translate research into practice. The Partnership in Dementia Care Alliance, a partnership of over 50 researchers and community members/organisations, has come together to work towards this vision using a participatory action research approach. This presentation will examine the initial process involved in integrating an appreciative inquiry approach with the Alzheimer Disease and Related Dementia (ADRD) Planning Framework, developed by the Ontario Roundtable on Future Planning for ADRD, highlighting the possibilities of such an approach for facilitating large-scale culture change in action in different LTC settings.

Training immigrant peer researchers for CBPR on HIV/AIDS in Germany.

Hella von Unger, Tanja Gangarova, Omer Ouedraogo, Catherine Flohr, Michael T Wright.

Background:

Immigrant groups from African, Central and Eastern European countries are disproportionately affected by HIV/AIDS in Germany. To date, these groups and their communities are only marginally involved in HIV prevention and research. Community-based participatory research (CBPR) provides a valuable tool for building capacity and enabling immigrant communities to create knowledge for HIV prevention and health promotion in their communities.

Methods:

The PaKoMi-Project is a 3-year participatory research project funded by the German Ministry of Health which aims to improve the involvement of immigrant communities in HIV research and prevention services. It is conducted by the national association of community-based AIDS service organisations (Deutsche AIDS-Hilfe e.V.) in collaboration with partners from different immigrant communities, AIDS service providers and researchers from the Social Science Research Center Berlin (WZB). Community members were trained as peer researchers and supported to conduct CBPR-projects in four cities.

Findings: Four CBPR-projects were conducted:

1. a community-based survey of HIV-related knowledge, attitudes and behaviour among urban African immigrants;
2. a qualitative study on community building and health in a more rural African immigrant community;
3. internet-based research with immigrant men who have sex with men (MSM), and
4. expert interviews with Turkish- and Russian-speaking community leaders in Berlin.

The findings helped improve community building, health promotion and HIV prevention services in the respective immigrant communities. Factors that influenced community involvement were analysed across the four CBPR projects. These include language and communication, financial reimbursements, HIV-related stigmatization, racism/discrimination, (inter) cultural and socioeconomic factors, and the relationships between immigrant communities and the service providers.

Conclusions: Members from different immigrant communities used the opportunity to be trained for CBPR in their communities. They conducted CBPR projects tailored to the needs of their communities and conceptualized HIV prevention in the broader context of health promotion. Suggestions are made for involving immigrant communities in participatory HIV prevention research and services.

Tuberculosis amongst immigrants and refugees at an adult education center: a community-based participatory research approach.

Mark Wieland, Julie Nigon.

Background: Incidence of tuberculosis (TB) infection in the United States has declined over the past decade, but a disparity has emerged whereby infection rates among foreign-born Americans are on the rise. English as a Second Language programmes serve large foreign-born populations in the US with elevated risks of tuberculosis (TB), yet little is known about TB perceptions in these settings.

Methods: Using a community-based participatory research (CBPR) approach, we elicited perceptions about TB among immigrant and refugee learners and staff at a diverse adult education center that serves over 2000 new immigrants and refugees per year through 10 focus groups. These results informed three interventions:

- 1) Classroom education and a TB education video created by the adult learners;
- 2) screening of adult learners for TB to establish prevalence at the school; and
- 3) policy change for sustainable education and TB testing at the school.

Results: Focus groups demonstrated that TB education at an adult education center should dispel the most compelling misperceptions about TB transmission while clarifying the difference between active and latent disease. Learners should be educated about TB in the U.S. and that it is curable. Focus groups results informed the creation of a student-produced TB education video that significantly improved TB knowledge and self-efficacy. Screening of student volunteers documented a latent TB infection prevalence of 19% (48 of 259). These findings prompted collaboration with public health officials to implement sustainable TB education and free testing at the school. Conclusions: A CBPR approach to TB at an adult education center that serves large immigrant and refugee populations was successful in creating a TB prevention and control programme.

UN millennium development goals for Henan Province, China.

Andy Chen, Marek Wosinski, Jerrie Ueberle.

Following the call of the UN Summit on Millennium Development Goals (MDG) inviting all countries to increase efforts directed on meeting these goals by the year 2015, Sias International University in Zhengzhou, in collaboration with the Municipal Government of Zhengzhou, Government of Henan Province, University-Community Partnership for Social Action Research, Association of Universities of Asia and Pacific and Global Interactions Inc., is planning to organize a conference on MDG in Zhengzhou (China) in May 2012. The topic of the conference is "UN Millennium Development Goals for Henan Province, China" with the focus on implementation of information and communication technologies (ICT) in achieving environmental sustainability, gender equality, combating AIDS and developing global networks and partnerships. Zhengzhou (population 7.4 million) is the capital of Henan province (population 100 million). Due to its strategic location in one of the most populous areas in the world, Zhengzhou serves as the political, economic, technological, and educational centre of the province, as well as being a major transportation hub for Central China. At the beginning of 1984, to further open up to the outside world, the Chinese government decided to establish economic and technological development zones (ETDZ). So far there are 54 national-level ETDZ, among which are the eastern coastal region 34 and the mid-west region 21. Zhengzhou Economic and Technological Development Zone (the only national economic and technological development zone in Henan Province) was approved for state-level development on February 13th 2000. Bringing Millennium Development Goals to Henan, together with affiliated UN organizations supporting these goals, as well as corporation that are interested in investing potential in Henan, may become a turning point for the development of Henan and for the education of future generations of leaders of this region. In our presentation we will introduce the concept of the 2012 conference, and invite collaboration of universities and community organizations worldwide.

Unveiling the Community Research Ethics Office: an ethical review process and support system for CBR in Waterloo Region.

Bill Marr, Joanna Ochocka, Norah Love, Theron Kramer, Randy Penney, Laura Mastronardi, Anthony Piscitelli.

In January 2008, the Centre for Community Based Research (CCBR) hosted an open community meeting to discuss the need and vision for ethical reviews of community based research (CBR) in Waterloo Region. The meeting was attended by over 45 representatives from local community organizations, social institutions, government, nongovernmental funders, and academics. The meeting participants encouraged the CCBR to coordinate a collective response to CBR in

Waterloo Region. A few months later, a steering committee was struck to develop a needs assessment and feasibility study to better understand the challenges associated with ethics and CBR in Waterloo Region. This needs assessment concluded and the results were echoed back to the community during a community forum in February 2010. Once again, multiple stakeholder groups participated in the forum. The community forum synthesized what was learned and began to develop a feasible approach for implementing an ethical review process and support system for CBR within Waterloo Region. Following this meeting, the steering committee met to refine the model that was developed and shape it into a proposal for the creation of a Community Based Research Ethics Support Office for Waterloo Region. Over the coming months, the Centre for Community Based Research in partnership with the steering committee will be working to prepare the Office for launch in our community. The proposed conference roundtable would unveil the Community Based Research Ethics Support Office and provide a space for the participants to provide feedback and make suggestions relating to the implementation of the Office into Waterloo Region. Also participants will be expected to share their experiences with attempts to address ethics in community based research.

Using most significant change methodology to write stories about sustainability.

Leone Kay Wheeler, Britt Gow.

The aim of the session reflect on my experience as a researcher in using participatory action research - Most Significant Change methodology to work with students, teaching staff and community members in four schools to help them develop their own stories about working on a School Community Learning Partnerships for Sustainability. The session will review the Most Significant Change methodology; outline how it was used to develop the stories; reflect on the process from my perspective and that of one of the participants and celebrate the stories that finally emerged. The development of the stories is part of a much larger School-Community Learning Partnership Project (SCLPFS) which is a 3 year project (2009-2011) exploring ways in which Schools and Communities can work together to achieve sustainability outcomes. It builds on early work conducted by Dr. Jose Roberto (Robbie) Guevara of RMIT University in conjunction with the South East Councils Climate Change Alliance, Education Foundation and Sustainability Victoria. This early project resulted in the production of the "Resource Smart Schools" report detailing five stories of schools involved in successful School-Community Learning Partnerships for Sustainability. The findings are now being extended to 18 case study sites in Victoria and Queensland, findings are being analyzed and a manual for other Schools and Communities to use in developing effective SCLPFS is being developed. Acknowledgement: This research is supported under Australian Research Council's Linkage Projects funding scheme (LP0989314). The views expressed herein are those of the authors and are not necessarily those of the Australian Research Council.

Abstracts listed by session in alphabetical order

Wednesday, May 11: Community voice and relevance - Day 1

Session B 11:15 a.m. – 12:45 p.m.

A community-NGO-university partnership in promoting exercise and a healthy lifestyle amongst rural communities in Sabah, Malaysia.

Osman Bin Ali.

Malaysia is a country that is developing rapidly. The main health problems are associated with negative lifestyle such as smoking, drinking alcohol, less active and eat unbalanced diet. In rural areas the problem non-communicable diseases such as hypertension, diabetes mellitus, stroke is increasing. Malaysian government through the Health Promotion Council has been working with non-government Organisation (NGO) in Sabah to promote health in the community. Ten villages were selected as a pilot project. Each village will choose a resident to be trained as trainer by the instructor from the University Malaysia Sabah for two weeks. Trainees will be back to their village respectively to train other people. Elderly population is encouraged. Every four months they will be evaluated by measuring BMI, blood sugar, cholesterol, etc.. After a year, an exercise competition was carried out to assess the impact of these exercise programmes. Community involvement was very encouraging. Further programmes are to maintain exercise behaviour and to develop a culture of active lifestyles among the rural communities in Malaysia.

A performance constellation: Staging civically engaged theatre.

Michelle Hayford.

TL002: A Performance Constellation is the second installment in a series of original, ensemble-created performance that engages theatre students at FGCU with community partners in creating civically engaged theatre. Over an eight-month period, students will collaborate with the local non-profit Footsteps to the Future [FttF]. Under my direction, this university-community partnership will build a performance from interview narratives. FttF is dedicated to providing resources for young women recently aged out of foster care. The students and the mentees and mentors of FttF will collaborate in creating public performances staged in the Spring of 2011 that will empower all participants and address the concerns of these disenfranchised women. In a mutual exchange, the participatory process and the resulting performances will develop community and educate all involved. The collaboration will bridge diverse communities in an inclusive creation of performance, based on the students' fieldwork and ethical inquiry into the creation of ethnodrama. The FttF partners see the performance project as an opportunity to take ownership of their own public and community voice, as many have previously felt spoken for and misrepresented. Our project comes out of a desire to represent diverse community voices and inspire citizens to action. We aim to create dialogue among our cast, community partners, and audience about issues of local and global concern: 1)how do we increase community capacity?; 2)how do we entertain our audiences (both aesthetically and intellectually)?; 3)how do we answer the realities of gender inequities (lack of access to affordable childcare, limited employment possibilities, lack of affordable housing and education)?; 4) how do we create a meaningful community from this performance that remains after the show is closed? Our presentation will be delivered in a creative format, sharing excerpts of our performance script, performed by the cast, and will include students and community partners.

Banking on collaboration: bringing together multiple perspectives to find a community-wide solution.

Sarah Marsh, Yasir Dildar, Stephanie Mancini.

Big banks, social service providers, and social justice advocates don't tend to collaborate often. However, in response to a recently conducted research study, these unlikely allies have begun to work together. In 2010, the Centre for Community Based Research conducted Payday Lending: In Search of a Local Alternative. What we found was that all stakeholder groups agreed on the need for a local community banking project that would offer borrowers increased access to financial services. In the fall of 2010, a group of community organizations and financial institutions began

discussing and planning concrete ways for a community banking project to emerge in Kitchener. The objective of this presentation is to provide participants with the opportunity to learn about and discuss community engagement strategies for bringing together a broad range of stakeholders, using community banking as a case study. Participants will learn about how a diverse group of individuals, organizations, and businesses have come together to develop a new way of approaching financial literacy and access to services and supports in Kitchener, Ontario. They will be invited to consider potential opportunities and challenges of applying this unique approach in other contexts and in different geographic areas.

Building bridges for diversity

Donna Smith, Lisa Carnevale, Michelle Pinchev.

Career Edge Organization, a national not-for-profit, fosters inclusion and employability by connecting employers to diverse, quality talent through three career-launching paid internship programmes: Career Edge for recent graduates, Ability Edge for recent graduates with self-declared disabilities, and Career Bridge for internationally qualified professionals. Since 1996 Career Edge Organization has worked with over 1000 reputable employers across Canada to provide more than 10,000 meaningful work opportunities through paid internships.

The Career Bridge paid internship programme is an innovative response to Canada's labour market demand for internationally qualified professionals, and provides an opportunity for candidates to apply their skills and expertise through meaningful, professional-level work experience.

In order to achieve this, Career Edge Organization seeks to align and formally partner with post secondary institution leaders who, along with their funded bridging programmes targeting specific high-potential industries, are providing specialized training and development to internationally qualified talent and are developing strong relationships with high-potential employers.

Delivered by Career Edge Organization's President and CEO, Anne Lamont and Vice President, Donna Smith, this informative and interactive learning workshop will focus on our most recent new partnership with one of Canada's leading universities. Targeting Canada's biotech industry, this collaboration serves as an excellent model for sharing best practices.

Participants will learn that the success of such partnerships rests upon the reciprocal and collaborative relationship between Career Edge Organization, the University and the business community as we combine our efforts to ready internationally qualified professionals for careers in Canada's biotech sector and create ongoing learning and development opportunities in the form of supportive, paid internships with some of Canada's top employers. We will offer key insights into how the academic and business communities can collaborate to bring diversity to the workplace, as well as how the success of these initiatives can be measured.

Building research partnerships between the Métis Nation of Ontario and university people.

Keehan Koorn, Mario Gravelle, Éric Thériault, Elise Bisson, Joan Norris, Joseph Tindale.

Just as the history of Métis engagement with Canadian society as a whole is different than that of the First Nations and Inuit, so too is the research experience. For one thing, the Aboriginal research experience predates that of the Métis. This has proved to be both beneficial in creating some research templates that can be adapted to better fit Métis culture, and problematic insofar as the Aboriginal experience has not been mutually respectful. This situation has led to misconceptions among all parties that can impede the research process.

The conference theme for this roundtable discussion is Community Development and the stream is Partnership and Collaboration. The roundtable format most closely resembles the oral history traditions of the Métis people in Ontario. The multidisciplinary research team composed of researchers from the Métis Nation of Ontario (MNO), Wilfrid Laurier University and the University of Guelph will lead this roundtable. Our collaborative project is part of a larger programme of research focused on intergenerational relations and recreational gambling. As partners, we undertook a process to negotiate a mutually meaningful and respectful research agreement. The process began in the summer of 2009 and culminated in a signed agreement in May 2010. We are excited by the potential we see for important research in a community engaged scholarship (CES) organizational framework and look forward to discussing jointly derived:

Distinctions between the Métis and other Aboriginal experiences and the impact these had on our process;

- Research objectives
- processes for creating a Letter of Agreement
- transparency, trust, collaboration and open communication among the parties
- steps we took with our respective university Research Ethics Boards and the review processes of the MNO
- expected returns on this investment of trust, effort and mutual respect
- potential for future collaboration

Building the individual and organizational CBPR capacity of community partners: the story of the alliance for research in Chicagoland communities.

Ben Rucker, Jen Kauper-Brown, Lucy Gomez-Feliciano.

CBPR partnerships seek to develop long term relationships and capacity to sustain effective research collaboration. The mission of the *CTSA-supported Alliance for Research in Chicagoland Communities (ARCC) is to grow equitable and collaborative partnerships between Chicago area communities and Northwestern University (NU) for research that leads to measureable improvement in community health. ARCC's Steering Committee (SC) includes community-based organizations (11) and NU faculty (7). Through a local foundation grant, SC community-based organization (CBO) members have completed an 18-month joint project, entitled PERCH (Partnership for Empowering Research by Chicago Communities about Health) to 1) build and institutionalize their capacity as equal research partners in ways that meet their mission-driven needs, and 2) to serve as ambassadors for CBPR. Each CBO assessed its research skills, priorities, and readiness to engage in research partnerships and developed action plans to increase the interest in and integration of CBPR principles and practices into their organization's unique priorities/programmes. The CBO's worked collaboratively to guide the project, alongside ARCC faculty/staff; developed guidelines/tools to support CBO participation; and identified key components of individual and organizational CBPR capacity. This work is fostering the infrastructure and supportive leaders to sustain changes in community and institutional systems and practices. Key findings to date include: the process of developing action plans helped to build CBPR understanding/support throughout their organizations; CBOs learn CBPR best by doing; and CBOs with varied organizational structures have varied capacity needs/strengths. The CBOs have been invited by the local foundation to submit a subsequent proposal to share this model with other CBOs in Chicago. ARCC SC Member will share PERCH experiences and future plans for collective impact on research practices.

*(NIH Clinical and Translational Science Award)

Campus-wide, competency-based approaches to developing community-engaged faculty.

Lynn Blanchard, Sarena Seifer, Cathy Jordan, Sherril Gelmon.

A major aim of Community-Campus Partnerships for Health's Faculty for the Engaged Campus (FEC) initiative is to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development. In May, 2008 FEC held a two day charrette* with small teams from diverse colleges and universities from across the U.S. to facilitate development of innovative campus-wide mechanisms for preparing and supporting community-engaged faculty. Prior to the charrette, 20 participating institutional teams completed an institutional assessment and a SWOT analysis focused on their campus's readiness to implement CES faculty development, and subsequently completed assessments of their progress over the next 2 years. During this session, presenters will share the results of these assessments, including common themes concerning campus environments and readiness for CES faculty development. The assessment methods used can be replicated on other campuses and used to identify readiness for and issues around implementing faculty development activities. Presenters will also illustrate how two participating campuses have designed campus-wide, competency-based CES faculty development programmes. Participants will leave the session with a set of tools to facilitate their own campus planning of CES faculty development programmes.

*A charrette is an intensely focused multi-day session that uses a collaborative approach to create realistic and achievable designs. Charrettes have mainly been used in architecture, urban planning and community design projects. In our case, we convened campus teams, project leadership and expert advisors to collaboratively design innovative models of CES faculty development.

CBR within an immigrant community.

Garry Hesser.

In the last decade, students, faculty and community partners have re-discovered the energizing experience of Community-Based Participatory Research [CBPR]. Civic Engagement/Service-Learning expressions have seen a growing application and appreciation for CBPR. In addition to embracing the often minimized attention to reciprocity and collaboration with community partners, CBPR integrates and deepens the scholarship, teaching and service expectations of faculty members in the academy. The workshop will divide its time equally between providing an introduction/overview of Community-Based Participatory Research, stressing three fundamental assumptions: Collaboration, Democratization of Knowledge, and Social Change/Social Justice. Two specific examples of collaborative research done with the community and graduate students will be offered as illustrations: 1) Connecting the Culture and Arts of New Immigrants and the Existing Arts Venues of the Neighbourhood and 2) Identifying and Accessing Public Parks and Mississippi River Amenities. The research setting is the Cedar-Riverside Neighbourhood of Minneapolis, home to the majority of Somali and East African immigrants as well as the University of MN and Augsburg College. The other half of the workshop will engage participants in doing preliminary designs of possible Community-Based Participatory Research in their respective communities. The workshop will relate both to participants who are based in the academy as well as those who are engaged in or work in community-based organizations. Participants will leave with a basic understanding of how CBPR [Community-Based Participatory Research] is a significant form of experiential education, linking teaching, scholarship and service/engagement with the wider community. In addition, participants will leave with a preliminary strategy and plan for engaging in a possible Community-Based Research Collaboration in their home community upon return from the conference.

Community and Green Mapping: Community Based Action Research Workshop.

Wendy Bawer, Ken Josephson, Maeve Lydon, Peter Keller.

Community -based and green mapping is used worldwide as a spatial tool for participatory learning and research, asset-based community development and sustainability planning. As community-based research it has powerful applications for place-based learning, and for solving real-life sustainability and health issues with local citizens and students of all ages. Committed to open-source tools and sharing of knowledge, community mapping as practiced by the Common Ground Mapping Project and the University of Victoria (www.mapping.uvic.ca) in partnership with the worldwide green map system (www.greenmap.org) have worked with neighborhoods, schools, universities, governments and planners for over a decade. Green Map has created over 500 mapping projects in 50 countries since its beginning in 1995. Workshop Objectives:

1. To explore place-making as a community-based pedagogy for transformation
2. To share the story, theory, methods, and applications for community-based and green mapping.
3. Provide hands-on exercises to teach participants the basics for organizing a community and green mapping project as a research, learning or planning initiative.

Community development via a job training partnership.

Damon Lew, Emylene Aspillá, Naomi Wortis.

Purpose: To increase employment in San Francisco's southeast sector and to fill the largest entry-level job need at the University of California, San Francisco (UCSF). Background: UCSF, a graduate health professions university, is San Francisco's second largest employer. Unemployment rates in San Francisco's southeast sector are nearly double the city's average. UCSF partnered with community-based organizations JVS and Florence Crittenton Services to

reconvene the Community Outreach Internship Programme (COIP), a job training programme focusing on San Francisco's southeast sector. Methods: COIP includes the following components:

- 1) recruitment of interested community residents;
- 2) 2-week screening process including basic skill assessment and service need assessment;
- 3) 10-week classroom style job-skills training;
- 4) 5-month paid administrative internship at UCSF;
- 5) job coaching and case management;
- 6) job placement assistance; and
- 7) mentorship by UCSF employees.

Results: In the 2010 cycle, 100 people attended orientation sessions, 81 applied, 23 attended the 2-week screening process, 20 entered the skills training course, and all 20 of these started internships at UCSF. The internships are scheduled to end in September 2010, to be followed by job placement. All participants are welfare recipients. A prior version of COIP ran 1998-2004 graduating 84% of interns. Of those, 85% found employment at UCSF, accessing a career ladder with new professional and financial opportunities.

Discussion: COIP represents a unique and innovative partnership between a health professions university, community-based organizations, and city government to provide a job training programme for a community particularly in need of economic development. This involved careful negotiation between the different perspectives represented by the partners-needs of the community, public service mission, and academic interests. The partners joined forces to help community members build their skill sets, career awareness, and income potential. Achieving economic self-sufficiency via this career pathway will benefit participants, their families, and their community.

Community exchange dialogues: building community through discussion and action.

Erin Epp.

The Social Planning Council of Kitchener-Waterloo and the Laurier Students' Public Interest Research Group (LSPiRG) have partnered for the past 3 years to offer Community Exchange dialogues. These dialogues are facilitated discussions between students, professors, and community members on issues that affect the community as a whole. The aim of the dialogues is to bridge the gap between campus and community. Past themes have included inclusivity, disability and human rights, municipal elections, and environmental sustainability. Participation is open to anyone, and we strive to create safe, accessible, and inclusive spaces for discussion. Discussion themes start broad and are narrowed by participants at the table to allow for discussion based on collective knowledge, interests, and passions. The Social Planning Council and LSPiRG would like to jointly host a roundtable discussion at the CU Expo in the style of Community Exchange Dialogues. Through these dialogues, we have found that there is indeed a separation between the Community and University, typified by feelings of alienation on both sides and rising tensions between students and permanent residents. In this context, the issue to be discussed at the roundtable will be "how do we achieve mutual recognition and understanding between Universities and communities?" Our questions will include the following: 1) What sort of relations have you experienced between academia and the greater community? 2) Do you think a gap exists between these two spheres? If so, what factors contribute to its existence? 3) Have you experienced any moments or processes that attempt to bring these two spheres together? What worked, what did not, and why? To engage participants, we will be drawing on their individual stories and the knowledge that comes from lived experiences. We will end the discussion with a brainstorming session, to capture the outputs of the discussion and generate ideas for action.

Creating a social economy community of practice: the BALTA experience.

Mary Beckie, Stuart Wulff.

The British Columbia-Alberta Research Alliance on the Social Economy (BALTA) is the western regional node of the Canadian Social Economy Research Partnership, a five-year CURA programme funded by the Social Sciences and Humanities Research Council (SSHRC). Twenty-five academics from nine post secondary institutions and twenty-five social economy practitioners have been brought together under BALTA to advance understanding of the social economy

and to contribute to the development of a social economy network in Western Canada. As a collaborative research partnership, BALTA's mandate is to address the diverse goals of academic and practitioner partners in a mutually beneficial and reciprocal manner, whilst also conforming to SSHRC guidelines and requirements. Unlike the other regional social economy research nodes, which align more closely with the model of institutional-based civic engagement, BALTA was initiated and is being coordinated by a community development organization. This paper examines the nature and effectiveness of the process of community-university engagement in BALTA's practitioner-led approach. This evaluation utilizes data collected through participant surveys, telephone interviews and focus groups for the BALTA monitoring and evaluation process, as well as additional research exploring the fate of this emerging community of practice following the end of SSHRC funding. Analysis reveals this partnership to be a dynamic and evolving process of negotiation between two distinct professional cultures with sometimes conflicting goals and forms of legitimacy. By taking into account socio-political context, this paper identifies and reflects upon the unique challenges and contributions to knowledge generation and mobilization emerging from the BALTA experience, and speculates on possible future scenarios of this collaborative initiative.

Creating global and local partnerships through university-community partnerships.

Rekha Datta, Bojana Beric, Susan Gupta, John Buzza, Moleen Madziwa.

This panel presents projects addressing the conference streams of “‘partnership and community’ covering several themes, especially community development. Presenters will include Monmouth University faculty and community members.

Project AIM BIG (Asbury in Monmouth -Big Brothers/Big Sisters) - As part of the UN Academic Impact, the Institute for Global Understanding launched a mentorship programme in partnership with Big Brothers Big Sisters of Monmouth County, for Asbury Park High School students, traditionally underrepresented in college, to open higher education doors through peer mentoring. Part of the UN Academic Impact programme, this project focuses on community empowerment through education.

The Center for Immigrant Services is a student run, pro-active organization that works to promote and improve legal, financial, employment, medical and educational efficiency for both legal and illegal immigrants in central New Jersey. Our mission is to provide honest, ethical and cost-efficient services to a community of immigrants and to develop a programme that is sustainable and transferable to other cities in New Jersey and the surrounding states.

The Macheke Sustainability Project is a result of a partnership lead by a former MU student between the communities of Macheke Zimbabwe (pop. 8, 300) and the faculty and students of Monmouth University to provide information, best practices and primary research around sustainable solutions for community healthcare, education, microfinance, communications, energy and agriculture, and market development.

The Monmouth University Community Garden is a collaborative community-organizing project initiated by the Center for Human and Community Wellness. The garden provides the opportunity for all involved to grow their own fresh produce, or work on communal lot to donate food to local organizations and individuals in need. The garden provides community-university educational opportunities for all ages to learn about gardening, sustainability, and wellness.

Cross-cultural lessons of engaging immigrant and refugee families in research and evaluation.

Rebecca Gokiert, Rebecca Georgis.

This presentation will share the cross-cultural evaluation lessons that emerged from a community-based early childhood developmental screening and follow-up intervention project implemented in a culturally diverse community in Alberta. The project was a collaboration of nine partners from the health, children's services, education, and non-profit sectors and used a paraprofessional, strength-based model of service delivery to build parent and community capacity to support the healthy development of young children. Parents of 18- and 36-month old children completed a developmental screening questionnaire. Following screening, families were provided with support, educational programmes, and if necessary, intervention, that built on existing family and community resources. To make informed decisions about how services are being allocated and delivered, it is critical to include the perspectives of immigrant and

refugee families about their children's development and address the barriers they face in accessing health and social services. Engaging families marginalized by income, culture, and language barriers is often challenging in research and evaluation. Within this project, barriers were addressed by integrating multicultural health brokers within the service delivery model, evaluation planning and implementation. The brokers are bicultural and bilingual members of the community that provide linguistic interpretation and cultural clarification while supporting families in accessing services and resources within the health and social services systems, and community. This presentation will describe the process of working collaboratively with brokers to engage immigrant and refugee families in a community-based evaluation in order to better understand culturally relevant developmental screening and intervention practices. In particular, this presentation will highlight both the challenges (e.g., recruitment, data collection) and successes (e.g., engagement with new communities, consent procedures, knowledge mobilization) of engaging immigrant and refugee families in collaborative research and evaluation.

From raised fists to high fives: the emergence of health policy and transformation through university-community partnerships in San Francisco.

Sudeep Motupalli Rao, Roberto Ariel Vargas, Sharad Jain, Jacob Moody, Jeffrey Betcher.

How do we tap the passion, insight and deep identity of a community for transformation in its health? The authors present the work and outcomes from the Seva* Health Partnership, funded by a University-Community Partnerships grant of the University of California at San Francisco (UCSF). The Seva* Partnership brings together community and clinical expertise in the Bayview Hunters Point neighborhood of San Francisco, a predominantly low-income diverse community, where long-term health inequities exist. The two-year project involved select CBOs in the Southeast Food Access Working Group (SEFA), a part of the Mayor's Shape Up initiative, and resident physicians at UCSF/San Francisco General Hospital (SFGH). A health policy brief and advocacy tool emerged from community-based participatory research (CBPR) through dialogues between community groups and doctors in training, which illuminated under-recognized issues such as the bankable value of social cohesion to health. The community was partially aware of the wellness potential and risks associated with their physical environment. The unique partnership created first-hand interactive learning opportunities for resident physicians regarding the needs of a community they serve in their work at San Francisco General Hospital. www.SevaPartnership.org. This presentation will include the challenges encountered and surprising lessons learned such as the community being in the driver's seat, replicable problem-solving skills that were developed, outputs generated in terms of clear health policy recommendations, and outcomes reported. One example is the strong emphasis on preventive health, especially as it relates to management of post-violence and continuous traumatic stress disorder, and the prophylactic nature of social support systems. The workshop will include a 30-min audience participation segment where we will utilize the strategies developed to translate the audience's community concerns to actionable items and policy. Come! Convert problems to possibilities! * Seva means "selfless service" in Sanskrit.

Helping the agriculture community one credit at a time.

Melanie Lang.

An interdisciplinary product development course at the University of Guelph involves both science and management students working together to develop products under the guidance of faculty and industry collaborators. This innovative teaching model will be told from three different perspectives: faculty, student and industry collaborators. To appreciate the real world application of product development, research and commercialization, students engage in a rigorous eight-month course designed to encapsulate the many stages of the new product process. Learning flourishes at each of the teaching modules to allow students an opportunity to engross themselves in all of the phases of the agri-food value chain. Working in groups that span various disciplines allow students to rely on each other's expertise. Together, these two groups endeavour to address industry and consumer needs. We have established roots in applied research with development opportunities and product offerings reaching areas of business, marketing, agriculture, food and nutritional sciences. Having the ability to collaborate across academic disciplines leads to the development of innovative products and shared learning strategies. It is our hope to continue to foster the creativity of students under the guidance

of faculty with the mentor support from industry. Only then will the creation of innovations and learning outcomes lead to the value-added of interdisciplinary product development opportunities.

Ho'owaiwai: a strategy for advancing financial security and opportunities.

Wayne M Tanna, Stephanie Genz, Candice Sakuda, Richard Kido.

Ho'owaiwai is a Hawaiian word meaning “to enrich”. Wai means “water”. In old Hawai'i, it was everyone's kuleana or “responsibility” to malama i ka wai or “to take care of the water” because it affected the livelihood of the entire village. If you had a sufficient supply of wai, you were considered “wealthy”. The goal of the Ho'owaiwai initiative is to create a collaborative environment that nurtures the wealth of communities and families in a way that will be perpetuated for future generations. While economic security is fundamental to wealth creation, asset-building strategies must give equal consideration to building natural, human, cultural, and social assets that are the foundation of a community. They must also take into account that, for many, wealth is the ability to share possessions rather than just accumulate them for one's self.

At the heart of many cultures is an enduring determination to honour our past and leave a legacy for future generations. Today, many enjoy a level of security and comfort unknown to their ancestors. Past generations have overcome disenfranchisement, disease, disasters, discrimination, difficult work conditions, extreme poverty, and limited opportunity to carve out a better life””for themselves and their children.

Today we face significantly higher living costs, scarce affordable housing, new forms of bias and division, and, most importantly, an outdated public policy regime.

This workshop outlines strategies from the Hawaiian perspective that can benefit people in various communities through the establishment of asset-building policies. Asset-building can simultaneously improve overall economies, reward and re-establish the values we claim to live by, and create realistic pathways out of poverty. Working together on these strategies, people can bring about a new era in history””a time when we can all fulfill our obligations to the generations that came before and to those yet to come.

Navigating community-university partnerships.

Rich Janzen, Joanna Ochocka, Don Roth.

Partnerships between community groups and academia can be challenging. Each partner brings their own sometimes conflicting set of assumptions, agendas and expectations into the research partnership. Yet if such partnerships are successfully carried out, the synergy they create holds promise in stimulating social innovation. But how is this successfully done, and what are existing best practices? This presentation will feature one emerging best practice. Taking Culture Seriously in Community Mental Health is a five-year (2005-2010) Community University Research Alliance in Ontario, Canada. Its purpose is to explore, develop, pilot and evaluate how best to provide mental health supports that are effective within multicultural Canada. The partnership involves over 40 community-based service providers, cultural-linguistic community members and academics in Waterloo and Toronto. The presentation will identify key challenges (and their antecedents) that were confronted during the partnership. Next we will discuss the concrete mechanisms of collaboration that were set in place to maximize the meaningful and equitable involvement of all study partners. These mechanisms draw on the principles and values of a participatory action research approach (Nelson, Ochocka, Griffen and Lord, 1998). A candid assessment of the partnership will draw on the partnership's own internal evaluation findings.

Navigating the policy maze through partnership.

Gwen Gillenwater, Susan D. Newman.

During this storytelling session, a community and academic member of a CBPR partnership will recount their experiences in advocating for policy change at both the state and national level. Gwen Gillenwater is the executive director for the disAbility Resource Center, a Center for Independent Living in Charleston, SC. She has many years of

experience representing the disability community in Washington, D.C., having been appointed as a voting member of the U.S. Medicaid Commission and acting as Senior Director of Public Policy, Outreach, and Field Activities for the American Association of People with Disabilities. Her time on Capitol Hill has provided her with numerous stories, tips, and pearls of wisdom about effectively reaching policymakers. Currently Gwen is engaged in a community-based participatory research partnership with Susan Newman, a nurse researcher from the Medical University of South Carolina. Together they facilitated a Photovoice project in which a team of people with spinal cord injury photographed the local community from the perspective of someone who uses a wheelchair for mobility. The team subsequently used the results of this study to advocate successfully for policy change to strengthen accessible parking laws South Carolina. During this session, Gwen and Susan will share stories of their experiences with using the results of research to advocate for policy change, provide insight and advice for effectively reaching policy makers, and demonstrate the power of partnership to make change. The session will provide time for interactive discussion with the audience.

Participatory approaches to knowledge translation come of age: engaging older adults in the research enterprise.

Julia Janes, Robert Fitzgerald, Opal Sparks.

Introduction: Current models of knowledge transfer (KT) disseminate health research through modalities such as reports, conferences and journals. Although useful to some stakeholders, the costs, content and format of these models of KT limit the consumption of the research by end users such as communities, service delivery organizations, and policy makers. Community-based Participatory Research (CBPR) offers a mechanism to partner with the community to produce policy and practice-relevant knowledge of the issues impacting older adults, as well as empower older adults to impact programme and policy development. This presentation, delivered by two community and one academic co-researchers, will highlight two Canadian projects undertaken by the National Initiative for the Care of the Elderly in collaboration with working groups of older adults with lived expertise' of housing insecurity and abuse. These two case studies will demonstrate the value(s) of a CBPR approach to health research and ultimately, to the welfare of older adults. Methods: The two participatory projects developed by and for communities of older adults: Homeless2home: a Community Exchange and Bridging Aging and Women Abuse, drew on data collected in Toronto, Canada using qualitative methodologies including: semi-structured interviews, field notes, focus and working groups, and policy-directed deliberative dialogue. The data was collectively analyzed using content analysis combined with concept mapping and logic modelling. Results/Conclusion: Adopting a CBPR approach conveyed three significant benefits to the research enterprise and the communities of interest by:

- 1) generating distinctive findings to those of traditional research approaches,
- 2) enhancing the knowledge and agency of the co-researchers (community and academic) and their respective communities, and

producing policy and practice-relevant outputs. Finally, the engagement of multiple stakeholders from the onset of the projects ensured inclusive processes, as well as the production of accessible and useful community resource.

Participatory planning in a Mexican village: lessons for community development and planning education.

Marie Kennedy, Chris Tilly.

A university-community collaborative project in a Mexican village brings important lessons for planning education and community empowerment. In a comprehensive planning process, initial scepticism of participatory methods from students and residents and residents' attitude that the government should solve problems, gave way to residents taking control of community development and implementing action plans relying primarily on their own resources. Other changes that resulted from the project included increased government assistance to the community and the incorporation of this type of field project in the curriculum of the Colegio de Tlaxcala. We argue such projects should form part of planning education curricula and that participatory approaches are critical for community development.

Pulling the pieces together: project planning and the imperatives of multiple agency actors.

Jenn Harrington, Todd Barr, Kimberly Bates, Alan Law, Raul Ponce-Hernandez.

The Aging Workforce Research Pilot Project is a joint initiative between the Workforce Development Board (WDB), Trent Centre for Community-Based Education (TCCBE), Trent University (10 faculty in 6 disciplines) and 11 community organizations. The purpose of the project is to explore the contribution an aging workforce can make to the sustainable development of the Peterborough region. Due to the complexity of the issue and community and academic interests, the project has been divided into three stages. Stage one is the development of a digital database of demographic statistics linked to a digital workforce analysis and modeling platform. Stage two consists of older worker interviews, employer surveys and strategies. Stage three consists of multi-stakeholder action planning. This research note speaks to the pathways taken by the project team to negotiate workable directions through a project involving a wide range of agency and individual actors. Variations in agency imperatives and operational logics meant confronting substantial challenges across temporal, financial, ethical and operational dimensions. The research note identifies patterns observed, traces routes taken and solutions developed. The research team would like to share our experiences and discuss project origins, development processes, and emergent intellectual and strategic relationships in a 90 minute workshop. As well as discussing project processes, the topic of aging in general will be explored, specifically, how we can apply learned outcomes to other communities facing similar aging of their workforce. Principal investigators (Bates, Law and Ponce-Hernandez) will present a summary of study findings in three 10 minute presentations. Following their presentations, the WDB and TCCBE will present how findings have underpinned strategy directions. The remainder of the session will be devoted to the presentation of challenges and successes followed by an open forum to engage the experiences and questions of workshop participants.

Realizing the promise of community-engaged research: community partner perspectives.

Susan Gust, Elder Atum Azzahir, Ella Greene-Moton, Ann-Gel Palermo, Elmer Freeman.

Increasingly, research funding agencies are identifying community engagement in research as central to understanding and addressing our most pressing social, health and economic concerns. Substantial investments are being made to support faculty members and academic institutions to engage communities and to conduct research in and with communities. Academic researchers have established pathways and networks for professional development, mentoring and advocacy. As more communities are engaged as research partners, it is clear that parallel supports are needed in communities. This session features a panel of experienced community partners who will share their experiences, lessons learned, plans for ongoing peer support, and recommendations for practice, research and policy. Through panel presentations and audience discussion, we will examine and address in-depth the challenges and issues faced by community partners. These include but are not limited to: developing and sustaining equitable community-academic research partnerships; ensuring appropriate research ethics review, including community-level risks and benefits; creating and maintaining governance structures that balance power and resources among partners; facilitating authentic community engagement in all phases of the research process; ensuring that community partners are valued for their time and expertise; resolving tensions that can exist between scientific rigor and community engagement; negotiating conflicts among partners and research teams; effectively disseminating study findings to key stakeholders; designing and implementing community-driven, evidence-based systems and policy change; preparing community-based organizations to serve in decision making roles in research (e.g., as fiscal agents on research grants, principal investigators, governing board members, peer reviewers, etc); navigating the politics, policies and practices of research funding agencies and academic institutions; contributing to the development of supportive policies and practices in research funding agencies and academic institutions.

Science shops: the basics.

Norbert Steinhaus, Henk Mulder, Ils De Bal.

This short workshop will introduce you to the basics of running a Science Shop, or Community Knowledge Exchange, at your university or research institute. Thus, this workshop is relevant to those with little or no experience in CBR or Science Shops, and those that do the occasional project, but would like to embed and structure this work more broadly

in their institutes. This workshop will be an interactive “class”. We will share our learnings on how to involve Civil Society Organisations in setting research questions; we will show how projects can be done as part of curricula. We will take you step-by-step through the mediation process and we’ll discuss issues of funding, staffing and placing the Science Shop. This workshop will build on the 30 year experience with Science Shops across Europe. Science Shops mediate between citizen groups (trade unions, pressure groups, non-profit organisations, social groups, environmentalists, consumers, residents association etc.) and research institutions (universities, independent research facilities). They are small entities that carry out scientific research in a wide range of disciplines - usually free of charge - on behalf of citizens and local civil society. The fact that Science Shops respond to civil society’s needs for expertise and knowledge is a key element that distinguish them from other knowledge transfer mechanisms. Science Shops are often, but not always, linked to universities, so that students can conduct the research as part of their curriculum. Since in that case the students obtain course credits for their work, there are no additional research costs involved. Thus, a Science Shop provides independent, participatory research support in response to concerns experienced by civil society. Science Shops cover all academic disciplines and work on a broad range of societal issues.

The co-evolution of knowledge for social impact in food security: the role of the contextual fluidity partnership model.

Connie H. Nelson, Mirella Stroink, Judi Vinni.

Our presentation can raise awareness of how the Contextual Fluidity partnership model links community partners, students, and researchers in the co-evolution of knowledge for social impact in food security. The process of developing a new local food system is driven not by organizational charts, but by the core principles of the Contextual Fluidity partnership model - fostering vision, building webs of networks, employing strange attractors, and being context-based and fluid in approach. Drawing on qualitative and survey data, we demonstrate how the CF model, which is based on complexity theory, can address local community concerns and create spaces for participants to develop strategies for action around local food systems. By championing the triad of community, university and students, community knowledge can become living library of knowledge. When faculty incorporate in next year’s teaching the community knowledge that emerged through the interactions of the triad in the present year, then the education of the students who enrol each year will be progressively enriched by the discoveries of the previous year’s combination of community, university, and student participants. Year by year, knowledge accumulates, and the faculty member becomes a custodian of what the students and the community partners have learned together. That institutional memory is the way that the university itself grows and develops not only in its relationship with its community, but in its relationship to knowledge itself. This knowledge base sustains a local food system rooted in the unique social-ecological place of Northwestern Ontario that is inclusive of its cultural and geographic diversity - from farmers to processors and from forest foods and gardening to distribution, marketing and preparation.

The international collaboration on participatory health research.

Brenda A Roche, Micheal Wright, Jane Springett, Bob Gardner.

Participatory health research (PHR) has emerged as an important approach for addressing local health issues and improving the lives of those most affected by health inequalities. PHR has proven effective at involving community members in research and at guiding and evaluating community-based interventions addressing health inequalities. As a result, PHR is increasingly drawing the attention of communities, funders, decision-makers, and researchers worldwide. Key challenges moving forward are how to build on knowledge and insights from local action-orientated research to deepen broader global understanding of the dynamics of health inequalities, and how to build common understandings and approaches to enhance the quality and credibility of PHR results. In 2009 the International Collaboration on Participatory Research for Health was founded to provide a new forum to consolidate what we know about PHR and enhance its quality, credibility, policy and practice impact Similar to the Cochrane Collaboration on clinical trials research. The PHR Collaboration will depend on a host of experts from various countries to bring together what we know about PHR and to make that knowledge accessible to an international audience. The goal of the PHR Collaboration will not be to achieve a standardization of research protocols, but rather to find meaningful ways to enhance the policy

relevance of PHR in terms of quality, validity and practice. Members of the International Collaboration will report on the progress of the collaboration to date, including the development of Action Groups to push forward the work of the collaboration internationally.

Towards inclusive CBR: lessons-learned from disability and rehabilitation in Cameroon.

Julius Wango, Aloys Njitor, Lynn Cockburn, Ruth Acheinegeh, Ezekiel Benuh, Nyincho Samuel, Goli Hashemi.

Abstract: The inclusion of people with disabilities is an important but challenging aspect of community-based participatory research. In this workshop, the presenters will share the results of a best practice project which is developing resources to assist research teams to include people with disabilities as researchers, collaborators, and research assistants. The project draws from several studies and projects carried out in the North West Region of Cameroon over the past 5 years. These projects have addressed topics such as quality of life and disability, rehabilitation, gender issues, and including people with disabilities in HIV and AIDS initiatives. People with disabilities and disabled persons organizations (DPOs) have been key members and partners in this work. We believe the successes of the project are in part due to the relatively slow, iterative, participatory, and evaluative methods used. To date, resources include a training programme and resource manual developed for our network and which may have relevance for global health researchers in other settings in Africa and low-resource settings. **Learning objectives:** Participants will 1) learn particular skills and techniques to include and support people with a variety of abilities on research teams, 2) discuss ethical issues which are relevant to doing inclusive community based research, and 3) discuss inherent challenges to developing inclusive international community-university partnerships. Opportunities for workshop participants to share experiences will be provided.

Agenda:

- 1) Introduction and setting the context - Some stories of our work, including pictures and short videos (15 minutes),
- 2) Discussion (5 min),
- 3) The Inclusive Research process - Presentation of the Resources (30 minutes),
- 4) Focused Discussion and written feedback (from participants to presenters) - 5 to 10 minutes for each topic (about 30 minutes) Recruitment Training Implementation Working with DPOs Evaluation, On-going support, Follow-up,
- 5) Summary of key points and wrap-up (10 minutes).

What's different about urban community-university partnerships.

Geoffrey Maruyama, Martin Adams, Robert J. Jones.

This roundtable session convenes and guides a conversation about characteristics and experiences that distinguish Community-University partnerships with urban communities, and particularly disadvantaged urban communities, from other partnerships. Understanding urban partnerships is critical because we live in the age of the city with disproportionate growth in urban populations worldwide (e.g., Katz, Altman, and Wagner, 2006). Eighty-three percent of the United States population lives in urban/metropolitan areas that drive and dominate the economy, are homes to wealth-generating industries, centers of research and innovation, ports of commerce, and gateways of immigration (Katz, 2007). Concurrently, at least in the U.S., urban/metropolitan communities experience stresses and challenges at unprecedented levels including concentrated poverty, crime, unemployment, inadequate housing, changing demographics, and rapidly widening disparities in areas of education, health care, and commerce (Porter, 1998). By their human, financial, and social importance, urban/metropolitan community issues are inescapably issues of post-secondary education. University researchers developing partnerships with urban communities need to understand how those partnerships differ from those with more affluent and rural/small town communities. For example, we have worked on issues of volunteerism; although conceptual principles may hold across communities, complexity comes from an array of practical issues: differential availability of human capital, symbolic messages about competence and need in challenged communities, vulnerability and low self-worth among people receiving help, and varying perceptions of who is volunteering. Another example is that pre-existing community attitudes about what research is and how it impacts communities may differ greatly. The guided discussion presents data from our experiences to initiate conversations exploring similarities and differences of urban partnerships from other community-university partnerships. Cross-

cultural and cross-national differences are explored, as are community variables including size, affluence, diversity, population density, climate, available funding sources, partners, and social and human services available.

Abstracts listed by session in alphabetical order

Wednesday, May 11: Community voice and relevance - Day 1

Session C 2:00 p.m. – 3:30 p.m.

A community development model for higher education community engagement.

Randy Stoecker, Mary Beckman.

One of the challenges facing higher education community engagement practice is that it is designed from an academic standpoint, privileging research over action and curriculum over community issues. We are proposing a workshop session that will present an alternative model that begins from a community development standpoint. In community development, the community chooses an issue to work on, and then mobilizes resources, including information resources, to tackle that issue. To effectively address a community issue, the community needs to organize to learn about or diagnose the issue, develop alternative intervention strategies or a prescription for the issue, and implement and evaluate the chosen intervention. It is important as well to distinguish among outputs and outcomes and to consider the long term as well as the short run. Higher education community engagement can support the process by providing community-based research at the diagnosis and prescription stages, service learning at the implementation stage, and CBR at the evaluation stage. In this model, the process is led by the community, with higher education providing ongoing strategic support. This workshop will briefly present the model, and then will guide participants through various scenarios to learn the benefits of using the model and the potential costs of not using it.

Building equality of participation in research partnerships.

Catherine Bates, Elena Gamble, Sinead McCann.

In this skill-building workshop participants will explore the benefits and challenges associated with including the community voice in research partnerships, focusing on the practicalities of the research process. Through a series of interactive exercises they will share experiences and ideas on how to ensure equality of participation in, and management of, research projects. At the end of the workshop participants will take away a renewed dedication to preserving the collaborative aspect of the CBR project, and reminders of the benefits of doing this; a clearer understanding of the challenges and pressures faced by each partner in the collaborative processes; practical tips on how to address these challenges and pressures; suggestions on how to prioritise the collaborative aspect of the research; a personal action plan related to a current or future project; and a network of contacts interested in working in this way. The workshop agenda will include a short physical activity to set the workshop scene; a group brainstorm identifying the advantages of a thoroughly collaborative process; an interactive group activity exploring challenges and pressures facing each partner in the collaborative process; a group brainstorm of potential strategies to address these challenges and how to prioritise the collaborative aspect of the research; group work on action plans related to preferred strategies, related to individual CU partnership projects; and the sharing of contact details. Throughout the workshop participants will engage through active, verbal and written exercises, interactive group activities (with devised scenarios), group brainstorming exercises and individual planning.

Community advisory boards in community-based participatory research: best processes.

Susan D Newman, Jeannette O. Andrews, Melissa E Cox, Gwen Gillenwater, Renata Leite.

Community advisory boards (CABs) often serve as an important source of leadership in the partnerships of community-based participatory research (CBPR). CABs provide a structured mechanism for community members to offer perspectives on concerns and priorities that otherwise might not enter into the researchers' agenda, and advise about suitable research processes that are respectful of and acceptable to the community. A synthesis of the literature and the authors' professional experiences guides our discussion of key "best processes" and strategies to facilitate CAB formation, operation, and maintenance. The purpose of this workshop is to provide participants guidance in utilizing "best processes" for: 1) forming; 2) operating; and 3) maintaining CABs that guide CBPR. Learning objectives: Upon

completion of the workshop, participants will be able to: 1. Describe the purpose, role, and functions of CABs in CBPR, 2. Identify a set of strategies and techniques related to CAB formation, operation, and maintenance for CBPR, 3. Consider ways of strategically integrating these techniques into their community/academic partnerships.

Agenda: presentation	(55 minutes)
Introduction - what is a CAB? Purpose, role, and function.	(10 minutes)
Best processes of - CAB formation	(15 minutes)
CAB operation	(15 minutes)
CAB maintenance	(15 minutes)
Interactive learning activity	(30 minutes)
Summary and conclusion	(5 minutes)

Participation Processes: Learning activity includes interactive discussion and problem solving - Case scenarios and role playing by academic and community partners (on panel and in audience) on “best processes” and “worst processes” for each stage (formation, operation, maintenance) with interpretation and feedback from the entire audience.

Community-driven health needs assessment: participatory research in action.

Julie Bull, James Valcour, Darlene Wall, John Graham, Melita Paul, Debbie Martin.

To date there has been no systematic data that documents the health status of people who live in NunatuKavut communities along the south-east coast of Labrador. It is imperative that systematic health data be collected that identifies the health issues, priorities and existing resources of people who live in these Inuit-Metis communities. An integral component of collecting health data from Indigenous communities, however, lies not simply in the data that is collected, but in how the data is collected and also how that information gets interpreted into results that are beneficial and useful for the communities involved. This unique research project exemplifies the principles of community based participatory action research - NunatuKavut secured research funding and sought academic researchers to become partners in the study. The research team consists of three community members and three academics spanning three provinces and five geographic communities. This research team is redefining and reclaiming the Indigenous voices that have been silenced by researchers in the past. This project is not merely community - based, it is community driven. Western and Indigenous ways of acquiring knowledge were used to address complexities and challenges that exist when conducting research with Aboriginal communities. This approach offers a practical way in which to meaningfully engage communities in the research process. Some best practices and methods from research with Indigenous people challenge the status quo and pave the way toward a different research paradigm. The benefits and challenges of this approach will be discussed in relation to conducting research with Indigenous communities. This shift to holistic methodologies informed by indigenous and non indigenous ways of knowing can be utilized in various contexts in Canada and Internationally.

Developing a community-university engagement model in health education: an Irish perspective.

Bernie Quillinan, Elizabeth McKay, Ann Taylor.

Limerick is the third largest city in Ireland with a population of 91000 people. It is recognised as having several areas of high social deprivation and criminality. This led to the establishment of the Limerick Regeneration Project (Government Funded Initiative) to address social exclusion and improve quality of life within these neighbourhoods.

The University of Limerick is a key player in the city and the wider community. As such the University’s strategic objectives highlight the need for engagement with the wider community; to actively serve communities and development of the Region to extend the range and quality of services to these diverse communities. In 2008 an Education and Health Sciences Faculty was established, bringing together the expertise to address these objectives. There are numerous Faculty examples of successful community projects focused on student educational needs or academic research interests. While communities recognised the value of these, their limitations became clear. Projects were sporadic, unsustainable and lacked a multi-disciplinary approach.

Sli is a nationally recognised example of a community-university partnership which brought together a charitable organisation and the university. Its aim was to create a multidisciplinary group with a clear strategic plan to identify and address specific community needs.

Arising from this initiative a project was proposed which aimed to create a strategic, well-structured, multi-disciplinary Health Education Unit within the Faculty of Education and Health Sciences developed on the CUE model. It will draw on existing interdepartmental resources to work with community groups in a meaningful partnership to address their educational health needs within the region contributing to the development of healthier communities. This presentation will tell the story of how this timely Community - University partnership has been fostered. It will include the challenges and opportunities encountered and present a plan for the future development of CUE”

Developing an evaluation partnership: building capacity to collect, manage, and utilize data.

James Cook, Frances Lott, Ryan Kilmer, Candace Wilson.

During difficult financial times, sustainability concerns is important for small organizations, increasing the need for effective programme evaluation Building the capacity to self-evaluate requires: clearly defining evaluation goals and questions; developing the organizational capacity to reliably collect data relevant to those goals and questions; enhancing the technical capacity to manage data; and translating data into meaningful results and actions. This roundtable will include presentations from staff members at ParentVOICE, a family support and advocacy organization addressing the needs of families in which a child has mental health and/or behavioural issues, and their university partners, who have assisted them in the development of their evaluation capacity. ParentVOICE staff recognized the need to demonstrate their effectiveness in helping families navigate through the mental health system, and the presenters will describe the steps they followed to identify the important questions and variables of interest, the processes and policies that led to the collection of quality data, the development of a database that stores and enables the ready retrieval of the data in a usable form, and the combination of ParentVOICE data with other data to facilitate examination of ParentVOICE's impact. An ongoing partnership with university faculty and students has enabled ParentVOICE to benefit from additional data collection and analysis, and has provided support (financial and technical) to help answer questions otherwise not possible with limited resources. The university faculty and students have also benefited, through use of data for student theses and potential for publishable works. The challenges faced, including staff resistance, Institutional Review Board issues, database development and redevelopment, cultural differences, and external organizational pressures, are described, along with mechanisms for overcoming problems. In addition, tangible products are provided as examples of the types of evaluative strategies that small organizations, in partnership with universities, can use to support their sustainability.

Engaging community through mapping.

Susan Lynch.

In the Early Child Development Mapping Project (Alberta), data about child development (EDI), socio-economic contexts (SEI) and community assets are laid out on community maps in order to engage those who live, work and play in the communities in community planning. We have found that the visual and concrete characteristics of maps prompt an active kind of engagement of community members in the discussions about what the members of the community value. This strategy is being used in Alberta to mobilize the communities around aspects of the development of their preschool children. This presentation will include many examples of the maps as they are being developed and used in the project as well as stories from participants about how the maps affected the conversations around the community mapping tables.

Exploring community engagement and finding better solutions.

Nadia Chowdhury.

The goal of this presentation is to look at the obstacles that are faced by minorities and community groups in accessing better services, and to explore the ways in which youth leadership can play a part to help communities build on their assets and collective experience. Drawing from personal knowledge, as well as using scholarly articles and popular media sources, the author shall talk primarily about overcoming oppression and gaining access to education, better opportunities and gaining a greater sense of well-being from positive work. The presentation shall begin with an introduction to the obstacles that stand in the way of youth who come from minority neighbourhoods. Focus shall be on factors such as racism, sexism, economic barriers, etc. , which limit the growth of the community and individual youths. The next half of the presentation looks into the author's personal experience and work with non-profit organizations, drawing exclusively on two projects the author has worked on in the summer of 2010 and in fall/winter 2010-2011. The author shall talk about her experiences working with youth, emphasizing some of the difficulties as well as the rewards and positive experiences that arose out of working on the projects. She will also discuss ideas and methods that could be used for better engagement of youth. The author shall also include examples of having come as an immigrant, with little to no resources, and having pursued education which contributed to her understanding of oppression, and the usefulness of advocacy in overcoming the barriers she faced as well as spreading awareness. The final part of the presentation shall include questions for the audience, and a brief review of the concepts and data covered throughout the presentation.

Growing community through urban agriculture: a community-university project involving senior immigrants.

Mary Beckie, Maureen Elhatton.

Immigrants represent a significant segment of the senior population in Canada but their adaptation and integration into Canadian society can be extremely difficult due to variety of economic, social and health factors. It was hypothesized that involvement in urban agriculture could assist senior immigrants in addressing some of the challenges they face. Urban agriculture is increasingly recognized for its contributions to individual and community well-being, and has also proven to be an effective way for many minority groups to become integrated into the socio-economic fabric of the cultures and countries they immigrate to. In 2007, a pilot project was launched in Edmonton, Alberta to train senior immigrants in a commercial approach to UA, known as Small Plot Intensive (SPIN) farming. This project was developed through a university-community partnership involving the Senior Association of Greater Edmonton (SAGE), the Multicultural Health Brokers Cooperative (MCHB), and members of the Faculty of Extension at the University of Alberta. Interdisciplinary and exploratory research was used to investigate the effectiveness of the project, with data derived primarily from qualitative interviews with key informants. This paper describes and evaluates the community-university engagement process that shaped this project and the strategies used to facilitate engagement and learning for senior immigrants. This research identifies the benefits and challenges of utilizing a collaborative approach in this type of initiative and explores the role of urban agriculture in growing partnerships and community.

Immigrant cultural values and language barriers as communication class lessons.

Eva Rose Batiancila Washburn-Repollo.

Experiences of immigrants can contribute to the improvement of curriculum design. In this session, several stories will be told to illustrate how.

Matthew, a young 12-year-old middle school student from the Philippines, joined an American classroom after his stepfather married his single Mom. He spoke little English and kept to himself, had no friends and seldom talked. A decision need to be made to place him under the ELL programme or the Special Education programme. I was hired to try to get him to talk.

The school's attempt to support the student by hiring an interpreter went in a completely different direction. After a few sessions measuring his first and second language levels, the school board felt ready to make a decision. But

late one night, I received an email from the young boy confessing the abuse he had suffered. My report to the principal generated a host of events that included Child Protection Services and the police.

Another story revolves around my work as a natural helper for the Domestic Abuse Hotline. I volunteer as an interpreter for immigrant spouses who experience domestic abuse. The unique qualities of abusive relationships reveal cultural values and language barriers as important factors that inform university studies to understand this community problem. These stories allowed teachers like me to develop lectures in communications classes that address this concern.

One mother's ordeal under the violent control of her husband continued because of her deep feelings of debt of gratitude from her American citizen husband. The stigma of divorce and the loss of financial stability due to lack of education and community support inform curriculum specialists about the need for research that will explore these communication problems.

In2science – a case study of cross-institutional collaboration supporting the engagement of school students in the sciences and mathematics in Victoria, Australia.

John McDonald.

The In2science Peer Mentoring in Schools programme is a collaborative project between the Science faculties of multiple universities in the state of Victoria. In2science addresses the issue of declining numbers of students studying the sciences and mathematics at both senior secondary school level and university. It provides support for classroom teachers to enhance the learning of their students as well as helping students become more scientifically literate and empowered to make informed choices about global science related issues. Through the programme, current tertiary students volunteer to be trained as Peer Mentors and work with teachers in the classroom, raising students' awareness and engagement in these critical areas of the curriculum. Peer values and interests are among the biggest influences on teenagers and positive influences from university students as peer role models, if sustained, can have a lasting impact. Through the use of a clear organisational framework the programme has become established in over 60 government schools in both metropolitan and regional areas of Victoria. The programme achieves win: win: win outcomes for the school students, teachers and university students who participate. In2science is a successful model of community engagement and meets the needs of the community, with implications at the local, national and international level. This presentation will highlight the methodology and key drivers behind running a collaborative program between multiple universities and their local learning community, proving that such enterprises can be undertaken with positive outcomes for all.

Integrating rural community development with academics: a partnership in developing soya food products between Moi University, Kenya/VLIR AGBIO project, Belgium, and rural communities of Western Kenya.

Mary Njeri Muchiri, F. Wamunga, G. Mbagaya., D. Serem, R.Karei, P.Patel.

The use of sustainable food preservation technology and simple food preparation methods holds a great potential in poverty reduction, decreasing post harvest losses and thus promoting Food and Nutrition Security in developing nations. However there has been a persistent missing link between faculty at universities and stakeholders at community level in implementing very useful research findings that can promote rural development.

A six months collaborative study was carried out with the aim of strengthening the relationship between Moi University and different Western Kenya rural communities through disseminating the knowledge and skills acquired in formulating and evaluating nutritional, microbial and sensory quality of different soya food products to three groups, each comprising of 30 participants in Webuye, Siaya and Teso districts in Kenya.

Findings from this partnership project showed that although the communities were growing soya beans, majority were selling all the produce at the market due to lack of skills in methods of preparation and cooking soya. The participants demonstrated keen interest in learning different methods of preparation and preserving different soya products (Soya milk, chapatti, baked products and porridge) in ways that make nutrients bio available, while observing hygienic techniques. Evaluation of acceptability of the products by the community participants through 7 scale sensory hedonic rating showed that the baked products and chapattis were the most preferred while the

soya milk least. However all the products had an average score above 4/7. Integration of research at grass root level between academic institutions and rural communities has very strong effect in promoting any technology that would achieve meaningful development at community level.

Maintaining community voice and participation in community-university partnership efforts.

Martin Paul Adams.

This roundtable session, led by a community person brought into the University of Minnesota to coordinate a multi-faceted engagement project, engages participants in conversations about ways to engage community members and partner organizations in establishing and developing university and community collaboration. It shares experiences gained during a three year project funded by the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE). The project created processes for input from the community and community partners, and demonstrated to community members' sensitivity to their concerns and articulated needs. For example, the project changed job descriptions to hire a coordinator with community experience and to attract graduate assistants from the community. The project engaged a diverse group of partners: community service organizations, schools, local governmental organizations, local businesses, neighborhood organizations, and residents to help shape the efforts, define priorities and challenges, identify existing programmes, and develop action plans. It built on previous community meetings and community listening sessions hosted by community partners to initiate a general dialogue about the University's intended presence. Partnership development and setting project goals and objectives were undertaken in a manner that encouraged joint ownership and agreement in setting priorities and strategies. The session discusses how we ensured that residents and staff from service organizations and institutions were influential in choosing the areas of focus. In all three areas, the projects were identified by partners who shaped their development and implementation. Despite many bumps, the ongoing effort is on track to continue beyond the life of the initial funding period, ensuring sustainability and continuity. Example - The FIPSE Coordinator brought invaluable knowledge and credibility to the project, given his previous employment as a key community based institutional partner, and proved to be invaluable in fostering additional relationship and partnerships.

Photo and video providing a voice in community- based research.

Jutta Gutberlet, Gisela Prystav, Andrea Rau, Manuela Reinhard

The presentation will share a selection of photos and videos taken by some of the participants in two community-based research projects in informal settlements in Brasil and Morocco. The Brazilian project applied the tool of photovoice to engage project participants in expressing their views and concerns. This technique has been used in needs assessments, asset mapping and project/programme evaluations among other applications, allowing marginalized people to document their community and to express their perspective. Photovoice has three major goals: 1) to enable people to record and reflect their community's assets and barriers, 2) to promote communication and knowledge about important issues documented with the photographs, and 3) to reach the public and policy makers (Wang and Burris, 1997)[1]. In the Moroccan case the documentation of a walk through the settlement, including statements of inhabitants and interview-results highlights the people's situation. Photovoice elements have been adapted as suitable in the project and the Moroccan cultural context. The two projects that have generated the slide/video show presented here tell different stories. The UAC Casablanca project focuses on urban agriculture as an integrative factor of climate-optimised urban development in Casablanca, Morocco and the PSWM project seeks to empower recycling groups for inclusive solid waste management in the metropolitan region of São Paulo, Brazil. In both projects a group of participants were involved in documenting images and scenes concentrating on a previously defined common theme. Despite the two projects representing different countries and diverse thematic contexts, both projects are community-based and focus on resource conservation and poverty mitigation. The present photovoice/film show provides some of the highlights from this research experience. [1] Wang, C. and Burris, M. (1997). Photovoice: concept, methodology, and use for participatory needs assessment. *Health Education Behavior*. 24. 369-387.

Recognizing and rewarding community-engaged scholarship: implications for faculty development, tenure, and promotion.

Sarena Seifer, Linda Hawkins, Kerry Daly.

Community-engaged scholarship (CES) and community-academic partnerships are gaining momentum in Canadian higher education. Nevertheless, much work needs to be done within university cultures to institutionalize and sustain community engagement as a core value and practice. Creating a cadre of faculty members whose focus is CES - and universities that recognize and reward them - are central to addressing this issue. The University of Guelph and Community-Campus Partnerships for Health are leading a national multi-university collaborative to catalyze changes in how community-engaged faculty are prepared, recognized and rewarded. In this workshop we focus on the following issues:

- 1) Overview of tools for assessing organizational commitment to community engagement; defining values and principles; forms of engagement in teaching and research,
- 2) Tools for leading organizational change that supports community engagement: paradigm changes; transforming language; collaborative principles ,
- 3) Discussion of faculty reward and development strategies that value CES and support the engaged university,
- 4) Priorities for future research and action that came out of a recent national symposium on CES.

Science Shops: demand-driven versus need-driven?

Ils De Bal, Saskia Vandeputte.

Science Shops in Belgium are, since they started in 2003, working on the basis of demands coming from civil society organizations. Masters students from different disciplines can apply to these demands – mostly evaluation and impact questions – to find answers through research. Civil society organizations (CSOs) get these results and make their own choices about using these results or neglect them.

This relatively static work and linear question-answer relationship, constrains creative and thorough handling of societal issues. Because of this, the Science Shop Brussels seeks methods to detect needs in society which cover the particular demands of a wider group of CSOs.

We hope to learn from other CU partnerships how they detect societal needs and what methodology is used.

Questions we'll explore include:

- 1) Do Science Shops as intermediaries need to work on broader societal needs or should they be demand-driven?
- 2) What are possible difficulties and challenges to conquer in a needs-driven Science Shop?
- 3) What are the capacities, skills, and conditions of a Science Shop to work societal need-driven?
- 4) How can this fit into CSOs needs?
- 5) Does this really mean an added value for the Science Shop?

Settling, working, and belonging: an innovative and collaborative approach to integrating newcomers.

Yasir Dildar, Theron Kramer, Rich Janzen, Margaret Walton-Roberts, Jenna Henneby.

Waterloo Region is a community that has always welcomed and benefited from immigration. Presently, 22.3% of Waterloo Region residents are immigrants or refugees from diverse regions of the world, with expected growth to 30% by 2031. Waterloo Region is one of the top seven communities in Canada for receiving immigrants/refugees on a per capita basis (2006 Census). This presentation features participatory community engagement and community collaboration processes seeking to strengthen capacity of government, institutional and not-for-profit sectors to meet the settlement and integration needs of immigrants and refugees in Waterloo Region. The challenges and barriers faced by our newest citizens are varied and complex including: understanding the Canadian health system and accessing needed services, finding employment in their field and getting their foreign credentials recognized, learning a new language, learning how to integrate with local cultures and how to adapt family or personal ways with a new environment, or facing discrimination. Waterloo Region's Local Immigration Partnership Council (LIPC) and local university representatives from a province wide CURA project - Welcoming Communities Initiative (WCI) - worked together to develop a comprehensive collaborative settlement and

integration strategy. This involved mobilizing and engaging diverse community stakeholders, including settlement agencies, local governments and institutions, community based organizations, recent immigrants and refugees. The joint presentation by community and academic partners will highlight the process and mechanisms for participatory community engagement. The presentation will also include main project findings, including the proposed strategy, structure of the LIPC, and service inventory prepared by WCI.

Tertiary education collaboration in rural regions: Increasing access.

Sue Kilpatrick, Phillip Dawson

The Deakin at Your Doorstep project delivers an innovative two-year Associate Degree of Arts, Business and Sciences that is a supported transition to a Bachelor Degree for those not otherwise eligible for a university place, with the option of an exit qualification. It is designed to encourage increased access to, and participation in, tertiary education by people from rural areas who would not otherwise gain a university place.

Deakin at Your Doorstep, funded by the Australian Government's Diversity and Structural Adjustment Fund, is designed to maximise the chance of success for people unfamiliar with higher education. It is offered from 2010 at Deakin's Warrnambool Campus and at Deakin Learning Centres in partnership with three Victorian TAFE Institutes - Sunraysia, East Gippsland and Chisholm.

The programme:

- uses interactive e-learning blended with face to face learning
- draws on the infrastructure of TAFE Campuses in regional areas which Deakin supplements with high speed broadband, interactive electronic and video learning technology and the best available pedagogy
- is a cost effective alternative to a series of small stand alone university campuses because it shares existing physical infrastructure and some human resources with a partner
- is designed to engage students by bringing together people studying a number of disciplines for interactive learning in a peer group of sufficient size for a quality educational experience
- includes specialisations that have been selected in consultation with each partner regional community to meet local skill needs.

The programme has attracted more students than anticipated overall, but less than anticipated at some centres. This paper reports findings from interviews with staff and students at the four partner institutions, and potential employers of graduates. It discusses the factors that have contributed to the varying levels of success at different centres. These relate to the quality of relationships among the partners and community stakeholders and to the rural communities' differing previous experiences of higher education provision.

The accidental activity: the science fair family workshop and the community-university partnership.

Aurora Garcia, Kathleen Roe, Aldo Chazaro, David Dosanjh, Yadeel Lopez, Silvia Montano, Angelica Diaz, German Blanco.

Sometimes the most important partnership activity is not the one you planned on doing. That was certainly the case for our Science Fair Family Workshop, an almost spontaneous activity in our first year and now a centerpiece of our long-standing community-university partnership Salud Familiar en McKinley. The Science Fair is a rite of passage for elementary school children in the United States, often providing first formal exposure to the joy of independent inquiry, application of natural curiosity to the rigor of the scientific method, discussion and translation of results, pride of authorship, and dissemination of findings - all hallmarks of the individual orientation to science, U.S. education, and cultural values that honour individual achievement and recognition. But while the Science Fair - from idea to experiment to poster to judging, may be widely shared and appreciated among educators, scientists, college students, and others familiar with this iconic experience, it can be unfamiliar and uniquely exclusionary for those who have not had such exposures. This can exacerbate social divides and reconstruct inequities with important implications for self-esteem, further academic engagement, family marginalization, and civic participation. This storytelling session will tell the tale of our Science Fair Family Workshop, an unanticipated, but ultimately seminal component to a larger community-university partnership addressing health disparities in a low-income, Latino neighbourhood through service-learning and community

development. The power and meaning of the activity only became clear as we repeated it each February. Core values from our professional culture of health education provided the compass for an unplanned, unscripted, but now replicable intervention bridging the cultures of science and community, university and elementary school, California and Mexico. Our story will be told in person by college students, mothers, and school/university administrators and through a short DVD by children of *Salud Familiar en McKinley*.

The vision, challenges, and policy impacts of an innovative community-university partnership.

Mary Mackeigan, Terry Mitchell, Susan Eckerle Curwood.

The Poverty Reduction Research Group (PR) is a group of faculty, students, and community members with a commitment to addressing poverty through community-university research partnerships which will inform social policy. From a social determinants of health perspective, poverty and income inequality (and the policies that promote either) are the root causes of many social and health problems. The mission of the PR Research Group is to shift social policy through community-engaged research, policy analysis, knowledge mobilization and advocacy. The main initiative of the PR team is the Poverty Policy Project (P3). P3 was an experimental action research project conducted with doctoral students in the Community Research and Action (CRA) course in Laurier's Community Psychology programme in partnership with Opportunities Waterloo Region. Opportunities is a local charitable organization committed to the prevention and reduction of poverty through multi-sector collaborative efforts involving people with lived experience of poverty, government, business, and the non-profit sectors. CRA students and professors have worked collaboratively to design and conduct a community-based participatory research study to examine the role of policy in poverty reduction. Methods included: document review, focus groups with people experiencing poverty, and key informant interviews with local service providers and Municipal government staff. The CRA group, Opportunities Waterloo Region, and the Awareness of Low-Income Voices (ALIV(e)) network will identify policy recommendations that will be integrated into an existing Regional poverty reduction strategy and have been presented to the Regional Council. In this presentation we will reflect on the initial research and action vision and the challenges of developing and sustaining a long term community university research partnership. We will also discuss the concrete benefits of collaboration and the policy successes and action outcomes supported by the partnership despite the multiple challenges and ultimate dissolution of the proposed partnership approach.

Towards a definition of the critical friend in community-university partnerships.

Scotney D Evans, Natalie Brown, Sherry McGee, Jacqueline de Schutter.

This paper brings together ideas generated during roundtable discussions at conferences in Canada, Mexico, and the United States with existing theory and personal experience. We explore the importance of relationship, critique and reflexivity for progress in community settings. We present the concept of critical friend to position the offering of critique as an initiation of a process of respectful constructive mutual critical reflexivity between allies with the same fundamental social justice objectives, a form of friendship and collegiality, valuable for mutual progressive development. Over the decades, community psychologists have offered various descriptions of our role and relationship with community partners: participant-conceptualizer (Bennet et al, 1966; Elias 1994), advocates and instigators of change (Balcazar, Garate-Serafini, Keys, 2004), asset seeker and pragmatic partner (Nelson and Prilleltensky, 2005), to name just a few. Meg Bond (1999) describes the importance of our role in connected-disruption - the process of disrupting organizational culture while also tending to the relationship. Limited, however, is our explicit and detailed attention to the role of critique and reflexivity in our community research and action partnerships and more importantly, how to do it. In this paper, we share strategies for how to build a shared expectation of critique as a collective discursive activity that can mediate oppressive forms of silencing and undemocratic decision-making. We also present and solicit how to's for practical guidance when playing the role of critical friend in community partnerships. We'll contrast pragmatic and critical orientations (Johansson and Lindhult, 2008) and open up the dialogue about the benefits and pitfalls of taking on the critical friend role in community based research relationships.

Abstracts listed by session in alphabetical order

Wednesday, May 11: Community voice and relevance - Day 1

Session D 3:45 p.m. – 5:15 p.m.

A bold and unique approach to community partnerships in pharmacy education.

Nancy Waite.

The School of Pharmacy (SOP), University of Waterloo, was founded in downtown Kitchener with a vision of being not just “in the community” but of the community. It is the only School of Pharmacy in Canada to take a multi-pronged approach to experiential education, with both co-op and community service-learning (CSL) being integral pieces of the curriculum. Each year, 120 students are teamed up and partnered with one of twenty-one social service agencies to complete a six month CSL project. The “Pharmacy innovation GARDEN” (PHiG) combines the goals of responding to needs expressed by our community while encouraging students’ professional skills development. Recent projects range from coordinating a health fair for local agencies supporting people with special needs, bringing together families and professionals in a conference on autism, and planting a garden with people living in supportive housing. Initially, community agencies were consulted to determine parameters for the programme and solicit projects that would add to their capacity and provide a good learning experience for students. The process has evolved to developing the projects through more collaborative strategies. As a result, projects are creating transformative opportunities by networking agencies, systems and individuals and capitalizing on the particular knowledge and connections of health profession students. We hope the established relationships make a difference as future pharmacists work alongside social service agencies to support the health and well-being of individuals and the community. Research projects underway look at the learning outcomes for pharmacy students as a result of being involved in CSL projects as well as the benefits and challenges for our community partners. This panel will bring together community partners, students and faculty to share the story of how the SOP came to value this approach, our evolving practices of CSL and to explore what the research is showing us.

A school-based approach for wrapping services around vulnerable children.

Jeffrey Bisanz, Niki Wosnack, Catherine Walker, Varnhagen Stanley, Laurie Schnirer, Maija L. Prakash, Mary Michailides, Diane C. McNeil, Rebecca J. Gokiert, Jason Daniels, Gloria Chalmers.

Children in schools vary widely in their needs, and some require expertise and services that are not available in individual schools or even within school jurisdictions. Often the necessary services are available in community or provincial agencies, but these service-delivery systems typically operate within administrative silos that make coordination of services from different service providers difficult or impossible (Eber et al., 2008). Moreover, members of the children’s families often are not involved in developing solutions. Consequently, resources that are available and that could be useful are not brought together in a coordinated fashion to support school children in need. Wraparound is a general process for identifying and coordinating community services and family supports for vulnerable children. The wraparound approach is a collaborative, team-driven process that involves family members or caregivers, community members, school personnel, professionals, and paraprofessionals. The team draws on the knowledge, skills, and services of all members to create and implement individualized, cohesive, and integrated plans of support for children and youth. To build capacity and knowledge related to wraparound approaches in schools and to inform evidence-based decision making about future policy, a research partnership was developed that comprised provincial and local school authorities, members of community agencies, and university researchers. The partnership generated a thorough literature review, a survey of the attitudes school officials have toward wraparound, an intensive investigation of how wraparound-styled interventions were being implemented in various sites, and a set of recommendations for policy and practice. This information is being used to create a set of resources to support the development of wraparound-styled processes in schools and communities throughout the province. We will highlight (a) major findings and recommendations arising from this

collaborative research and (b) common barriers to research collaborations among community, university, and government partners, and ways of circumventing those barriers.

Academic and community reflections on preparing for partnership and research: lessons from the community-engaged scholars programme.

Melissa J. Cox, Jeannette O. Andrews, Joyce Winkler, Caroline Cook, Susan D. Newman, Gwen Gillenwater, Beth Carpenter, Renata Leite, Gloria Warner.

The Community Engaged Scholars (CES) Programme, facilitated by the Center for Community Health Partnerships at the Medical University of South Carolina, serves as an education and training programme for academic and community partners in Charleston, SC. The goal of this programme is to increase the capacity of academic-community partnerships to conduct research with mutual ownership of the processes and products, and ultimately, improve the health of our communities in South Carolina and beyond. To promote equity between academic and community partners, teams consisting of at least one academic and community partner participate in the yearlong CES programme to build capacity for both the partnership and research initiative. The teams represent multiple academic disciplines (nursing, pediatrics, oncology, dental medicine) and community sectors (community health center, rural health, disability advocacy). The CES programme consists of training in partnership readiness, development and sustainability; training in community-based participatory research (CBPR); mentorship; and pilot funding for the team to conduct a CBPR initiative. The CES has produced relevant results related to partnership capacity and sustainability. Markers of these results include formalized partnerships, grant submissions led by community partners, national presentations by partner teams, and formalized plans for sustainability of the partnerships and projects. The Community Engaged Scholars Programme serves as a model to build the capacity of both academic and community partners to conduct research that promotes sustainable mechanisms for attaining health equity in our communities. During this panel of oral presentations, both community and academic partners will provide an overview of the CES programme and reflect on lessons learned through their experience in the Community Engaged Scholars Programme. Partners will highlight successes and challenges related to preparing for partnership, conducting collaborative initiatives and making sustainable change towards improving the health of our community.

Building and sustaining the relationships that are the foundation of trustworthy science.

Mark Yarborough, Paul Spicer, Kelly Edwards.

The success of translational science resides in large part on science institutions not being disengaged from their communities. They need to find ways to bring the broader public to the very heart of the scientific enterprise if society is to realize the promises of translation science. Thus, biomedical research institutions need to create new relationships with multiple community constituents. To better understand the keys to building and sustaining relationships that can help advance biomedical research, we convened a workshop to review mechanisms that others have successfully used in settings outside of academic medicine to create lasting relationships that lay the groundwork for significant community benefit. This workshop grew out of two of our research efforts investigating trust and trustworthiness in research. One project investigated causes of trust and mistrust in cancer genetics research in various under-represented communities in Colorado. The other studied what some non-health sectors that require ongoing public trust do to build and sustain trust. This research identified three keys to building and restoring trust: a pervasive emphasis on accountability practices, a commitment to nourishing relationships with key constituents, and a recognition that healthy internal relationships are as important as relationships with external constituents. One prevailing sentiment that emerged from the Colorado-focused research was that relationships between the research community and the under-represented communities were in a state of disrepair; hence the decision to convene the workshop that will be the focus of the presentation. We wanted to better understand how universities build long-term relationships that transcend specific research projects and thus lay the groundwork for ongoing substantive partnerships between communities and universities.

We will present three findings from the workshop: hallmarks of successful relationships; the challenges that universities face in establishing and cultivating relationships; and a strategy for mitigating power asymmetries between communities and research institutions.

CES4Health.info: an innovative resource for peer-reviewed publication of diverse products of community-engaged scholarship.

Cathy Jordan, Sarena Seifer, Sherril Gelmon, Lynn Blanchard.

Peer-reviewed journal articles are essential for communicating the results of scholarship to academic audiences, but they are not sufficient for disseminating the results of scholarship developed through community-university partnerships. Community-engaged scholarship requires diverse products for dissemination to reach and benefit community members, practitioners and policymakers. These products - such as training manuals, policy briefs and instructional DVDs - are usually not peer-reviewed, published or disseminated widely. As a result, they are often perceived by faculty review, promotion and tenure committees as being of less importance, quality, credibility and value. CES4Health.info directly addresses these challenges by providing an online mechanism for peer-reviewing, publishing and disseminating diverse products of CES. Since its launch in November 2009, CES4Health.info has peer-reviewed and published over 20 diverse products. In this session, the facilitators will (a) describe how and why CES4Health.info was developed; (b) explain the peer review process and criteria; (c) share user, author and reviewer feedback; and (d) explore how CES4Health.info can support community-engaged faculty and advance the field of CES.

Charleston area pollution prevention partnership.

Sacoby Wilson, Herbert Fraser-Rahim, Erik Svendsen, Edith Williams, Hongmei Zhang, LaShanta Rice.

A paucity of research has occurred to understand the cumulative impact of sources of air, water, and soil pollution including historic industrial activities, an incinerator, several Superfund sites, and heavily-trafficked highways have the overall exposure burden on economically disadvantaged communities in North Charleston, South Carolina. The objective of this study is to assess spatial disparities in exposure and health for LAMC neighborhoods and other disadvantaged neighborhoods in Metropolitan Charleston through a community-university partnership between the Low-Country Alliance for Model Communities (LAMC) and the University of South Carolina (USC). The long-term goal of this partnership is to: 1) Assess the geographic distribution of pollution sources in North Charleston, SC, 2) Quantify levels of PM and heavy metals near industrial and non-point sources of pollution in economically disadvantaged neighborhoods in North Charleston, SC, and 3) Increase community capacity to reduce exposure, prevent pollution, and improve public health through community-based outreach, education, and training. This innovative project employs the CBPR framework and CPSM principles to: 1) educate impacted residents about local pollution sources, 2) collect evidence on community exposure to PM and heavy metals emitted from local pollution sources, 3) build community confidence in scientific research, and 4) empower residents to obtain environmental justice and drive changes in local environmental health policy. The findings will have important implications for pollution prevention, risk reduction activities and strategies, and environmental health policy for economically disadvantaged and overburdened communities in the Charleston area.

Churches responding to the immigrant reality in Canada: a national participatory action research project.

James Watson, Rich Janzen, Yasir Dildar, Mark Chapman.

As with other Canadian organizations and institutions, Christian churches are learning about how best to respond to their increasingly pluralistic neighbourhoods and communities. This diversity has been brought about by the arrival of immigrants from diverse world regions. This presentation features a participatory action research project that sought to move churches towards a shared vision in which recent immigrants are welcomed and included. Churches Responding to the Immigrant Reality in Canada was a national study carried out by the Centre for Community Based Research, World Vision, and Tyndale University Seminary. An interdenominational and multicultural advisory committee actively guided each step of the project. The purpose of the study was: a) to explore how and to what extent Canadian urban congregations are welcoming and including recent immigrants into their church-life, and b) to determine the strategies and structures that would better facilitate the active participation of recent immigrants within Canadian churches. The study used a mixed method designed that involved over 350 individuals through local focus groups, national and local key informant interviews, a national

survey of interdenominational congregational leaders in 9 urban centres across Canada, and 4 community forums. To our knowledge, this project was the first interdenominational national study to do so. The joint presentation by community and academic partners will begin with the rationale, purpose and methods of the study prior to outlining the mechanisms for participatory community engagement. The main research findings will then be presented, including suggestions for how churches can alter their vision, structures and processes to better respond to recent immigrants.

Community-university partnerships: mediating elements and processes.

Paula Migliardi, Terry Howard, Fred Andersen, Marni Amirault, Melina Bernier, Faisal Shafiq.

Community-Based Research (CBR) has developed into a characteristic and established philosophy of inquiry in the field of HIV/AIDS. Based on a national CBR programme, whose objectives are to increase research capacity and strengthen relationships between community and academia, this proposed roundtable discussion will focus on the systems of actions that are at play in partnerships and collaboration of this nature. Community-Based Research Facilitators (CBRFs), a unique component of the HIV/AIDS CBR programme funded by the Canadian Institute of Health Research (CIHR), support research related initiatives of relevance to communities engaged in addressing HIV. CBRFs facilitate ongoing relationships from the development of the research question, through the funding process, project implementation and dissemination processes, while protecting community interests and ensuring scientific rigour. It is in the fulfilment of this programme that differing elements and processes are mobilized to fully engage community organizations, community members and academic researchers in research activities. CBRFs will discuss their role in the process of building relationships between actors. This roundtable proposes to mobilize knowledge in response to the following questions:

- 1) What makes community-university collaboration successful? And how can we assess such a thing?
- 2) Is there a pre-established skill set which guarantees that successful partnerships can develop?
- 3) What are examples of best practices in building and maintaining such collaborations?
- 4) How can key actors (like CBRFs) enhance the process?
- 5) How do we ensure that the principles of CBR are adhered to?

Developing non-profit-university evaluation partnerships.

Jerry Hinbest.

The last two decades have seen a dramatic marketization of the non-profit sector in Canada, characterized by contractual and competitive project-based funding and a preoccupation with accountability. For non-profit organizations, this accountability emphasis has had significant consequences. Increasingly, contracts contain not just contract compliance accountability provisions, but expectations for programme evaluation focusing on performance measurement, outcome assessment and organizational learning. This work is often done by programme delivery staff, sometimes by volunteers or administrative staff, and less often by private consultants or academics. A recent Canadian study found that while 75% of non-profit organizations undertake evaluation, only 8% hire consultants for evaluation work, while another 15% use volunteers from such areas as the university sector. Even as the requirements to do evaluation are increasing, the context of evaluation and the capabilities of non-profit organizations to conduct it are making it more difficult to accomplish. Beyond the capacity of the sector to undertake the work of programme delivery, most of these organizations lack the capacity to conduct research and evaluation relevant to their programming responsibilities. The increasing complexity of the programming and evaluation environment increases the challenge - funding from multiple jurisdictions, each with its own mandated requirements and priorities, and expectations of coordinated programme delivery with other community 'partners', who are also competitors for funding and contracts. This presentation will explore some of the ways that the Community-Based Research Institute at Vancouver Island University is developing its capacity to support non-profit evaluation in two ways. One is in assisting with the conduct of the evaluation research, while another is finding ways to avoid the lost learning that occurs when significant innovations are not chronicled or shared.

Garden2table: a real food programme for kids.

Bruce Gregory McAdams.

Garden2Table was started in September 2009 to provide students at the University of Guelph's School of Hospitality and Tourism Management (HTM) with an experiential learning opportunity. A student run organization, the programme is a collaborative effort between two Colleges within the University and a local elementary school. Since its inception the programme has been about breaking down barriers within the university environment and sharing our resources and capabilities with the greater Guelph community. Although the mantra of the programme is to 'provide children with enjoyable educational experiences about food, agriculture and their natural environment', the schools undergraduate students are perhaps the biggest benefactors. Student Leaders of the project receive academic credit for their work during the school year on three separate programmes. Garden2Table's flagship programme sees fourth grade children from Jean Little Elementary School visit the Guelph Center for Urban Organic Farming (run by the Ontario Agricultural College) throughout their school year. These children work in the garden planting, tilling, and harvesting organic produce alongside HTM student volunteers. The fourth grade students harvest the gardens bounty and take the food to the HTM schools restaurant where they prepare themselves a lunch that is shared communally with the programmes volunteers. The project provides two other educational open house events throughout the year providing food education for children in the community. The student learning is rich. Not only have they come to understand an organizations role and responsibility within a community, they have also learned first-hand strategies and techniques' needed for collaboration to work. Our team of students and faculty from the three participating schools would appreciate an opportunity to tell our story at the upcoming CU Expo 2011. Our presentation would fall under the theme of education and the Conference stream of Partnership and Collaboration.

Interrogating reciprocity: differences in power, privilege, and marginalization in an international collaboration between El Salvador and Canada.

Marvin Valle, Trish Van Katwyk, Maria Liegghio.

Reciprocity is a concept used often to describe a feature considered necessary for community engaged scholarship. It implies a quality in the community-university relationship whereby there is mutual respect, mutual dependence, and mutual aid. However, what form does reciprocity take in collaborations where there are differences of power, privilege, and marginalization by class, age, race, geo-political region, resources, and country between the individuals that make up the partnership? How must the concept and possibility of reciprocity be interrogated in the context of a power analysis of the relationship that strives to be reciprocal? In this paper, the authors consider these questions by presenting an international art exchange project between two groups of youth artists, one based in Elora, Canada and another based in Santa Tecla, El Salvador in partnership with two Canadian-based academics. We conclude with a discussion about the importance of adopting values that not only support reciprocity as mutual respect, mutual dependence, and mutual aid, but also challenge unjust ways of relating and unjust conditions values based on global social justice and global citizenship.

Making patient navigation community relevant: stories from the front line.

Belinda Reyes, Shaneah Taylor, Nadia Hajjar, Carmi Frankovich , Charito Bularzik, Dora Monroe , Kara Murphy, Richard Endress, Melissa A. Simon.

Within the context of a community based participatory research (CBPR) framework, the DuPage Navigation Collaborative built a multidisciplinary patient navigation project partnering with award- winning community-based coalition of community based and government funded organizations dedicated to providing health care to uninsured residents of a large suburban county in the Chicago metropolitan area. The current programme is focused on follow-up of abnormal breast and cervical cancer screening tests. Through qualitative methodology, we transcribed and thematically coded interviews with participants and their navigators. We will share the stories and the common themes of navigators' and participants' experiences. These stories represent voices that much too often are overlooked. The participants have allowed us access to an all too often overlooked and growing population: the low income medically underserved in a suburban setting. Their stories contain recurrent themes

which not only guide alterations in the operationalization of the current project, but also guide conceptualization and construction of future patient navigator programmes that are specifically tailored to the communities in which they are developed. Full and tailored integration into DuPage will pave the way for a self-sustaining community resource that can be a model for caring for the growing population of un- and under-insured, medically underserved.

Model of a community-based institution of higher education: the New Gandhi College of Social Work in India.

Birendra Kumar, G. Mahesh, Marek Wosinski, Eric Hartman.

In our presentation we will introduce the results of two years long collaboration between AASRA (a charity organization from India), University-Community Partnership for Social Action Research Network (UCP-SARnet) and Indira Gandhi Open National University (IGNOU). From the very beginning of the project we have been constructing an international team of researchers that could conduct a participatory action research on the development and impact of the College. We hope that the project will result in creating a model of a community based higher education institution that can be implemented not only in other parts of India, but also in other countries where there is a need to stimulate growth of sustainable rural communities. As a location for the college we choose Bhitariwa Ashram in West Chaparral, Bihar, India. Bhitariwa Ashram has a 45 acre campus and was the first venue from which the well-known Gandhian Satyagraha took action against the Indigo Merchants. In preliminary discussions with the community leaders it was felt that the new college will revitalise the local communities and will allow to test whether some of Gandhi's ideas about development of sustainable communities are still valid in current socio-economic conditions. As a starting point for the college, we have created a learning center operated by IGNOU that will begin with the group of 40 undergraduate and 10 graduate students. The programme will have all students live on the campus. In recruiting students, preference will be given to those who come from backward or underdeveloped areas. Degrees will be awarded on the basis of ongoing development work carried out by the students in the field. It is proposed that the College will have several organizational units, each of them serving both the students and the local community, such as a Health Centre, Communication Centre, Community Bank, Community School, Grain Bank, Knowledge Centre, and Entrepreneurship Centre.

Moving a community to better health.

Deirdra A. Murphy, Amy Stanley.

Purpose: The purpose of this proposal is to share the story of a diverse urban community's effort to improve nutrition and physical activity for residents through community-university partnerships. Background: The city of Lowell has over 30% minority residents. Approximately 65% of children live below the poverty level. Lowell's unemployment rate is higher than national and state rates. 55.1% of Lowell residents are overweight and 18.6% are obese. Overweight and obesity issues have reached epidemic proportions, and are associated with other significant health concerns. A greater prevalence is noted in the non-white population. Intervention: The Greater Lowell Health Alliance (GLHA) was founded in 2006 with significant leadership provided by the School Health Environment of the University of Massachusetts- Lowell. The GLHA mobilizes leading community organizations to collaboratively identify and develop effective culturally competent programmes that are improving the health status of greater Lowell. The GLHA initially focused on obesity with the formation of the Healthy Weight Task Force (HWTF). The HWTF developed physical activity programmes, connected with community farmers markets, engaged with city leaders and participated in city-wide task forces. Through collaboration the GLHA is ready to pursue broader research efforts, particularly intervention research, and the nature of health disparities in our communities. Discussion: This proposal will address the successes and challenges of the HWTF. The HWTF has effectively strengthened partnerships, empowered youth, participated in research with university faculty, provided community education, implemented a community health assessment and engaged young professionals in civic engagement through service-learning. Similar to other communities the GLHA is challenged to effectively manage benchmarking and sustain diverse partnerships with engaged leadership. Conclusion: The socio-ecological model and development of interdisciplinary partnerships is essential for all communities to increase physical activity and

improve nutrition. Sharing our story and reflections through dialogue will hopefully advance effective community-university partnerships aimed at improving the health for all.

Northern-grown.

Ronald Norman Harpelle.

Northern Grown is the working title of a short documentary film that tells the stories of the people who produce five basic foods in the rugged and remote region of Thunder Bay. These people are dedicated to producing foods for their families and providing city dwellers with alternatives to the products of factory farms that are thousands of kilometers away. Their lifestyle choices take the environment and health into consideration, support a local economy and serve as part of the underpinnings of an intricate community of individuals striving to develop a resilient local food system in a globalized world where commoditized processed foods have become the norm. In the Thunder Bay region, where agricultural land is framed by the jutting fingers of the rocky Canadian Shield, where farms were carved out of the Boreal Forest by turn-of-the-20th-Century pioneers, farming was not an obvious choice for young people to make. Unlike the established patterns of the Canadian Prairies or the Niagara region, producing food in Northwestern Ontario requires a special kind of farmer. There are currently over 250 farms in the Thunder Bay area, providing approximately 600 on-farm jobs and generating over \$32 million in gross farm receipts alone. With the nation's attention turning to smaller-scale agriculture and the rising interest in eating local, producers in geographically isolated markets like Thunder Bay are facing new challenges and demands. Northern Grown examines some of these challenges through the eyes of the people meeting them every day.

Practical tools for publishing community-based participatory research.

Darius Tandon, Chandra Jackson, Chris Masi.

Community-based participatory research (CBPR) has an important role to play in improving health and health care, but investigators involved in CBPR have had difficulty getting work published in peer-reviewed journals. Most journals accept only a minority of manuscripts and have limited experience reviewing manuscripts about CBPR. Thus, the peer review process is a significant barrier to dissemination. Furthermore, investigators and their community partners may struggle to reach agreement on how to write up the results of their efforts. Often, the problem stems from inadequate understanding of what journals expect. To help investigators and community partners overcome these barriers, we will present recommendations for writing strong manuscripts about CBPR studies. The recommendations are based on lessons learned by the editors of a national, peer-reviewed journal dedicated to CBPR - Progress in Community Health Partnerships (PCHP). We will use interactive didactic sessions and small group exercises. In small groups, participants will discuss application of the recommendations to a specific manuscript and will brainstorm ideas for engaging community partners in writing different types of manuscripts. The initial presentation of recommendations for writing strong CBPR manuscripts will be given jointly by the Deputy Editor of PCHP and three members of the editorial team, including a community-based editor. The presenters will encourage participants to share their perspectives on challenges of writing about CBPR. Most of the workshop time will be spent in small group discussion. The groups will be small enough to allow every participant to be fully engaged in discussion and have plenty of opportunity to ask questions. Specific learning objectives are to:

- 1) Identify CBPR features that should be described in manuscripts submitted for publication,
- 2) Anticipate and address concerns likely to be raised by editors and reviewers during peer review, and
- 3) Formulate plans for engaging community partners in manuscript preparation.

Research partnerships as catalysts of community and policy change.

Daniela Seskar-Hencic.

Local governments benefit from partnerships with academic institutions and community researchers in order to obtain evidence for the development of policies and practice. For academics, such partnerships may provide a valuable application of their research efforts and grounding in principles of participation and action-driven research and evaluation. Region of Waterloo is a municipal government organization that provides a range of

social, public health, transportation, urban planning, housing and other services. This roundtable will explore the issue of how partnerships between academia, community researchers, local governments and citizens can guide the physical and social development of a community; building of healthy public policies; and community change in general. Several examples of successful partnerships that led to policy and community changes will be highlighted in an introduction in order to stimulate discussion. These examples will cover issues of environmental sustainability; creating tobacco free environments, designing pedestrian-friendly environments, and improving access to locally grown food. The participants would then be invited to:

- 1) use examples from their own communities and discuss opportunities and barriers in building such partnerships;
- 2) discuss what the key ingredients are, that make such partnerships and processes successful; and
- 3) discuss the benefits of participatory action research and other forms of utilization- focused research and evaluation in pursuing these partnerships.

Rural development in Alberta: a new approach and evaluation method.

Paul Richard Watson.

The Alberta Rural Development Network (ARDN) is a partnership of Alberta's 21 publicly-funded, publicly-governed post-secondary institutions (PSIs). Our mandate is to use the combined expertise of Alberta's PSIs to support rural development in Alberta and help rural communities grow. Our goals are to strengthen relationships among our post-secondary members, and to develop relationships between rural communities and PSIs. The desired outcome is that research projects will be initiated that have community engagement from start to finish. From a research perspective, this means determining what rural-related research is being undertaken in Alberta and who is involved to enable better partnerships. On the community side, we engage in a number of activities:

- 1) Provide resources to rural communities,
- 2) Work with communities to identify their needs,
- 3) Provide a proactive source for up-to-date information, knowledge and beneficial practices in rural development, and,
- 4) Facilitate strategic research on economic, cultural, environmental and social issues affecting rural communities.

ARDN has funds to support activities that fall under our 3 operational themes:

- 1) Community and Research Networking - Partner PSIs and communities with each other.
- 2) Knowledge Translation and Mobilization - Translate knowledge into plain language for dissemination and available to be turned into action
- 3) Education and Training - Identify opportunities to improve rural access to education and training. ARDN's evaluation method, Outcome Mapping, has not been used in a similar context in North America. It is used by international aid agencies where impacts are frequently removed from actions. This method does not use the traditional approach of assessing the products of a programme (e.g., poverty alleviation, reduced conflict). It focuses on changes in behaviours, relationships, and/or activities of the people and organizations we work with directly. ARDN's approach is to quantify changes in relationships and behaviours among and between PSIs and communities.

Standing on the promises: building a faith-based health equity partnership on Chicago's south side: the ACTS of FAITH initiative.

Dawnavan S. Davis, George Smith, Tonya Robertson, Herbert Lassiter, Angela Odoms Young

Disparities in health between African Americans (AA) and other racial groups in the U.S. are apparent. AAs on the South Side (SS) of Chicago, a geographic area that is 87% AA, experience increased burden associated with a variety of chronic diseases and social and environmental challenges. Eliminating racial disparities in health on Chicago's SS requires community-driven asset-based research and programmatic partnerships across AA SS communities. AA churches are the cornerstone of many AA communities, and represents the core of identity for many AAs. Developing collaborative partnerships with AA churches is one promising approach to decrease the current health disparities experienced among AA communities on the SS.

Purpose: The ACTS of FAITH (AOF) Initiative, a 3-year CBPR partnership between the University of Chicago and 11 AA SS churches was formed to: 1) foster relationships between the university and the SS AA faith community to collectively address health/social inequalities on the SS; 2) develop a data-driven comprehensive health equity agenda across the four AOF priority areas: research, advocacy, outreach/education; and training; and 3) employ a CBPR approach to improve health status across the 11 congregations (approx. 30,000 members) and 10 communities (approx. 500,000 residents) where the AOF churches are located.

This presentation will include an overview of: 1) CBPR and the relevance of this approach when partnering with AA churches; 2) preliminary findings from the AOF Health Survey administered to 1588 church attendees, and the semi-structured interviews conducted with 13 pastors and 21 health ministry leaders of the 11 AOF churches; 3) the systematic approach used to develop a faith-based health agenda across the four aforementioned AOF priority areas based on the formative data; and 4) lessons learned related to AOF relationship building processes and partnership participation; data collection and dissemination efforts; and formulation and execution of AOF health equity agenda.

The role of community-university partnerships in downtown revitalization.

Jeff Lederer.

Community-university partnerships continue to grow and appear to be meeting the challenges and complexity of downtown planning issues. However, little empirical research is available on the role of universities in downtown revitalization initiatives, especially in mid-size cities (population 50,000-500,000). Using a web-based questionnaire survey for 800 participants, information was collected about mid-size city downtowns, roles of universities, university and downtown revitalization, and community-university partnerships.

Research results supported the importance of mutual learning and relationship building to members who either have or are involved with a community-university partnership. The research suggests also that the use of collaborative planning is appropriate in settings where collective action is necessary to help provide resources toward revitalizing ailing downtowns. For the university, service learning also plays an important role in educating and developing community. It challenges universities to broaden their missions towards becoming engaged campuses.

Violence prevention: partnering communities and academia.

Anthony Piscitelli, Bill Wilson, Tom Brenner, Wayne Morris.

In 2006, the Waterloo Region Crime Prevention Council began developing a long term plan for preventing violence within Waterloo Region in anticipation of significant population growth. The plan was created following an extensive consultation with community stakeholders and a detailed academic literature review. The plan itself has six goals and each year one goal area is focused upon for implementation. This is being addressed through local research and planning followed by assistance in the implementation of community responses. This strategic approach to addressing violence has been well received, garnering national interest in our model.

Complementing this model the plan calls for the development of a Research Centre in Waterloo Region to serve as a research clearing house in regards to violence prevention. The centre would evaluate pilot projects that are implemented within the region and Ontario. It would also organize regular conferences to disseminate best practices throughout the community. In order to implement this research centre a collaboration has been established with Conestoga College. Dialogue continues to build a partnership with the Ontario government. However, developing this partnership has been challenging. The Ontario government report *The Review of the Roots of Youth Violence* by Dr. Alvin Curling and the Honourable Roy McMurtry specifically recommends the establishment of such a centre. It is important to respond to this highly regarded paper in a timely manner. In order to further develop this project the Waterloo Region Crime Prevention Council and Conestoga College have been working with Grand Valley Institution for Women, Waterloo Region Police Service and the Ontario Police College to prepare a provincial conference on violence prevention for June of 2011. The proposed conference roundtable would elaborate on this project and solicit feedback on how to develop a practitioner oriented Violence Prevention Research Centre.

Vive tu Vida/Live your Life: When community creates a campaign: mobilizing businesses, organizations and families with social marketing to tackle childhood obesity in Northern Manhattan.

Stephanie Nina Pitsirilos-Boquin, Kelly Schunk, Carmen Acosta.

To mobilize against childhood obesity in Northern Manhattan, NYC, where nearly 50% of children are overweight or obese, our campus-community partnership created a community-based health promotion social marketing campaign to improve eating and physical activity habits and change the local environment. The “Vive tu Vida/Live your Life” coalition, comprised of community organizations, businesses, artists, leaders and key stakeholders as well as physicians and public health professionals, uses a community-based participatory model to develop and disseminate a strategy for community education and mobilization, utilizing resources of CHALK (Choosing Healthy and Active Lifestyles for Kids), a grant-funded programme at NewYork-Presbyterian Hospital/Columbia University Medical Center. Our story will relate key successes and highlight lessons learned. Milestones include: building a task force of community members, businesses and small community groups in addition to larger, more powerful agencies traditionally involved in academic-community partnerships; empowering ownership by:

- 1) training a community coalition member in social marketing methods, who then trained others,
- 2) rotating meeting location and facilitators, and
- 3) allowing task force to have complete authorship of campaign; creating a message for and by the community through an iterative process, rejecting didactic tones of existing campaigns, and encouraging task force members to think in the language and tones of the local community (Spanish); and disseminating the message and offering supportive services, using community participants as the driving force, tapping into their own networks and going door to door.

Successful strategies described will include: employing an assets-based strategy; building a dedicated group of volunteers; engaging a multi-disciplinary cadre of university students to contribute unique talents and energy; and using evidence-based messages. Our story will be told from the different perspectives of key members of the coalition, and will relate defining elements to help other groups build a harmonious, effective strategy that educates, mobilizes and contributes to environmental change.

Walking the talk of community-based participatory research.

Julie Jo Christensen, Carla Stough Huffman.

Everyone wants to better serve underrepresented and under-served populations; but that is easier said than done. To successfully serve those who often never walk through the doors of university hospitals, adolescent health practitioners need to understand the needs of the community and identify the existing and perceived barriers to care and services. Research is needed to explore this issue and success is dependent on universities first developing meaningful relationships that foster collaboration with the community. Community based participatory research (CBPR) is a promising method to establish those relationships while simultaneously providing vital information to communities in the process. Despite the best of intentions, good work is often impeded when higher education and community-based agencies attempt to partner to address community needs.

This workshop will present process evaluation results of a CBPR project that was conducted in partnership between the University of Rochester Medical Center, the City of Rochester, and several community-based agencies that provide direct services to youth within the Rochester City School District. Using parental involvement in after school programming as a lens to look at the CBPR process, this workshop will present both the lessons learned and successes of the team, including presenting the implications of research findings that challenge the current approach to programme design and question the mandated priorities of funders in the after school field.

Participants in this workshop will explore the tensions between higher education’s need for rigorous research protocols and the needs of community partners who desire practical information that will directly impact programme outcomes. We will debate the process for achieving buy-in at all levels from each partner agency. We will also brainstorm potential actions of various project partners when faced with a lack of follow-through related to research findings.

What's in it for me: on the beauty and warts of university-community collaboration.

Ginette Lafreniere, Brenda Halloran, Mary Ziney, Angie Murie.

Except for the Roman Catholic Church, the institutional continuity of universities over hundreds of years in Western society is a fascinating testimony to the resilience of its *raison d'être* as an entity for teaching, learning and research. However, given the present reality of stale institutional leadership, compromised visions and corporate agendas both within and outside the academy, now more than ever is the time to engage authentic debate around the merits and challenges of university-community collaboration for both academics and community partners. Our roundtable is comprised of two academics, a government funder and five executive directors of non-profit agencies who have worked within a context of university-community collaboration with the Social Innovation Research Group at Wilfrid Laurier University. As a heterogeneous group of academics and community leaders, we wish to engage a lively discussion on university-community collaboration but more importantly we wish to infect conference participants with our sustained enthusiasm for such partnerships. We also wish to share in an authentic manner the enormous challenges of doing so in ways which will arm and empower participants with information in order that they may make informed decisions when embarking on collaborative partnerships with academic and community colleagues. As such, our group will attempt to engage through succinct case studies the strengths and challenges of university-community partnerships as well as engage conference participants who are involved in similar partnerships. This is a significant roundtable which will appeal to both academic and community based audiences.

Abstracts listed by session in alphabetical order
Thursday, May 12: Partnership and collaboration – Day 2
Session E 9:30 a.m. – 11:00 a.m.

A partnership model designed to reduce the burden of disease among inner-city children.

Mary McCord, Patricia Peretz, Adriana Matiz.

Childhood asthma is a major public health problem with rates highest among minorities, families with low-education attainment, and among those who reside in low-income communities. In Northern Manhattan childhood asthma rates are three times the national average. Despite proximity to a large academic medical center, gaps in culturally appropriate asthma care and related supports lead to significant health risks for children with asthma and compromised quality of life for their families.

In 2005, New York-Presbyterian Hospital and Columbia University partnered with the community of Washington Heights to develop and implement the Washington-Heights Inwood Network (WIN) for Asthma, a hospital-academic-community partnership designed to strengthen the existing community-wide network of care and to improve outcomes for local children with poorly controlled asthma.

Bilingual Community Health Workers serve as the single point of contact for families who require comprehensive asthma education, support, and referrals for services such as housing, immigration, and mental health. Community Health Workers are based at local community based organizations, allowing them to remain anchored in the community while also maintaining a strong presence in the hospital where, during daily rounds, they connect with families who require immediate support.

Since 2006, Community Health Workers enrolled more than 400 families of children with high risk asthma who have received comprehensive asthma education, a home environmental assessment, trigger reduction tips, referrals for clinical and social services, and support. After 12 months in the programme, ED and hospitalization rates decreased by more than 50%, school absenteeism decreased by 30%, and caregiver confidence in controlling their child's asthma increased by nearly 40%.

Key to the Programme's success is the commitment and involvement of community partners from programme inception to date. In addition, Community Health Workers linked to both hospital and community settings facilitate fluid interaction and support for families and further strengthen hospital-community ties.

A tale of community-university partnership: reflections on the collaborations between not-for-profit organization and institution of higher education in Egypt.

Neivin M. Shalabi.

This session raises awareness of community-university partnerships in non-Western contexts. Specifically, it showcases an example of the community-university partnerships in Egypt. The session presents a story about the collaborations between a not-for-profit organization, Message, and national and foreign universities in Egypt. The presentation explains how such collaborations have contributed to improving the quality of life among the poor and other disadvantaged individuals within Egyptian society. The session highlights some of the distinct features of this partnership, explaining how these aspects present opportunities as well as challenges for the development and sustainability of these collaborations. Drawing on the lessons learned from this partnership, the session offers insightful suggestions on how to promote these collaborations and strengthen the community dimension of community-university engagement.

"All Systems Go": A smoking cessation group narrates a year of transformation.

Kristann Wilmore Heinz, Kristin Reihman, Elissa Foster, Abby Letcher.

This is a story of heroes. It is a story of people transcending their roles as patients at a community health center to become community healers. It is a story of a group's willingness to work together despite differences, a story of a

surprising pilot project in which the participants took a group far beyond the facilitators' expectations. Ultimately, it is a story of people coming together to heal themselves, reflect each other's growth, and in the process heal one another. It was a novel idea for us: introduce acupuncture to our health center with a smoking cessation group. The goals were clear: a single focus, basic acupuncture. The call went out—"all smokers welcome." The group gathered after-hours on a Friday afternoon and started with check-in— who are you, what are you hoping for, and what do you need? Most talked about smoking cessation, but to our surprise, some came for pain relief from fibromyalgia, sinus pressure, back problems. Confusion! Facilitators and patients re-negotiated, and after some discussion, non-smokers with pain were open to strategizing smoking cessation challenges with the group. The smokers, grateful for support and conversation, welcomed the pain sufferers back to the next group. We were off and running! This narrative interweaves individual stories of unlikely leaders, unsolicited generosity and unanticipated healing to highlight the evolution of a community brought together for a year-long, acupuncture-based, smoking cessation group. Group members will be introduced through audio-taped interviews, written testimonials, and facilitator narratives which demonstrate the effects of this group on patients' lives, and on their transformation to wellness and balance. This story illustrates how community health centers, in partnership with their patients, can play a critical role in creating healing communities that extend far beyond the walls of medical practices.

An artistic approach to foreign language acquisition and service learning.

Jana Francesca Gutierrez.

Unidos en voz y acción / United in Voice and Action is a bilingual venture joining, through foreign language studies and volunteerism, the Auburn University campus, its surrounding rural area, and two underserved yet swiftly growing populations to "The Loveliest Village on the Plains:" Hispanic immigrants and senior citizens. Auburn, Alabama is ranked by Forbes and U.S. News and World Report as a top location for job growth (especially in immigrant employment), quality of life, and retirement.

Students enrolled in advanced Spanish language courses yearn for practical applications of their language skills yet fear entry into an authentic discursive scenario. My programme allows students to polish Spanish conversational skills by volunteering at Azalea Place Assisted and Retirement Living Center and the Lee County Community Market, where they work as translators, interpreters, and bilingual teachers.

My scholarly expertise in Hispanic poetry naturally provoked a resistance to syllabus designed solely on practical application. Thus I included a major creative and research project that would encapsulate this experiential learning journey. My inspiration came from Nobel Prize winning Mexican poet, Octavio Paz, who succinctly states: "Pensar es servir. To think is to serve." The "Compañero de Comunidad (Community Pal)" assignment requires students to obtain an oral history from one of the elderly residents or Hispanic clients, compare the biography with their own life story, and to artistically represent the intersecting, yet distinct, narratives via an original Spanish poem, skit, music video, or photo-text montage. This one activity stimulates foreign language fluency, creative scholarship, civic engagement, and local/global interface. I look forward to sharing the results of this endeavour at the CCUP Expo 2011 in one of the sessions dedicated to arts-based education.

Asset-mapping as a tool for mobilizing small rural churches in community development.

Cam Harder.

Although rural churches often have profound connections to and impacts on their communities, they often live with a palliative care understanding of their own life and future. This workshop will help them recognize the unique gifts that come with their size and social location. It will also lead participants through an experience of asset-mapping to identify and mobilize the resources of a typical rural church for collaborating with other community players to build healthy, more resilient communities. This workshop will also be useful to those interested in asset-mapping as a tool in other contexts, and to those involved with urban (especially, but not exclusively) smaller churches interested in contributing more actively and effectively to their communities.

Capacity-building with health promotion communities of practice in Ontario.

Melody Roberts, John M. Garcia, Brian Hyndman, Irene Lambraki, Steve Manske, Heather Manson, Steven Savvaidis, Erika Steibelt.

Capacity building is defined as the creation of optimal conditions for success in health promotion at the individual, programme, agency or system level. It involves the development of sustainable skills, organizational structures, resources and commitment with a view to prolonging and multiplying health gains. The Ontario Agency for Health Protection and Promotion (OAHPP), in concert with its partners, has designed a framework to assess health promotion capacity at the individual, organizational and system levels. Based on Greenhalgh et al. (2004) and Kirkpatrick (2007), the framework is the foundation for a planned evaluation of the capacity-building activities carried out by OAHPP's health promotion resource centres. The panel will feature the OAHPP overall framework and the knowledge development and exchange strategy of one of its resource centre partners, the Programme Training and Consultation Centre (PTCC). This strategy, operationalized through the Learning through Evidence, Action and Reflection Networks (LEARN) project, is utilized to build capacity within comprehensive tobacco control communities of practice in Ontario, and facilitate evidence-based practice and decision-making. In addition to establishing and supporting province-wide communities of practice, PTCC's knowledge development and exchange strategy includes development of evidence-based knowledge exchange resources in response to community needs, and documentation of local tobacco control practices. Such documentation identifies key success factors and barriers for successful implementation of practices, and helps to bridge gaps between practice and evidence. Lastly, the panel discussion will outline the unique collaboration with the University of Waterloo, which plays a supporting role in the ongoing implementation of both the framework and strategy. The University provides scientific leadership for aspects of the knowledge development and exchange strategy, including formative evaluation of the communities of practice.

CBR and scientific independency.

Henk Mulder.

In my 20 years as science shop coordinator and project supervisor there have been occasions in which our research was challenged. At the Science Shop in Groningen, we do research on request of civil society organisations. The research is mostly done by MSc students under supervision of academic staff. Given my dual appointment, I have been managing both the processes of the research (through the science shop) and the scientific content of the research (as being a Faculty member). I will talk about cases in which our civil society partners insisted we write up their opinions in our reports, on the industrial stakeholders that demanded our work to be withdrawn, and on policy makers trying to influence us. I will mostly talk about projects that I have been involved in myself, which mostly are in environmental studies. However, I will include the occasional example of some of my Dutch colleagues. We can discuss the way in which you can remain scientifically independent in an equitable partnership with civil society, and how you can stand up against external pressures.

Community-engaged research: control, ownership and power relations.

Karen Schwartz, Adje van de Sande.

There is a growing body of literature around the challenges inherent in universities and communities engaging in community engaged research (CER). CER seeks to democratize knowledge by validating multiple sources of knowledge and promoting the use of multiple methods of discovery and dissemination with the goal of social action (Strand, et al, 2003). It has been suggested that the more collaborative the research process is the more effective it can be (Arches, 2007; Stanton, 2008). Flicker (2008) found that there were benefits in engaging in CBPR in terms of the quality of the research and sense of accomplishment of the various stakeholders. CER does, however, pose some important challenges in terms of control, ownership and power relations between the university and community organizations. The literature on CER has identified such issues as the systemic barriers in the academy (Ahmed, 2004), conforming to university time lines (Hyde and Meyer, 2004), monitoring whether the research is truly community initiated and driven (Flicker, Savan, McGrath, Kolenda and Mildemberger, 2007; Minkler, 2004, 2005), and negotiating ownership and dissemination of the research results (Seifer and Calleson, 2004). Students experience tension with respect to their perceived lack of power (Schwartz, 2010). The paper will examine the issues of control, ownership and the power relations related to CER. We have structured the MSW research course so that students in small groups engage in research with community agencies. We have asked our

community partners about their experiences in terms of sharing power with the university and specifically about accountability to the university based research ethics boards, participation in data collection and analysis, control of the data, and decisions on the dissemination of the results. The results of the research will offer a range of models of CER and potential solutions to the above challenges.

Community engagement curricular strategies to reduce health disparities.

Carol Hargate, Marjorie Schaffer, Maureen Juarez.

A University Nursing Department revised the undergraduate nursing curriculum to develop student competencies for working with diverse and vulnerable populations. The aim of the Community Engagement curriculum is to prepare nurses who will: 1) contribute to reducing health disparities, 2) be culturally sensitive and competent, and 3) be committed to serving diverse and vulnerable populations. The Nursing Department hosted a community meeting with potential partners to share the curricular vision, generate ideas, and engage community stakeholders. Faculty and graduate students conducted focus groups with potential partner organizations (schools, service centers, churches, a block nurse programme, and a family violence prevention programme) to explore community partner perceptions about effective strategies for nursing students to develop their ability to improve health status for vulnerable populations. The focus group data revealed seven themes that will contribute to effective curriculum development and implementation for community engagement: (a) agency expectations for students, (b) orientation needs, (c) the challenge of scheduling student experiences, (d) the need to engage students, (e) how to match students with agencies, (f) possible projects, and (g) effective interactions with the population. A Community Engagement Coordinator facilitates communication between faculty and partners. Faculty liaisons were matched to each agency to plan learning experiences that benefit both the community and nursing students. Faculty participated in a series of Reconciliation Lunches. In addition, faculty and community partners discussed the DVD series, *Unnatural Causes*, which focuses on reducing health disparities. Community partners provided placements for 20 groups of nursing students; 4 to 5 nursing students participate in community engagement experiences at the same site over five semesters. Learning experiences include health assessment of a diverse population, a health promotion presentation, a project to manage chronic illness, and a 25-hour project mutually planned with the community partner.

Community research training curriculum.

Jenita Parekh.

Through 14 year's experience partnering with underserved communities in Community Based Participatory Research (CBPR), St. Luke's Episcopal Health Charities' Center for Community-Based Research (the Center) has developed a CBPR Training Curriculum for Community Researchers. The Curriculum is a train-the-trainer model for creating project-based Community Research Teams and facilitating their taking responsibility for training other community residents in CBPR. Through the process of becoming trainers, Community Researchers achieve Community Faculty status. The Center's Community Faculty led in the development of the Curriculum. This workshop will showcase the Curriculum in three parts: (a) An introduction and overview of the Curriculum will be presented by members of the Community Faculty; (b) the concept of and process involved in developing a Community Faculty, also presented by members of the Community Faculty; (c) third, panel/audience interaction will explore the benefits and opportunities for using the Curriculum and developing a Community Faculty, including the challenges confronted in building such a programme and next steps. All presentations and the interactive discussion will include Community Faculty in leadership roles, discussing their involvement in the development and implementation of the Curriculum. The session will have three learning objectives: 1. To describe the development of the curriculum for training community members as Community Researchers. 2. To explain the transition from Community Researcher to Community Faculty through the development of training skills and experience. 3. To have Community Researchers present segments of the Curriculum that they have developed to demonstrate the Curriculum in action. Our target audience will have a basic understanding of CBPR and its implementation including academicians, nonprofits organizations, service providers, and community-based researchers. The workshop is directed at an audience looking to create research partnerships with community, engage in joint research projects, and build the research capacity of community members.

Community, research, and change: leveraging community assets and building capacity to combat health disparities in a suburban collar county of Chicago.

Belinda Reyes, Shaneah Taylor, Kara Murphy, Nadia Hajjar, Carmi Frankovich, Charito Bularzik, Dora Monroe, Richard Endress, Melissa A Simon.

Traditionally, suburban areas have been associated with sanctuaries to escape urban poverty. Enduring social and fiscal challenges for cities stemming from high poverty are increasingly shared by their suburban counterparts, and health disparities in these areas are growing. DuPage County (a collar county of Chicago's Cook County), is a suburb actively addressing the rapid increase in poverty into their private sector health system. DuPage Health Coalition (DHC) is not-for profit collaborative representing a unique partnership of hospitals, physicians, local government, human services agencies, and community groups with a mission of providing access to medical services to its growing low-income, medically uninsured residents. A mission accomplished through the support of Access DuPage¹. Within the context of a community based participatory research (CBPR) framework Northwestern University School of Medicine, Access DuPage and funding through NIH, the DuPage Patient Navigation Project (DPNP) has emerged. The service arm of this study is housed at Access DuPage and focuses on navigating medically underserved and uninsured suburban women from the point of abnormal breast and/or cervical cancer screening test through diagnostic resolution. Through a thoughtful leveraging of community and university relationships and resources, the navigation team acts as an important linkage between the patient, the county health department and myriad of community agencies and services. We examined the process whereby this intervention was built across several service sectors of the county - county health department, community based organizations, human service agencies; and partnered with an academic medical center. We will depict this process and identify key elements required to accomplish the success of this marriage. Through our strong community-campus partnership, we constructed a navigation programme that is participant-centered, culturally relevant, and most importantly relevant to the community which it serves.

Developing partnership commitments.

Kathleen Roe, Aurora Garcia, Yadeel Lopez, Silvia Montano, Aldo Chazaro, Angelica Diaz, David Dosanjh, Jennifer Sausal.

Is there a difference between agreements and commitments between community partners? In our experience, yes! Commitments are different from agreements - they reflect the deeper sentiments and promises that one partner makes to another. Commitments are based on the core values of each partner, their visions for the future, their theories of change, and their belief in what is possible and what they can give. The key partners in the community health project - Salud Familiar en McKinley! – which involves students and faculty from a diverse and urban California public university, the administration and staff of a nearby elementary school, and recently arrived Spanish-speaking parents and children of the school – have been learning the difference between agreements and commitments as we worked together to establish our partnership. In the first year, we had general agreements, but by the fourth year, we had made commitments to each other that reflected the lived experience and core values of rural Mexico, urban California, college students, immigrant families, school administration, and university faculty. In this skill-building workshop, members of our team will share their perspectives on the importance of our commitments and the processes by which our co-cultural voices were found. Participants will have the opportunity to identify organizational core values, their own theories of change, and begin articulating the commitments they could offer their own community partners. The role of partnership commitments in clarifying or deepening an organization's individual partner core values will be discussed, as will the danger of moving too quickly to commitments. We will also discuss ways of developing and disseminating core commitments with different partnership components (i.e., mothers, children, faculty, students, and administrators) and in different languages. Examples from Salud Familiar en McKinley—in both English and Spanish—will be made available as resources for the discussion and "commitments lab".

Documentation of practices as a mechanism for knowledge exchange: a case example of the documentation of partnerships between Ontario Hockey League (OHL) teams and Ontario's Local Public Health Agencies (LPHAs).

Laura McCammon-Tripp, Keith Beecroft, Maria Brigantino, Heidi McKean, Christine Stich.

Background evidence-based decision-making and the use of evidence-based practices are important for public health. There is, however, a gap between the evidence developed through research, and evidence needed for practice. As part of the L.E.A.R.N. project, the Programme Training and Consultation Centre (PTCC) identifies and documents practice-based evidence as one way to bridge this gap. Objective: To illustrate PTCC's approach to documentation of practice-based knowledge and experiences through an example featuring the documentation of partnerships between OHL teams and Ontario's Local Public Health Agencies (LPHAs). Also, practitioners' perspectives on the documentation process will be described. Methods: The L.E.A.R.N. Tobacco-Free Sports and Recreation (TFSR) Community of Practice (CoP) identified a need for additional information about how LPHAs had partnered with OHL teams to promote TFSR. In response, the L.E.A.R.N. team documented three case examples of such partnerships. Practitioners at the LPHAs who had developed partnerships with OHL teams acted as key informants. Multiple sources of information including interviews and documents were collected using a case-study approach. Results: The data collected were used to develop a resource providing written descriptions of the partnership development process, the key success factors and the lessons learned from practice. This resource was distributed with the TFSR CoP serving as a distribution mechanism. It provides public health practitioners with practice-based knowledge and experiences regarding how to form a partnership with an OHL team, and what can be accomplished through such a partnership. Conclusions: Documentation of practices provides an opportunity for the L.E.A.R.N. team to support knowledge exchange by working with public health practitioners to identify knowledge gaps, and areas where practice-sharing could benefit Ontario's public health community. This unique mechanism for knowledge-exchange allows PTCC to act as a knowledge broker to support public health practitioners across Ontario to use and access practice-based evidence.

Does the shoe fit? Exploring why universities engage some community sectors and not others.

Alaya Boisvert.

Community Service Learning (CSL) and Community Based Research (CBR) are two important ways universities can engage with their communities. Both CSL and CBR have the following key intentions: To ground the work in the priorities, needs, and context of a particular community setting as defined by people from the community rather than someone from the university; to include people from the community in meaningful ways in the planning, implementation, and evaluation of the undertaking; to produce something of value to the community as well as the university. Traditionally, CSL and CBR have focused on partnerships with the non-profit and public sectors. However, in an increasingly complex and interconnected world, the assumptions associated with who is included (and, in turn, excluded) from CSL/CBR partnerships deserves questioning. Looking to a case study at the University of British Columbia, the presenters will describe how the UBC-Community Learning Initiative (UBC-CLI), an innovative model for the advancement of curricular or course-based CSL and CBR, helped tackle challenging questions posed by Applied Science faculty members around the role of industry and private sector in CSL. Presented with real stories from a culminating session involving faculty and students to address these critical questions, participants will be asked to problem solve and offer creative solutions that will build the collective knowledge in the room. This interactive workshop will provide participants with new tools to critically reflect on, analyse, and facilitate dialogue that will help define who universities choose to work with in their CUE strategies and, more importantly, why.

Effective partnerships for workforce development.

Sherril B Gelmon, Judith Woodruff, Kelly Aiken.

This session will identify innovative strategies to address workforce development by creating teams of non-traditional partners, including educators, practitioners, workforce and community development organizations, health care employers, and local philanthropic organizations. We will summarize findings from Partners Investing

in Nursing's Future, a U.S.-based programme. We will present the results of an intensive analysis of the first 21 completed partnerships, emphasizing the role of workforce development agencies (both government and nonprofits). Creating a powerful guiding coalition was essential for effecting organizational and cultural change. Engagement of passionate leaders with a visible commitment to addressing the nursing shortage was a significant factor for success for many partnerships. The early identification of national level mentors and other expert resources helped to ensure proactive problem-solving and early attention to challenges. Each partnership responded to nursing workforce issues uniquely, accelerated by the concentrated attention of the partnership team and the synergy of participating in a multi-site, national demonstration project. Sites developed community-specific assessment strategies identifying assets and needs underpinning nurse workforce issues. In several sites, local workforce or economic development government or nonprofits agencies joined the partnership and brought unique assets and knowledge to the more traditional nursing and healthcare partners. Involvement of workforce development agencies is an important method of ensuring that health solutions reflect broader labour and economic development agendas. Sites have demonstrated success related to specific workforce issues of recruitment, retention, diversification, and preparation of nurses and nurse faculty. Support of local, engaged philanthropy was a major contributor to sustained and effective partnerships. Ultimately, community-responsive strategies may be more effective than nationally-imposed activities that promote uniformity but may not account for local and regional variations.

Everybody needs good neighbors?

Angie Hart, Adam Chugg, Ceri Davies, Graham Crow.

North American universities have long worked within a paradigm of 'neighbourliness' and now we have taken this up in the UK with some solid sociological underpinnings! The Community University Partnership Programme (CUPP) in Brighton, England, has recently started a programme called On Our Doorsteps, inspired both by the North American tradition and by place-based UK community-university partnership work in Kent. The latter was supported by the Higher Education Funding Council under its South East Coastal Communities Programme. On our Doorsteps is based on the idea of the University of Brighton being a good neighbour and the mutual benefit that can be achieved when communities and universities work in partnership. But what does it mean for universities and communities to be good neighbours? Does being good neighbours improve localities and the life experiences of those living and/or working there? Research into relations between neighbours points to various conclusions. Good neighbours are identified as people who are prepared to provide assistance when needed but who also respect privacy. These relationships need to be reciprocal. There is variation between neighbourhoods about ideas of what is acceptable, and these feed into notions of living among people like us. There have also been changes over time in these ideas. There are informal sanctions that are applied against members of communities who transgress norms of good neighbourliness, as well as more formal sanctions that can be exercised by state authorities. This session draws on the work of sociologist, Professor Graham Crow and the experience of CUPP's On Our Doorsteps work to consider what the sociology of neighbourly relations can teach us in understanding community university partnership work. It also invites participants to consider their own community university partnerships in relation to the sociology of neighbourly relations and to debates in the community development field.

Grant making and research in the same organization: practical and ethical issues.

Marlynn L. May.

St. Luke's Episcopal Health Charities, founded in 1997, is a research-based, grant-making (non-operating) charity with 501(c)3 status, utilizing both CBPR and epidemiological research. Over 14 years, grant making and research have evolved together, collaborating and working through structural and ethical issues. Three issues will be described, each of which will engage session participants in analysis and problem solving. How do we practice the principles of CBPR in the context of an imbalance of power between potential grantees and the Charities? When a researcher from the Charities enters the community, s/he represents potential money, therefore power. The structural and ethical dilemma: CBPR principles require equity and balance of powers. How does the Charities' research component strike a balance between CBPR and Epidemiology? Epidemiology is a better known and highly respected approach to public health research, CBPR is less known and less understood. For many outside the

Charities, and some within, the Epidemiological approach is the most sought after. As one Charities administrative officer put it: "X Foundation [in Houston] wants to talk with us about the research component, but almost always the CHIS [Epidemiology], not the CBPR." The structural and ethical dilemma: CBPR is time consuming, less sexy and harder to create and sustain. How does the Charities help its grantees' envision the value added when research and evaluation are incorporated within their organization? The Charities' grant making has been consistently supportive of integrating research in grant making decision making. The Charities also believes that evidence-based research and evaluation are strategically vital to grantees' responsible programme development and delivery. Now, the Director of Grant Making and the Director of Research are collaborating to include research capacity building with grantee organizations. The structural and ethical dilemma: excellent community-based programmes understand research to be an integral part of their programme.

Improving health access and equity using graduate health students to address community concerns.

Sandy Hoar.

Health access is a worldwide problem. Access includes sufficient, affordable, physical locations, and appropriately trained providers. Immigrants face limited access, in part, because of an inability to communicate successfully in their native language or in the language of their new home. This can be a problem in urban settings in less developed, as well as, more developed countries. The US has many immigrant communities in which there are patients with limited-English proficiency. La Clinica del Pueblo is a Latino clinic in Washington, DC that has more than a two decade relationship with students and faculty at the George Washington University. It provides health care for all ages in Spanish but realizes that patients have difficulty when referred for specialty care outside of the clinic. Interdisciplinary graduate health students join a team, with a university faculty and a community faculty member, to improve language access for immigrant patients by creating, distributing, and explaining I Speak' cards to patients which delineate their rights, offering provider materials and presentations explaining their responsibilities, and surveying local hospitals to catalogue their language resources and needs. This long-term community-university partnership has benefited the students, the community clinic and their patients, as well as, the extended metropolitan area and patients who speak a number of different languages. It is a model that can be adapted and replicated in domestic and international locations. This interactive presentation will discuss the history of this relationship, lessons learned, and tools developed that can be adapted by other interested community-university partnerships. It will solicit suggestions for problems encountered, such as the inequity of controlling funding and the difference in semester requirements versus community's ongoing needs. It will discuss future activities and present an opportunity for participants to discuss their own efforts, problems, and lessons learned.

Learning to fit: a story about the city of Guelph and The Research Shop.

Linda Hawkins, Barbara Powell.

Join us to hear about learning to fit our individual purposes, organizational goals, and the aspirations of civil servants, students, faculty, and those we report to as we developed our community-campus relationship over the last year. Starting small with undergraduate students supporting city focus groups, through graduate student course work on city policies, building access to experts in both the city and the university, and having difficult conversations about resources and real engagement has resulted in both testing the possibilities and allowing exploration of how we might work through solutions for both sides. We encountered many of the common barriers in CU partnerships, including mismatched timing between city council decision making and class schedules, faculty over-commitment and government need for immediacy in creating policy, (sometimes without access to relevant evidence), as well as other complex difficulties of collaboration. We have now embarked on a community wide project involving multiple offices and disciplines within the university, the executive directors and staff of multiple community agencies and collaborations, citizens of Guelph and Wellington County via neighbourhood and other associations, and elected and non-elected city staff. We think that the consistent focus on the generative goals of our work and commitment to leveraging our individual resources for community impact has contributed to the success of this effort.

Lessons from a research and evaluation partnership between the University of Waterloo and the Regional Municipality of Waterloo's Planning, Housing and Community Services and Public Health Departments to evaluate a smoke-free community housing policy.

Laurie J Nagge, Ryan David Kennedy.

Learning objectives: At the end of the session the participant will be able to: Use a health equity lens to discuss smoke-free policy considerations in community housing. Identify factors that contributed to the development of the partnership. Identify benefits and challenges of the partnership. Utilize the practice-based lessons to foster successful partnerships to decrease health inequities. Waterloo Region Housing and Region of Waterloo Community Housing Incorporated are the first community housing providers in Ontario to implement a smoke-free policy for 2,723 units of housing. Smoke-free housing policies promote health and health equity by reducing exposure among disadvantaged and vulnerable populations, providing supportive environments for decreasing cigarette consumption, increasing cessation, and discouraging initiation by those at higher risk for smoking. However, few municipalities have implemented smoke-free policies in community housing due to a lack of data and examples of partnership models. To ensure that the policy evaluation was comprehensive Region of Waterloo Housing and Public Health Departments sought consultation with a Doctoral student from the University of Waterloo. The result was the formation of a formal partnership to conduct research on second-hand smoke exposure and evaluate the implementation of the smoke-free policy. The partnership resulted in a comprehensive research and evaluation plan, consisting of air quality testing, tenant surveys, tenant and staff interviews and the development of a database to track outcomes. Each partner contributed a unique knowledge base and skill set which were complimentary and allowed the project to achieve a level of quality and depth that could not have been accomplished independently. The lessons learned from the partnership will build on the emerging knowledge base in smoke-free housing policies and provide practice-based evidence to assist other communities to move forward with policy implementation to improve the health of vulnerable populations.

Literacy lives: HIV/AIDS health allies training and the dynamics of community-university collaborations.

Judy Smith.

Simon Fraser University's Community Education Programme is participating in a collaborative project in Vancouver's Downtown Eastside (DTES): Literacy Lives ~ HIV/AIDS Health Allies Training. We are designing a holistic, culturally relevant and flexible programme through community partnerships and consultations. Interested community members will participate in applied HIV/AIDS health literacy and leadership education. Ongoing analysis of the opportunities and challenges to partnerships is integral to this process. Susan C. Boyd's study Community-based research in the Downtown Eastside of Vancouver (Resources for Feminist Research, Spring-Summer, 2008) is relevant to exploring the interplay of social position, identity and dominance. We also take Jen Margaret's Working as Allies (Winston Churchill Fellowship Report, August 2010) as a point of departure to think through the dynamic meanings of community, partnership and ally in the context of the DTES and an HIV/AIDS project. A roundtable in the partnership and collaboration stream would allow us to develop strategies for collaboration(s) in a community where HIV/AIDS remains a stigmatized issue that sparks debate and community / agency divisiveness. The concept of community has various and contested meanings in relation to the DTES. Resonating with a 19C moralistic discourse, sensationalized media coverage continues to construct the DTES as a place of ill repute. Refuting that perspective, residents describe a tight knit neighbourhood with strengths, values and a vision of community-driven change. Concepts like partnership and ally are complicated in that context, made even more so in community-university partnerships when we are called to account for university research projects perceived to abuse their power. Accompanied by a community partner, SFU will present the issues, tensions, opportunities and challenges related to community-university partnerships in the above context. In a facilitated discussion, roundtable participants will analyze the limits and possibilities of the concepts community, partnership, and ally that ultimately shape community-university engagement approaches.

Models for change to improve health and reduce health disparities in Rochester, New York.

Nancy M. Bennett, Gail L. Newton, Byron S. Kennedy.

Since 1995, the Monroe County Department of Public Health (MCDPH), University of Rochester Medical Center (URMC) and community partners have collaborated on a highly effective community health improvement process, HEALTHACTION, with representation from African American and Latino Health coalitions, business, and health organizations.

HEALTHACTION is a data-driven, community-wide process that establishes goals, identifies priorities and develops coordinated interventions to improve the health of Monroe County, New York citizens. HEALTHACTION's five focus areas are Maternal Child Health, Adolescent Health, Adult Health, Older Adult Health, and Environmental Health.

Priorities for action are:

- Increase Physical Activity/Improve Nutrition
- Improve Social and Emotional Well-Being and Reduce Child Abuse
- Build Youth Assets
- Improve Prevention and Management of Chronic Disease
- Improve Mental Health
- Improve Water Quality
- Reduce Industrial Pollution, Pollution from Small Businesses, and Hazards in the Home.

HEALTHACTION partnerships address each priority with secondary data analysis, and development, implementation and evaluation of interventions; and health report cards demonstrate progress.

This unique, historical collaboration between the URMC, MCDPH, and community partners paved the way for the URMC to advance its community health mission by creating the Center for Community Health (CCH) in 2006 to join forces with the Rochester community to eliminate disparities and improve health through research, education and service.

To further demonstrate the URMC's commitment, community health was designated the fourth pillar of the URMC mission, alongside research, education and patient care. A Community Advisory Council (CAC) advises the URMC and CCH, and many long-time community partners serving on HEALTHACTION, now serve on the CAC.

This workshop will describe the effectiveness of these partnership models and the lessons learned along the way, as well as the resulting community health improvements (e.g., reductions in infant mortality, childhood lead poisoning, teen smoking, and elimination of disparities in immunization).

Researching the impact of community service-learning: a policy lens approach.

Geri Briggs.

The Canadian Alliance for Community Service-Learning Research Team wishes to develop an evidence base of the impact of community service-learning for students, communities, and education providers. Additionally, we wish to determine the impact of effective community/post secondary service-learning collaborations have on addressing major social justice policy issues in Canada. CACSL surveyed members of its email network to assess the range of issues being dealt with in communities. The results will be shared with participants. An open space dialogue is proposed to engage with community service-learning practitioners to explore the current role of CSL in addressing social issues, current evidence of impact, and gain suggestions for effectively researching CSL impact on addressing policy issues.

SSHRC's funding opportunities for partnerships.

Eric Bastien.

No abstract is available for this presentation.

Supporting strategic action in an emerging leadership network: a participatory approach to social network analysis.

Adam Euerby.

Officially launched in 2008, the University Community Partnership for Social Action Research Network (UCP-SARnet) is an organization committed to educating, engaging and empowering communities by creating and facilitating global university-community partnerships. UCP-SARnet is at its beginning stages of developing its online social networking portal to further build a community of students, university faculty, community activists and members of local government in search of solutions to the issues articulated in the Millennium Development Goals. In July 2010, UCP-SARnet joined forces with the Advanced Interface Design Lab (AIDL) at the University of Waterloo in Canada to develop a research plan aimed at understanding how best to employ social networking technology to support the short- and long-term goals of UCP-SARnet. To do this, AIDL developed a participatory research plan using social network analysis to determine the impact of strategic design changes made to UCP-SARnet's social networking portal. This research plan takes a participatory approach designed to include key stakeholders at UCP-SARnet in the process of developing research questions, as well as metrics and targets with regard to the social network analysis. It was designed to ensure that the data collected can support high-level strategic actions for UCP-SARnet as a whole, and provide a meaningful feedback mechanism for the individual actions of the UCP-SARnet members. In this presentation, AIDL will discuss the results of the research, including the impacts of the design changes made to the UCP-SARnet portal that were revealed by the social network analysis. AIDL will also discuss how UCP-SARnet used these results to support strategic and individual action in its network. Finally, this presentation will offer reflections on the partnership between AIDL and UCP-SARnet and how other leadership networks can approach beneficial partnerships with technology research organizations.

Three perspectives on an applied project in new business development.

Fred Pries, Judi Riddolls.

The Applied Project in New Business Development is a partnership between the Department of Business at the University of Guelph and the Guelph-Wellington Business Enterprise Centre (GWBEC). During the winter term students interested in developing and running a new business participate in a series of modules and develop the business plan for their new venture. Students then launch their business in the spring semester and operate the business over the summer. Students are eligible to compete for grants of \$3,000 to help them start their business. On returning to campus in the fall, students reflect on what they learned from running their own business and identify how they would do things differently. Throughout the programme, students have access to advisors and resources of the GWBEC and an advisor from the Department of Business. In this storytelling session, we will describe this collaboration from three perspectives: the students who have participated in the programme, the community organization involved (GWBEC) and the university partner (University of Guelph). We will describe the nature of this community-based programme and discuss the student learning experiences that we have observed in the first two years of this programme. We will also discuss the challenges of managing the programme and assessing student learning.

Transforming "building your capacity" to "building our capacity": an evolving story of community-university partnership in Boston.

Carolyn Leung, Jennifer Opp, Linda Sprague-Martinez, Jocelyn Chu, Doug Brugge, Karen Hacker, Laurel Leslie.

In Massachusetts, three Boston-area medical institutions-Boston University, Harvard University, Tufts University - with Clinical and Translational Science Awards (CTSA) and two community partners, the Center for Community Health Education Research and Services, and the Immigrant Services Providers Group/Health have forged a strong university-community partnership. The purpose of this partnership is to increase community stakeholder capacity and readiness to engage in and influence the research process. Building your capacity: Advancing research through community engagement (BYC), is a community-centered training programme that aims to build the capacity of community-based organizations to participate in research partnerships. Ten representatives of community agencies from the New England region that address a range of community health issues including mental health,

environmental justice, asthma, HIV/AIDS, immigrant health, poverty and violence made up the first cohort of community research fellows in this training programme. Training sessions were designed to equip participants with the fundamentals of health research - methods, design, funding, ethics, community engagement and CBPR. This paper describes the multiple levels of collaboration that embody and drive BYC. First, there is the collaboration among the three CTAs and the two community partners. This collaboration is significant as academic medical centers are often competitors with each other. Second, while the project began as a more traditionally delivered curriculum, it soon evolved into a collaborative process between teachers and fellows. Many of the fellows were initially apprehensive about the approach assuming it would be a university-led, one-way, top-down conversation about CBPR. Instead, they become intimately involved in developing the curriculum and planning future sessions. This collaborative spirit helped to create a programme based on mutual trust and respect. Some of the outcomes of the programme include additional funding to do research, the development of evaluation instruments for programme improvement and the writing of a protocol for working with researchers.

University jazz! Innovation in Canadian universities: an exploration of strategies for knowledge integration and system transformation.

Darcy Riddell, Cheryl Rose.

This participatory study engaged with individuals and teams from different regions in Canada who have demonstrated their capacity for developing innovative relationships that successfully connect the academic sector with other sectors in society for positive social impact, including broad systemic change. We will focus upon three streams of practice where these types of community-university engagement appear to hold potential for new understandings, knowledge integration and action emerging from the spaces between academics and non-academics. These three areas of focus are:

1. Community Service-Learning - Innovation to create more meaningful exchanges between students and organizations in the communities in which they live.
2. "Mode 2" Knowledge Production - Co-creating knowledge thru partnerships between academics and public, private and community sectors.
3. Innovation within University Systems - Experiments with transforming the culture, the structure and systems of universities to make them more engaged and responsive to broader community/societal concerns.

The deep learning surfaced from these case studies focus on the demonstrated value of innovative process and new perspectives such as conditions for readiness, sequencing and pace, attending to power dynamics, allowing for emergence, managing ego, and the role of passion and spirit in these relationships which cross disciplines, sectors, cultures, and communities. This presentation will include the introduction of a documentary video created by and with the study participants.

Abstracts listed by session in alphabetical order
Thursday, May 12 – Day 2: Partnership and collaboration
Session E Posters 9:30 a.m. – 11:00 a.m.

A content and outcome analysis of environmental impact statements: understanding the role of health, participation and equity in southeast Michigan’s transportation decision-making.

Natalie R Sampson.

Studies have investigated the link between transportation and a variety of health-related variables including physical activity, cardiovascular disease, mental health, respiratory illness, unintentional injury and quality of life. However, little evidence explains how transportation planning practices and community design reinforce or enable health promotion or inequities. Government regulations require public forums and participatory pre-assessment tools (e.g., environmental impact statements) to guide major infrastructure. Yet, many argue these are obligatory, sometimes contradictory processes with limited ramifications for health. A better understanding of participatory decision-making tools is needed to address transportation-related health inequities. Focusing on the seven-county region of Southeast Michigan, this study investigates and analyzes the content and categorical outcomes of all environmental impact statements (EIS) from 2005-2009 in this study area (n=5). Sampling is based on the timeframe of the U.S.’s major federal transportation act and funding mechanism, SAFETEA-LU. This content analysis entails a qualitative coding process, with supplemental quantitative summary of codes, assessment decisions (i.e., which of the assessed alternatives is selected) and attendance at participatory forums. For analysis of EIS content, codes are identified in vivo and based on health behaviour and outcome constructs. Preliminary findings suggest that:

1. Human health is minimally discussed in EISs,
2. Participation at public EIS comment forums is not representative of vulnerable or potentially affected communities,
3. Indicators of environmental health are inconsistent across EISs, and
4. It is unclear how risks to health relate to transportation decisions. These findings have implications for the role of environmental impact assessments in engaging community voice in decision-making. With public resources spent on regulated assessments across the U.S. and similar assessments in other nations, it is constructive to address questions about the objectives, outcomes and effectiveness of this process.

A joint vision for change: collaborating forces.

Alexandra Victoria Siberry, Ivy La Rue, Bethany Philpott.

This poster presentation aims to illustrate the rich partnership that took place between a local community partner and university researchers. Undergraduate scholars, a PhD student, and instructors from the University of Guelph collaborated with the City of Guelph in their shared vision for community development and participatory processes that would lead to positive social change in the community. These collaborators engaged in critical discussion and research to help inform changes to the allocation policy for recreational resources in Guelph, Ontario. By engaging with community members, the partners were able to determine key issues that matter to Guelph citizens, and develop innovative solutions to the challenges commonly faced in accessing recreational resources. This rich experience enabled students to connect classroom learning with community development.

A participatory study of the nature of touch at L’Arche: understanding protective and risk factors to develop an approach to safe and respectful touch for people with developmental disabilities.

Lindsay Paige Buckingham-Rivard.

This study explored the use of touch in the L’Arche approach to care-giving for people with developmental disabilities. The intent was to explore the nature of touch, and the protective and risk factors of this alternative care setting, to promote a safe and respectful environment that enhanced protective factors and minimized risk. The author was interested in the scientific research on the value of touch, ethics in relationships with power

differences, the prevention of abuse, and the prevalence of respectful expressive/affectionate touch between people with disabilities and their caregivers. The study engaged one L'Arche community in Ontario, Canada, through a participatory, ethnographic, case study design. The data collection involved six weeks of participant observation, 11 interviews and two focus-groups (N = 19). Creating an inclusive research experience was important to the author, who sought balanced participation in all research methods between residents with developmental disabilities and staff. Amongst the participants were eight staff, seven residents, and four key-informants. The findings of this study revealed that the nature of touch in care-giving at L'Arche is very complex. The protective factors included capacity-building around touch, including teaching about personal body boundaries, and communication skills. Further, the role of community and long term relationships of mutuality were revealed as important protective factors. Risk factors included the increased vulnerability of people with developmental disabilities, lack of communication and not respecting boundaries, dual roles, cultural differences and inconsistencies amongst L'Arche communities. It is hoped that the findings of this study will be transferrable to other care settings, in order to create respectful and safe environments for people with developmental disabilities.

An assessment of service assets and gaps for offenders and victims of interpersonal violence in Waterloo Region.

Anthony Piscitelli, Jessica Hutchison.

In 2009, the Waterloo Region Crime Prevention Council began a research study examining gaps and assets in services for offenders and victims of interpersonal violence within Waterloo Region. This project demonstrated the Crime Prevention Council's research approach. The research was supported by two sub-committees of Crime Prevention Council; the Violence Prevention Plan Implementation Committee (VPPIC) and the Advisory Group on Research and Evaluation (AGORE). The VPPIC consists primarily of community members working in different agencies and government departments that provide services related to violence prevention. This committee served as the strategic leader for the research process. This committee will also be responsible to make the final recommendations. AGORE's committee membership primarily consists of academics and individuals working in the community who have a research background. This committee supported the researchers, Anthony Piscitelli and Jessica Hutchison, in developing the research methodology and interpreting the literature and research results. The committee also assisted in having the research project reviewed and approved by the Wilfrid Laurier University.

Research ethics board: The research involved consultation with the local community in order to determine the current level of services for victims and offenders of interpersonal violence. An asset inventory is under development to determine what social support services are available in the Waterloo region for both offenders and victims of interpersonal violence. Simultaneously, the study is identifying gaps in services. Based on identified gaps, the VPPIC and Waterloo Region Crime Prevention Council will recommend interventions for implementation in the Waterloo Region to fill these gaps. In partnerships with the community, agencies will be supported to take lead roles in implementing these interventions. The report will be completed over the summer with a target release date of October 2010. The proposed conference poster will focus upon the research process and the results.

Building multi-cultural and multi-health system partnership to conduct health research.

Elena Maria Alcala, Bang Hai Nguyen.

Purpose: The purpose of this roundtable is to describe the process of building a coalition of diverse healthcare system and service providers, racial and ethnic community leaders, patient advocates, and scientific researchers to address the issues of providing access to mammography for low-income, multi-ethnic, multi-lingual women in Santa Clara and San Mateo Counties, California using a Community-Based Participatory Research (CBPR) process. Methods: A regional consortium of community health centers, a non-profit cancer prevention research and service organization, and a research university formed a Community Academic Partnership Leadership Committee to engage community participation in identifying issues of greatest importance, study design, proposal submission, and other CBPR stages. We strategically invited representatives of community health centers, county hospital systems, community organizations, ethnic communities, survivor and patient advocates, county government

officials, funding agencies, and academic to a series of community organizing meetings. The purposes of these meetings are for these representatives to build trust and to work collaboratively as equal partners to develop a cancer control research plan using a CBPR approach. Results: During the first year of development, our CBPR approach resulted in a 20-member community-academic partnership; the election of community chair and co-chair; the defining of community; the development of joint work plan to guide decisions-making and operations; the development of a research and operational structure subcommittees; the election of subcommittee chairs; the identification of recommended research goals, topic and questions; and a CBPR workshop. Conclusions: With time, patience, and motivation, engaging community in CBPR can benefit research initiatives in cancer control. The process is time consuming, but results in a committed and engaged partnership that integrates mutual benefits for all partners.

Challenges and strategic approaches in rural health education in Malaysia.

Osman Bin Ali.

The University Malaysia Sabah School of Medicine is a newly established institution in Malaysia. It aims to train medical professionals of the highest standard in an effort to meet the needs of multiethnicity and biodiversity of Sabah. The dynamic development of this state has exposed the population with risk factors of modern and lifestyles diseases. The students will be exposed to communities of different racial, socioeconomic status and health problems. The graduates will also, as a result of our evidence based socially driven and SPICESMOVER medical curriculum, be able to practice medicine not only in this state but also throughout the world with the skills acquired from the school of Medicine. In the 5 years curriculum, the students will be exposed to a comprehensive healthcare to patients, their family and the community, based on their current needs. Students are expected to study the health problems and dynamic of the family for the period of 5 years. They will be allocated to the foster family under the university-community programme (PUPUK's programme). They will make the necessary arrangements to visit a family, learn the family dynamic and life events and make an appropriate intervention to uplift the standard of living and alleviate the medical and social problems. At the community level, they will be involved in community health promotion and community development. The family-community-university partnership will be able to nurture the students the leadership in caring and at the same time promoting the health of the community.

Chinese colorectal cancer research project: physician initiated intervention project.

Angela Sun.

The Chinese Community Health Resource Center (CCHRC), a non-profit organization established in 1989, with the mission to build a healthy community through culturally and linguistically competent preventive health care, disease management, and research. Since 2000, CCHRC has partnered with academic institutions in conducting community-based participatory research. Recently, CCHRC, in collaboration with its academic partner, the University of California, San Francisco (UCSF), and its community members, the Chinese Community Health Plan, Chinese Community Health Care Association (CCHCA) and Chinese Hospital, designed and conducted a physician-initiated colorectal cancer (CRC) education and research project aimed to raise colorectal cancer screening rates. Motivations for the study included the late diagnosis of CRC observed in patients at Chinese Hospital, the desire to achieve the CRC screening goal set by the American Cancer Society, and the national data available on CRC screening, morbidity and mortality among Chinese Americans. To achieve the study objectives, the community provided cultural competency and skills in reaching out to physicians and their patients, the study target population. The academic partner provided expertise on research design, randomization, data analyses and interpretation. Both community and academic partners will prepare a manuscript development to report the findings. The study lasted 2 years, and the collaboration was successful in achieving its objectives because both the community and academic partners utilized essential aspects of successful collaboration (David et al., 2000), namely, shared common vision, balanced power and visibility, recognition of differences in strength and resources, well-defined responsibilities, and flexibility. The result of the 2-year study indicated a statistically significant increase in CRC screening among study participants. Because of the positive impact of the CRC screening rate, the

community organizations involved are now considering implementing new policies involving their physicians in CRC screening for their Chinese patients.

Collaborative planning for a school of public health.

Eric Gass.

For the past three years the Milwaukee Health Department and the University of Wisconsin-Milwaukee have been working to develop a major initiative to improve the health of the community through the development of an accredited School of Public Health. Initial planning has focused on conceptual organizational and operating models, faculty and curriculum development, site selection and capital needs. The next phase in this process is the evolution of the Milwaukee Health Department to what is known in the field as an Academic Health Department (AHDs).

The fundamental basis for AHDs is a partnership between a School of Public Health and the local Health Department to create a dynamic academic-practice collaboration which effectively pools assets of both institutions. The capacity of the department is enhanced by this interaction and all resources between both institutions are better targeted to specifically address critical issues facing the community. Milwaukee suffers from considerable challenges in the area of obesity, diabetes, infant mortality, teen pregnancy and early childhood lead poisoning leaving us among communities with some of the worst health disparities in the country. This is not to say that good work isn't currently being done by the Health Department and others on these issues. It is to say that by learning from others and putting the best minds to work collaboratively, significantly progress can be made beyond what any sector can do by itself.

This poster will outline the collaborative process including timelines, clarification of roles, successes, challenges, and what lies ahead for Milwaukee as two long-standing institutions pool resources and expertise to create a new entity.

Community-based research and social innovation: the Centre for Community Based Research.

Joanna Ochocka, Richard Janzen.

"Be the change you wish to see," was how Ghandi put it. If community-based research is concerned with sparking social innovation, then how it is practiced speaks as loudly as what innovation it produces. In this presentation we will consider the Centre for Community Based Research (CCBR) as a leader in using community based research to inspire social innovation. Founded in 1982, CCBR is an independent, non-profit organization located in Kitchener, Ontario. CCBR receives no core funding, relying instead on an entrepreneurial spirit in collaboration with its many partners to initiate new projects. The presentation will begin with a brief overview of CCBR's mission and history. Next CCBR's organizational structure will be described, demonstrating how it is linked to a vision of using research as a catalyst of social innovation. The session will end with an exploration of the three building blocks of social innovation used in CCBR's 350 plus projects: 1) knowledge production (gathering and analyzing information that better informs people working for social change), 2) knowledge mobilization (creatively communicating research findings in ways that speak to people) and 3) community mobilization (using research to build relationships among people who, in turn, use the knowledge they jointly produce to guide their collective social action).

Community health student engagement with CBPR in the development of a campaign to reduce secondhand smoke exposure among Lummi Nation children with asthma.

Celeste L. Kahn, Kaylee M. Knowles, Allison Lindsay, Anna Morris, Sara Wajerski, Kathleen Charles, Billie J. Lindsey.

Community Health Education students, enrolled in a Health Communication and Social Marketing course at Western Washington University, collaborated with the Lummi Nation tribal health center to develop a health education/social marketing campaign focused on childhood asthma and second hand smoke. Asthma disproportionately affects American Indian (AI) and Alaska Native (AN) children. In Washington State, 10% of AI/AN children are diagnosed with asthma compared to 7.4% of children, overall. The campaign's priority audience was Lummi Nation caretakers of children. University students led focus groups with 8-11 tribal members

to identify attitudes, beliefs, and behaviours related to second hand smoke and asthma. Barriers to not smoking around children, whether at home or in a vehicle, were also identified. Findings were utilized to develop campaign messages and materials, which were tested, revised, and tested again with tribal members.

The campaign, titled Lummi Breathes, utilized photographs of tribal members, both children and adults, in posters that encouraged people to not smoke around children. Examples of poster messages included

1. "When you light up in your home, you're not the only one smoking. Choose to enforce a smoke-free home" and
2. "Take A Few Extra Steps to Protect Our Children. Children who breathe secondhand smoke are more likely to get pneumonia, bronchitis, and have more severe asthma attacks." Other materials included magnets, buttons, umbrellas, and window decals that stated: "This Home Is Smoke Free" or "This Truck Is Smoke Free."

This conference poster illustrates a successful university-community collaboration whose hallmark is student service-learning and the importance of community-based participatory research.

Connecting local-global communities through revitalization and re-valorization of Indigenous knowledge: the case of Pitzer College (California), Santa Maria la Alta (Puebla) and Temixco (Morelos).

Martha Barcenas-Mooradian, Tessa Hicks Peterson.

In the summer of 2010 Pitzer College participated in two local-global projects that connected a private liberal arts American college and two diverse communities in Central Mexico. The learning objectives of these projects emphasized intercultural understanding, revitalization of indigenous languages and cultures, ancient healing practices and oral wisdom traditions, social responsibility and activism. Both projects (Healing Ourselves and Healing our Communities and Introduction to Nahuatl Language and Culture: Revitalization and Preservation of Indigenous Knowledge) were envisioned to connect the academic, local and global communities from various approaches to student development, community empowerment and partnerships of reciprocity across cultures. Both academic programmes, taught during the spring 2010 in the traditional classroom in our college and in the summer 2010, taught in the selected global village in non-traditional classrooms, engaged with local and global communities, for the first time in the history of our college, in order to bring about personal, cultural and social transformations through alternative pedagogies. The programmes, although slightly distinct in their approaches, guided students in their search for a deeper understanding of their relationship with nature, land, peoples and local environments through the study of traditional Mexican healing practices, while immersing themselves in the study of indigenous languages and cultures. Students also explored issues of globalization as they related to the local community's ecology, biodiversity, health, food, economic sustainability, peace negotiations, and human/treaty rights. In both programmes students were able to engage in and deepen their experience in the language and the themes of the courses by participating in collaborative efforts in service-learning and community-based projects in order to bring about positive transformations in the local/global communities. The understanding of local knowledge and culture was situated in a global context, recognizing the contradictory effects of globalization in perpetuating both a valuing and a degradation of these practices.

Designing waste out of the system through re-use strategies.

Johannes Dietrich.

With this poster presentation we will inform the visitors about the zero-waste approach by focusing on the objectives and interim results of the ongoing project "Zero Waste in Industrial Networks (ZeroWIN, <http://www.zerowin.eu>)". The project's vision is to use a whole-system approach to redesigning resource flows to minimize emissions, waste and resource use in the sectors electronic equipment, construction, automotive and photovoltaics. Truly effective waste prevention requires an holistic perspective, with complementary strategies, co-operational approaches and resulting actions. That's why we put the collaborative work of Berlin-based Science Shop kubus with social enterprises, SME and artists into the focus. Together these actors are engaged in a ZeroWIN action case study targeting at the re-use of ICT-equipment (Information and Communication Technology) to avoiding electronic waste. This collaboration practice represents a shift from the traditional industrial model in which wastes are considered the norm, to integrated symbiotic systems in which everything has its use and where sustainability is a functional requirement of the whole system. Our poster shows which contributions to societal

dialogue in the sphere of utilisation strategies are achieved by kubus and in how far principles and experiences with sustainable entrepreneurship can be transferred to other countries and/or product categories.

Enhancing collaboration between researchers and practitioners: what are the key components.

Marie-Joelle Gervais, François Chagnon, Marie-Ève Pigeon.

Context: There is an increasing need to improve quality of the psychosocial services intended for the young and families in difficulty (Hoagwood and Johnson, 2003; Walter et al., 2004; Webb, 2002). Research shows that profitable collaboration experiences between researchers and practitioners improve receptivity toward research-based evidences, and thus increase the quality of psychosocial services (Amara et al., 2004; Landry et al., 2001; Belkhdja et al. 2007). However, there is a need to better understand what determinants and strategies have to be adopted in order to enhance collaboration between research and practice. **Method:** A critical review of articles that examine strategies and determinants associated with research-practice collaboration was conducted within key databases in the medical and psychosocial fields (Eric; KU-UC; Medline; PsyInfo; Social Services Abstracts; Science Communication; Web of Science). A conceptual framework was then developed in order to represent the principal determinants and strategies retrieved from the literature review. **Discussion and conclusion:** To illustrate how those determinants and strategies can be applied concretely, a case study will be discussed. This case study illustrate an intervention that was implemented in a Youth Center in order to increase collaboration between researchers, managers and practitioners and to assist the organization in shifting to an evidence-based approach to developing and monitoring its programmes and policies. After almost four years of implementation, an evaluation (Gervais et al., 2010) had showed that the partnership between the research team and practitioners was a big strength in order to increase quality of practices within the organization because it provided better access to research evidence and the acquisition of new skills to apply research evidences.

Enhancing neighborhood helpers in mental health promotion and violence prevention within urban neighborhoods.

Ann Marie White, Melanie Funchess.

Background and purpose: We present the partnership process that designed and implemented a learning collaborative (LC) for and by neighbourhood natural helpers. The LC emerged from a community-based participatory research (CBPR) process to examine the acceptability and feasibility of identifying and preparing neighbourhood natural helpers (NH), residents who others seek out to enhance mental health and reduce violence among families with school-aged children. This action-research partnership aimed to illuminate and magnify NH voices in how they mediate long-term negative impacts of exposure to violence on perpetration of violence, aggressive behaviour and internalizing problems such as suicidality among youth.

Methods: CBPR approaches drove this community-academic collaboration from inception to completion, and began in 2008. The LC was comprised of eight two-hour seminars and these were conducted in the spring of 2010. Topics, content and learning formats emerged as products of qualitative descriptive analyses of focus groups, interviews, surveys and discussions among the LC members. Nominated NH of four culturally diverse neighbourhoods of a northern, mid-sized U.S. city co-led the resulting LC sessions. **Results/Outcomes:** Via CBPR, feasible and acceptable methods emerged to develop and conduct a LC to enhance indigenous and informal skills and strategies, among middle aged and older adult residents, to reduce violence and youth violence on city blocks. Ecologically valid methods to assess impacts of training on factors in violence normalization also resulted. We present the resulting learning collaborative content, formats and evaluation findings. On-going steps to sustain the learning collaborative within the community are described.

Conclusion: Developing and applying CBPR approaches for engaging NH in lower-resourced, urban neighbourhoods is an important process for advancing mental health promotion. The LC strengthened and supported these neighbourhood champions of mental wellness, and helped to strengthen and sustain indigenous processes among neighbors for injury reduction.

Expanding networks for Latinos through community engagement.

Zoe Enga, Alison Gunn.

The tremendous increase of the Latino population in North Carolina, from 1.2% to 7.4% of the total population from 1990-2009, poses new health care challenges for the state. The North Carolina Translational and Clinical Sciences Institute, Community Engagement Core (NC TraCS CEC) is piloting the Expanding Networks for Latinos through Community Engagement (ENLaCE) project to address specific health needs of the Latino population including lack of health insurance coverage, language barriers, unfamiliarity with the U.S. health care system, and differences in cultural practices and health care beliefs.² The NC TraCS CEC, in collaboration with both Wake and Greensboro Area Health Education (AHEC) Centers, plans to partner with 8 primary care practices (PCP) and 4 community-based organizations (CBOs) in the Greensboro and Wake AHEC areas and researchers of the University of North Carolina at Chapel Hill (UNC-CH). The partnership aims to improve Latino health by determining needs and research interests, and developing networks primed to apply for federal funding in areas related to Latino health. ENLaCE plans to create an advisory committee, recruit PCP and CBOs and foster collaborative research partnerships to help inform Latino health research priorities. The project will ultimately increase research capacity by creating collaborative health research programmes. Goals

Introduce the concept of networks to increase research partnerships and improve the health of Latino communities. Disseminate the process of creating a Latino health network. Learning objectives describe strategies for engaging medical practices and community organizations in a network to increase research capacity. Identify steps taken to increase health research capacity within the Latino health network. Discuss challenges and positive lessons learned from creating a Latino health network. References 1. US Census Bureau (2000). US Bureau of the Census. 2. NC Latino Health (2003). Durham, NC: North Carolina Institute of Medicine.

Networking and partnerships as tools in the education of community leaders.

Marek Wosinski, Adam Euerby, Andy Chen, Birendra Kumar.

University-Community Partnership for Social Action Research (UCP-SARnet) is dedicated to educating the next generation of community leaders by compiling and housing an interactive online library of resources and facilitating cross-sector collaboration and multicultural dialogue. UCP-SARnet is currently promoting several projects that involve global networking and aim to educate community leaders by creating an opportunity for developing new partnerships. During the workshop participants will learn how to get involved in the following projects and how to implement them in their communities:

- 1) World Academy for the Future of Women, a rigorous, one-year leadership training programme for female students committed to acquiring the skills and confidence necessary to become effective campus, community, national, or global leaders.
- 2) STAND UP Against Poverty events coordinated worldwide by the UN Millennium Campaign.
- 3) Virtual Events "Bridging the World" bringing together, in an online format, community activists and community leaders from various countries to talk about their community projects and discuss them with the audience attending the meeting at the hosting institution.
- 4) Gandhi College for Social Work, a community-based college of social work in a remote area of Bihar (India) in the village where Gandhi began his movement.
- 5) Global Leadership Tours during which participants will visit selected universities, community organizations, and meet with local governments to learn about the impact of cultural, social, and economic context on the organization and effectiveness of community programmes.
- 6) Summer Global Leadership Camp at Sias International University (China), a 3-week long summer leadership camp with participation from up to 500 high school and college students from all around the world.
- 7) We will also introduce a participatory research project on the development and impact of UCP-SARnet.

The project is conducted by Adam Euerby at the Advanced Interface Design Lab at the University of Waterloo in Canada.

Neuropsychological studies of adults 50 and up on Bkejwanong: what does the community say.

Anne Dull Baird, Lynda Lou Classens, Shelagh Towson, Sam Iskandar.

This poster describes the use of a previous community-university research alliance to gather information about the interest of community members in a new domain—neuropsychological; neuropsychological study of older adults. Specifically, we sought to ascertain the interest of the Bkejwanong community of adults age 50 and up in neuropsychological studies in this age group and in this First Nation. The aging of the population world-wide and the dearth of studies of cognitive aging in First Nations communities, especially those on reserve, suggest that such research has the potential to be significant from both social justice and practical perspectives. However, this potential hinges critically on whether the research is in accord with and centred on the interests and needs of those who would be the focus of study. Therefore, with the permission of the Band Council and under the Memorandum of Understanding between Bkejwanong and the University of Windsor, we conducted 3 focus groups and 6 individual interviews in which we asked for the guidance of those 50 and up. The second author, a community member and experienced researcher, teacher, and grant-writer, nominated and contacted members of the community she thought could provide a range of perspectives for each group of Bkejwanong residents: members living in the seniors residence; people ages 50 to 65; and residents age 65 and up. These individuals in turn were asked to nominate other participants. Comments and ratings from the 33 people with whom we spoke enriched and changed the compass of the research contemplated. In particular we noted strong interest in three areas:

- 1) the relationship between health and thinking, especially the effects of diet, activity, substance abuse, and environmental pollution;
- 2) coping with stress and cognitive ability; and
- 3) ways that elders may encourage a healthy lifestyle and pursuit of education in younger generations.

Nuestro futuro saludable: the process of developing the JP partnership for healthy Caribbean Latino youth.

Linda Martinez, Uchenna John Ndulue, Flavia Perea

Caribbean Latinos are the largest Latino group in Boston, primarily located in the Jamaica Plain (JP) neighborhood. Like many urban centers, JP is experiencing gentrification and population shifts, while various macro-level public health issues characteristic of the built environment remain, such as violence and environmental exposures, which create and sustain health inequities. In JP, there is a preponderance of chronic conditions, such as asthma, depression, and obesity disproportionately impacting Latinos, which in part result from the deleterious effects of the built environment. Given the population's growth and youthfulness, Latino youth are a priority age-group. Furthermore, by addressing the causes of health issues early in life, living environments and social conditions conducive to good health can be created. We will present an integrated research-and-action model developed to engage community stakeholders and researchers to create a healthier environment for Caribbean Latino youth in JP. In 2009 an interdisciplinary group of researchers partnered with community residents, leaders, providers, and policy makers. With funding from the National Centers for Minority Health and Health Disparities we convened a community advisory board to guide the development, implementation, evaluation and dissemination of an asset-based, pilot intervention to mitigate the negative effects of the social and structural factors that shape and are created by the built environment. This approach has provided a framework for us to share power, identify a disease-specific target area, and develop a community-driven strategy. Our community development approach allows public health practitioners, policy makers, researchers and residents to take an up-stream approach to improve Latino health.

Participatory sustainable waste management.

Jutta Gutberlet.

The Participatory Sustainable Waste Management (PSWM) project is a Community University Partnership between the University of Victoria (UVic), Canada, the University of São Paulo (USP), Brazil and members from the recyclers' community in the metropolitan region of São Paulo. Funding for this project comes primarily from the Canadian International Development Agency (CIDA). The project was established in 2005 and runs until the end of 2011. The

focus is on participatory waste management as an opportunity to generate income and to improve the quality of life of informal and organized recyclers (called catadores). The project directly addresses environmental sustainability and social exclusion and adopts educational strategies and policies to tackle urban poverty. Participatory waste management means: putting the community in control of their urban environment, and strengthening their resources to improve it; improved waste management in the hands of strengthened cooperative enterprises; involving people in the decisions and policies that affects their lives; directing research efforts towards the people. Improved environmental knowledge, more responsible consumption, and reduced waste. The poster will showcase some actions and results with regards to resources saving and waste prevention achieved within this Project.

Partnering with the community: assessing the impact of an undergraduate health practicum on community health.

Shelley Brown.

Practical application of academic skills through partnering with the community in focused collaborations is an important component for students in a health-focused academic programme. Faculty involvement in developing, facilitating and measuring the impact of such collaborations enhance the overall success of these opportunities for partnership. This poster will explore community-academic partnerships especially developed for an undergraduate Health Science programme at Boston University. The primary goal of the Health Science programme is to provide undergraduates with an interdisciplinary approach to the study of health, the broad perspective of health and wellness at the population level, and health care systems. In order to provide opportunities for students to apply classroom learned concepts to improve health outcomes in the community, the programme began requiring community Practicum experiences in 2006. The Practicum experiences are designed to provide support to partner sites' needs as it relates to improving health outcomes in their communities, while simultaneously enhancing the educational experience and professional development of students. The poster will explore, through specific examples of our Boston-based partnerships, concepts related to fostering the engagement of undergraduate students to improve health outcomes. The poster will also explore best practices pertaining to these community-academic partnerships, variables which affect positive outcomes, targeted preparation, community-based health promotion in an undergraduate programme, and methods for enhancing opportunities to collaborate. The poster will serve to inform community organizations and academic institutions about successful partnerships through specific examples and data measuring the performance of the programme over time. This includes evaluations and information from over 100 partner sites and over 250 students who have participated in the programme. The poster's intended result is to inform others about successful collaborations within the community to improve health outcomes and to identify best practices in community-academic partnerships through specific examples and outcomes.

Partnership and collaboration.

Osee Romeo Njacheun Tcheupgoum.

The United Planet Ambassador Club of Cameroon works with grassroots communities to address social problems and issues of social development in our society. The United Planet Ambassador Club of Cameroon recognizes that individuals and families experiencing social problems are often left to manage their difficulties without support and in the process become increasingly vulnerable in society. Vulnerability is highly prevalent with children and young people, the elderly, people living with disability and ill-health often the most affected. Vulnerability increases as factors such as poverty, low educational attainment; social and religious prejudices and poor self-perception leave people unable to assert their rights in society. The United Planet Ambassador Club of Cameroon is proactive in addressing issues of vulnerability; creating opportunities for dialogue with stakeholders, delivering sensitization programmes and working for the economic empowerment of the less privileged in our communities. United Planet Ambassador Club of Cameroon was formed to bring people with skills, experience, resources and the desire to help, together. Our local branch aims to work together with communities to address social problems and to minimize the impact of these problems on the lives of vulnerable people. The organization also aims to contribute to the social development of the country and the world at large. We are keen to gain the support of

individuals and groups who have shown a commitment to social development and demonstrated leadership in advocating on behalf of vulnerable people in our society.

Recruiting low-income families into community programmes: exploring differences in engagement strategies among ethnic groups.

Holly Stack-Cutler, Laurie Schnirer.

Effectively recruiting low-income families into community programmes provides opportunities to advance their life conditions by accessing health, recreation, and social initiatives. Service providers are often challenged to reach low-income populations in resource-effective and engaging ways. Families First Edmonton a community-based longitudinal randomized controlled trial that collaborates with 15 community, government, and university partners to provide recreation, health, and social services to low-income families discovered that recruiting 1200 low-income families took more time/resources than originally allotted. This prompted an on-line survey study examining recruitment practices in both research projects and community programmes. We conducted one-way ANOVAs to explore the differences in North American service providers' (n = 246) practices of engaging low-income Aboriginal, Immigrant/Refugee, and North American born non-Aboriginal families into community programmes. Questions on the survey included queries on the use of (a) recruitment strategies, (b) recruitment incentives, (c) participation challenges, (d) communication strategies, and (e) retention strategies. On nine questions, we found significant differences among the three groups, some that were expected, and others that were more puzzling. For example, we found in the recruitment incentive results that Immigrants/Refugees were significantly more likely to be provided with an interpreter than Aboriginals and North American born non-Aboriginals; to receive materials available for various levels of literacy compared with North American born non-Aboriginals; and to receive materials available in multiple languages compared with Aboriginals and North American born non-Aboriginals. More surprising, we found that service providers used email significantly more often to communicate with Immigrants/Refugees compared with Aboriginals and North American born non-Aboriginals. Rather than using a one-size-fits-all approach to recruitment, strategies not only need to address issues specific to communities, but also groups within communities with diverse needs. Our next step will be to return to our community partners to discuss these findings and assist us with interpretation and knowledge mobilization.

Soufflelearning: an innovative learning and teaching methodology.

Norbert Steinhaus, Kristin Auer.

The Bonn Science Shop in cooperation with a regional partner has developed a concept for the specific needs and demands of small and very small enterprises which is capable of being flexibly adapted to everyday operations and work flow and responds directly to the individual needs and demands of the staff in the business. Soufflelearning provides support and assistance as the acquired know-how is implemented. As it increases staffs' disposition to engage in further training and motivates to take an active part in the shaping of further training within the enterprise it contributes to the efficiency and expertise of the company. In an EC funded project we now seek more widespread implementation of this successful training concept to other European regions Four partners' (F, CZ, I, D) with own VET professionals that know best their clients' particular requirements and their local VET market will try to implement this methodology. The transfer processes will be compared to develop a methodology on how to adapt a training and qualification concept to the requirements of a new clientele or geographical region. In addition the networking will enable cross-border exchange and internationalization between SMEs, VET trainers and their institutions and thus advance mobility.

The value conservation concept: a contribution to resource savings.

Johannes Dietrich.

What concepts Science Shops can (co-) develop, applicable to an economic basis for the needful change towards environmental sustainability? Baufachfrau e.V., an association of craftswomen, running a carpentry business in the Berlin district Pankow, enquired the Science Shop kubus (Technische Universität Berlin) for scientific monitoring and evaluating of a transdisciplinary project. This project is called Holz im KreativKreislauf (Wood in Creative

Cycles). It is focused on the re-use of wood from carpentry workshops and other woodworking businesses. Waste wood is used for the manufacturing of creatively designed furniture and other objects. Together with Baufachfrau e.V. association the Berlin based Kunsthochschule Berlin-Weissensee (College of Art) and Oberstufenzentrum Holztechnik (Vocational Training School on Woodworking) cooperate in this project. Based on its experience of establishing ReUse networks the Science Shop kubus has developed a concept called value conservation networks. It was presented and discussed on several conferences. This type of network includes various societal logics within its co-operation work. These structures thrive on the basis of beneficial interactions between politics, science, civil society, and economy. Companies benefit from the exchange with research institutions and NGOs. At the same time basic decisions also require the agreement of those in the network who are not market oriented. Over the runtime until 2013, kubus will organize the scientific supervision within the fields of - economic strategies of re-use - establishing of social co-operation networks. The poster shows how networks as living social systems develop their own history by reflecting themselves through story-telling. Science shops may achieve relevance in supporting community development and effective civil society responses to climate change by creating practicable concepts and transdisciplinary, participatory strategies towards sustainable economy.

Two sides of the experiential learning coin: the benefit to students and the community.

Nancy Waite.

The University of Waterloo's School of Pharmacy (SOP) developed as the result of a unique and bold relationship with the community. Consequently, there was a desire to have civic engagement and real life experience mirrored in the curriculum in a way that was meaningful, needed and relevant to both the students and the community. Unlike any other Pharmacy programme in Canada, SOP decided to take a multi-pronged approach to experiential education by incorporating both Community Service-Learning (CSL) and Co-op components into its curriculum. As a result, our curriculum design was created to ensure that the experiential education components coupled together would contribute to learning outcomes, such as caring reflective practitioners and citizenship, and also some that are identified in the Educational Outcomes for a Baccalaureate Pharmacy Graduate in Canada developed by the Association of Faculties of Pharmacy of Canada. Examples of these included professionalism, written and verbal communication skills, diversity competence, and time management. Given our initial intent of a balance between civic engagement and real life experience, one of the outcomes we are particularly interested in is the relationship between student development of citizenship behaviour and the impact of the inclusion of the experiential education curricular component has on the community. As a result this poster presentation will showcase the results of the core research questions for this study, which were as follows:

- 1) What learning outcomes are achieved as a result of a multi-pronged approach to experiential education in the School of Pharmacy curriculum?
- 2) What are the positive and negative aspects of experiential education for students?
- 3) What are the positive and negative aspects of this curriculum design for external partners such as community organizations?

Urban agriculture in the megacities of tomorrow: how to improve living conditions in informal settlements through urban agriculture - a trans-disciplinary German-Moroccan Project in Casablanca.

Andrea Rau, Gisela Prystav, Manuela Reinhard.

The poster will present a pilot of the project "Urban Agriculture as an Integrative Factor of Climate-Optimised Urban Development, Casablanca", www.uac-m.org. The transdisciplinary project brings together researchers and planners from Morocco and Germany, private companies, Moroccan teachers, public servants and technicians, landowners, women and pupils from the village and civil society organisations to find new solutions for a sustainable development of emerging Megacities. It concerns itself with the question how Urban Agriculture can contribute to an open-space system that is adapted to the challenges confronting emerging Megacities including the fight against poverty. The combination of bottom-up and top-down approaches enable co-operation between micro-level action research and regional planning in numerous ways. Informal settlement and urban agriculture: the goal is a dovetailing of agriculture with settlement areas in order to improve the resulting synergies in periurban areas and to steer its development. Particularly in peri-urban informal settlement the generation of

productive, green and attractive spatial structures through Urban Agriculture offers possibilities to counteract urban sprawl and surface sealing and improve the living conditions. The pilot explores synergies, concentrating in particular on understandings about informal processes and includes winning over the inhabitants to various forms of Urban Agriculture. It is located in Ouled Ahmed on the south-western edge of Casablanca, an informal settlement with poor living conditions. The starting point to (re-)integrate urban agriculture is initiating a school garden, a women's ferme solidaire and water reuse of the hammam for irrigation. Participation and co-operation with stakeholders: all activities integrate inhabitants and aim on the formation of social alliances and self organisation. A combination of top-down and bottom-up communication strategies with the community's most important stakeholders and different levels of the administration enable goal-orientated work to generate sustainable solutions.

Using participatory action research principles to enhance community-university partnerships.

Mavis Morton.

This poster session will ask participants to think about ways in which our experiences and research of Participatory Action Research (PAR) is useful as we develop best practices to enhance our student, faculty and community partnerships. My experience as a public sociologist with a history in PAR outside of the academy provided an invaluable foundation for my community engaged scholarship inside the academy. As a new faculty member new to the language of community engaged scholarship, and knowledge mobilization I relied on my experience doing PAR and research on PAR to find, develop and sustain partnerships between myself, and community partners. My poster will outline things we can learn from PAR in terms of best practices, challenges and opportunities and how this can be used as we continue to build and foster community-university partnerships.

Work and training for renewable energies.

Norbert Steinhaus, Krischan Ostenrath.

Politically the development of the RE is not only a question of technical advancement or national advancement programmes. The Bonn Science Shop's previous work in this field points to the topic that already today certain fields of activity and branch segments of RE have difficulties with the recruitment of qualified specialists. Considering the demographic development and the lack of specialists in engineering and sciences this situation will be intensified and become a substantial growth brake for the development of the renewable power supply. The Bonn Science Shop addresses very intensively both the empirical stocktaking of the action fields as well as practical solutions. In the year 2007, on behalf of the Federal Ministry of the Environment, the status report training and work for RE was submitted—a first investigation, which became a reference document of the appropriate specialized debates. On the basis of the open employment market the job market monitoring RE, compiles a quarterly review, which allows to estimate short term and long-term needs for qualification within RE. Besides, the Bonn Science Shop offers the most current overview of university degree programmes and professional training and further education possibilities for specialists within the range of the RE. This comprehensive approach is complemented by annual job and education fairs RE, which bring together the future specialists and job seekers with industry enterprises and (higher) education institutes. The alliance for trades and professions of the future - an ongoing project tries to establish a network of schools, training institutes and enterprises and together win young people over for the vocational dimensions of the RE. At present the Bonn Science Shop strives to bring in its national expert's assessment in above topics and fields into international connections.

You won't get tenure with that method: a critical analysis of the social theories shared by science and technology studies and CBPR.

Deborah Blizzard.

This paper examines the potential integration of social theory demonstrated in the field of Science and Technology Studies with CBPR to offer scholars and scholarship based on CBPR best practices assistance in gaining legitimacy in the academy. Beginning in the 1970s the field of Science and Technology Studies similarly faced a precarious future in the academy due to its activist roots. Scientists, citizens, and social scientists were desperate to

understand the shifting world around them and compelled to leave the ivory tower to engage with community members and in fact to admit that they too were part of a community. However, this active engagement could come at a professional cost including being denied tenure or seen as not credible. As the first decade of the 21st century draws to a close the social, moral, and political world of academics stands as tenuous as ever. What is it that merits intellectual analysis and, for that matter, what is intellectual analysis? Is it hours in archives, years in labs, or perhaps it is decades with data? Whatever makes analyses and scholarship, however, is changing. This article investigates the emergent field of CBPR and compares it to the theoretical and methodological foundations of STS in an effort to increase the visibility and legitimacy of both approaches to qualitative research.

Abstracts listed by session in alphabetical order
Thursday, May 12 – Day 2: Partnership and collaboration
Session F 11:15 a.m. – 12:45 p.m.

A community partnership for service innovation and training.

Frances Owen.

The proposed session will describe the evolution and ongoing work of a cross-sector agency partnership that includes university participation and support. The session will include a description of the community need that prompted the initiation of the project and how inclusion of graduate students has provided the opportunity to expand the range of services offered from an evidence-based perspective. The focus of the session is on the dynamics of developing and maintaining a community-university partnership. For two years, Niagara Child and Youth Services (NCYS), a children's mental health agency, and Bethesda services for persons with intellectual and developmental disabilities have been collaborating with support from Brock University faculty and students to develop and provide residential treatment for children and youth with dual diagnosis (intellectual disabilities and mental health concerns). This project provides several innovative approaches to service delivery for a group of young people whose needs are particularly challenging to meet in traditional services. Firstly, Bethesda professionals and the Brock University graduate students have introduced Applied Behaviour Analysis (ABA) approaches to intervention and programme evaluation that were not used previously in the NCYS residential programme. ABA approaches have not typically been part of the range of services provided in children's mental health services in Ontario. Secondly, the development of this project as a partnership involving a children's mental health service and a service that specializes in services for persons who have developmental disabilities supported by students and faculty from a university is innovative and a departure from more traditional models that might traditionally involve the creation of a new programme owned by just one agency. Thirdly, through their experience working with children's mental health professionals, students in the Centre for Applied Disability Studies have learned how ABA data collection methods can be used in the evaluation of various intervention approaches.

A nurse-community partnership to improve maternal-newborn health care in the Dominican Republic.

Jennifer Whitman Foster, Rosa Burgos.

We will present the story of an evolving international clinical and research partnership between academically trained midwifery researchers at a US university (Emory University) and a team of nurses and community members in San Francisco de Macoris, Dominican Republic. Our rationale for the story format is two-fold: 1) report the findings of the qualitative, community-based participatory research study conducted between 2008 and 2010, and 2) to explore with the audience how this partnership might inform their own local situation. The aim of the research was to understand the experience of adolescent and adult women, as well as men with perinatal losses, with the public maternity system. The global call for improved health for mothers and children, Millennium Development Goals 4 and 5, framed the study. The partnership began in 2003, when the nurses in the maternity unit at the referral hospital personally witnessed the doubling of maternal deaths in their unit in a six month period. For 4 years, the partnership had a clinical focus on strengthening skilled attendance at birth. The research study developed out of the nurses' question: Why would women arrive at the hospital in such deteriorated condition that they did not survive? The community-nurse research team trained together in qualitative methods and analysis, conducted 12 focus groups and 12 individual interviews, observed 44 encounters with antenatal services (Total N=137), analyzed the transcribed interviews and disseminated the findings locally, nationally and internationally. The change outcome from the research was the mobilization of a larger group of health personnel and community members. This group is currently conducting a pilot with 40 pregnant women, to communicate continuity of care, health status, and quality monitoring with each other, between home and hospital, with postpartum follow up on mother and baby. We will discuss those findings as well.

A successful research partnership engaging community partners and a medical university.

Joyce B. Winkler, Carolina Cook, Gloria Warner, Oluseyi Ogunleye, Carol Wagner, Kathy Stone.

Since 2005, Eau Claire Cooperative Health Centers, Inc. (ECCHC) in Columbia, SC and the Medical University of South Carolina (MUSC), Department of Pediatrics, Charleston, SC have worked together to demonstrate the benefit of adequate dosage of vitamin D for pregnant women. The reasons MUSC researchers were interested in partnering with ECCHC were to:

- 1) clarify earlier scientific studies that reported a majority of women of color presented severe vitamin D deficiencies,
- 2) apply research methods in a community health center population.

ECCHC wanted to partner with the MUSC to:

- 1) have the opportunity to engage in research that may not have been available to underserved populations,
- 2) define the prevalence of vitamin D deficiency and the optimal vitamin D supplementation strategies for women of color and their infants, which may become the prototype for recommendations applicable to other community health centers,
- 3) create guidelines for disease management which impact quality of life.

Fundamental characteristics of the partners had to be addressed to make this an optimum relationship:

Determining how a community health center's operation could interface with a research entity and embracing individual roles.

Moving the study from a fragmented approach to a holistic one.

Creating a culture of research readiness throughout ECCHC and with the research partner.

The partnership was expanded to address the findings of the study and to develop outreach strategies through the participation in the inaugural class of the Community Engaged Scholars Programme at MUSC. Grant funds were provided to support:

- 1) identification of factors that promote compliance with vitamin D supplementation during pregnancy, and
- 2) development of an outreach programme. This project will serve as a model for partnerships to conduct and sustain research utilizing the strengths of both an academic medical center and federally qualified health center.

Assessing the learning of students involved in community-university partnerships.

Melanie Lang, Fred Pries.

Assessing the learning of students involved in Community-University partnerships for academic credit involves a number of unique issues. These issues can relate to the method of assessment, the assessor, and differing expectations of student performance among the community and university partners. This roundtable will explore these issues. Discussion questions: How to identify and balance the different goals of community organizations (e.g., improved organizational performance) and universities (student learning)? What methods of assessment are effective for student learning in Community-University partnerships? How does one incorporate community partner feedback in assessments of student learning? How much weight should the community partner feedback play in a student's grade? How to establish criteria for credit weights and expectations regarding the required time and effort on the part of students? Plan for engaging the participants. We will present experiences from two specific programmes conducted through The Centre for Business and Social Entrepreneurship (CBaSE) housed within the College of Management and Economics (CME) at the University of Guelph. These discussions will present both elements of student assessment that have been successful, as well as those that continue to challenge the faculty involved. These experiences will provide a springboard for thoughts and contributions from the participants.

Assessing the outcomes of community-based participatory research: a realist review of what works, for whom, and in what circumstances.

Ann C. Macaulay, Justin Jagosh, Pierre Pluye, Jon Salsberg, Jim Henderson, Paula Bush, Erin Sirett, Geoff Wong, Trish Greenhalgh, Margaret Cargo, Caarol Herbert, Larry Green.

Background: Assessing the benefits of community-university partnerships through systematic review is key to improved understanding of Community Based Participatory Research (CBPR) policy and practice. Numerous methodological challenges exist however, in demonstrating how partnerships impact research processes and outcomes. The one major (2004) systematic review of CBPR in North America, conducted for the Agency for Healthcare and Research Quality, failed to demonstrate such impacts on final research outcomes. The current review uses a realist approach to address the complex nature of CBPR assessment. The advantage of realist review is that it generates middle-range theory pertaining to what works, for whom, and in what circumstances. The review team includes experts in CBPR and realist review and is collaboration between researchers and decision-making partners in public health, research funding, ethics review and community-engaged scholarship. Method and Results: 7167 abstracts were identified, 591 full-text papers selected and 83 sets of publications appraised. Of those, 22 CBPR health interventions are currently being synthesized (comprising 276 publications). Using realist review methods, we analysed partnership contexts and mechanisms, taking into account the extent and nature of community and researcher readiness, co-governance, co-ownership, co-evolution, empowerment, and capacity building. Preliminary results demonstrate that partnerships create benefits for (a) cultural appropriateness of the research; (b) personal and professional capacity development of both academic and community partners; (c) ability to recruit hard-to-reach' populations; (d) enhancements to data collection and analysis; (e) facilitating knowledge uptake and dissemination; (f) applicability and transferability of results across settings; and (h) project growth, sustainability and longevity. Conclusion: This realist review assesses evidence and impact of CBPR to advance the field of community-engaged scholarship and benefit the work of decision-makers. Our final results in May 2011 will assist in raising awareness and highlighting effective and innovative community-university strategies for health intervention research.

Building and sustaining a community-university partnership: the Research Action Alliance on the Consequences of Work Injury.

Emile Tompa, Marion Endicott, Pat Vinneau.

Session goals: To encourage sharing our experiences in building partnerships between vulnerable communities and university based researchers in order to strengthen future partnerships and build effective social movements. To explore how to use a research partnership to build capacity in the community to address public policy issues.

Learning objectives: To begin to understand the assumptions, attitudes and values that both university and community partners bring to a developing partnership. To share the lessons learned building the community/university partnership and explore the process and dynamics of learning those lessons. To identify ways to building sustained involvement of the community as the initiative matures and research intensifies.

Session content: Our presentation will follow the development of our community/university research alliance from the Fall of 2003 at a community meeting, to the building of our team of 45 members, and how we develop our research agenda, create our terms of reference, within the principles of our partnership structure. We will cover some of the history leading to this partnership, and highlighting the challenges we faced, how we overcame them as well as discussing the challenges ahead. We will share some of our successes so far, including securing over \$1.5 million in funding, publishing our first articles before funds were approved, building trust in our team, and engaging academic researchers in our social struggle.

Building and sustaining capacity for community-engaged research and evaluation on and off campus.

Sherry Ann Chapman, Jeffrey Bisanz, Laurie Schnirer, Dianne Kieren.

We invite participants to reflect on building and sustaining capacity in community-engaged research and evaluation (CERE) toward informing local efforts. Early in its life, the Community-University Partnership for the

Study of Children, Youth, and Families (CUP) demonstrated its ability to conduct CERE projects that were beneficial to community and university partners. Through a needs assessment, we learned that capacity building for community and campus members regarding CERE was needed. Two programming paths evolved: workshops for community members and a certificate programme including a required course for graduate students. Through the multi-year pilot, these paths were mutually influencing. The Community-Based Research and Evaluation (CBRE) Workshop Series served as a learning opportunity for community and academic members and raised awareness about the certificate proposal. Yet, administrative barriers to the proposal arose and were not rectified until CUP moved to a faculty. Meanwhile, the university developed an approval system for graduate certificates. The proposal was revised and the certificate's required course launched. The series gave rise to customized workshops (for university and community groups) and a learner-led community (CBREnet). By pilot's end, the series was established and the certificate approved. CUP has gained insight into the value of weaving community and university resources for the purpose of establishing and sustaining CERE capacity-building programmes. Learners have proved to be programme champions. The university's growing insight regarding engagement with community in the design of capacity building is critical. In this session, participants will be invited to join a discussion circle. The presenters will introduce the session by describing the issues. Participants will be invited to respond to the question: "What kinds of strategies and resources can be useful for building and sustaining programmes designed to build capacity for CERE on and off campuses?" Open discussion about design and sustainability issues will conclude the session.

Challenges of Global Advocacy for Community-University Research Partnerships: The GACER Story.

Rajesh Tandon, Sarena Seifer, Jose Blanes, Mario Torres.

The Global Alliance for Community Engaged Research (GACER) was created during CUexpo2008 to provide a voice for international policy discussions and advocacy. During the World Conference on Higher Education organized by UNESCO in July of 2009, GACER presented and lobbied very successfully for more attention to community-university research partnerships as part of a global strategy of sustainability and poverty reduction. In September of 2010, GACER brought together the seven global community-university higher education networks in the development of a global communique on "Enhancing North-South Collaboration in Community-University Engagement". This panel consisting of network leaders and members of the GACER Steering Committee will explore the challenges of advocacy aimed at strengthening the policy and financial environment for community university engaged scholarship at an international level. Rajesh Tandon, Chair of GACER and President of the Global Alliance for Community Engaged Research (Convenor)-GACER and The International Contexts; Sarena Seifer, Executive Director of Community-Campus Partnerships for Health-Going Global in Community Campus Health Partnerships; Jose Blanes, Executive Director of Centro Boliviano de Estudios Multidisciplinarios (CEBEM)-Strengthening the Grassroots Capacities in Knowledge Creation- Latin America; Mario Torres, International Programme Director,(CEBEM) -Using the new technologies for global learning and networking.

Collaborative strategic management.

Amelia C. Clarke.

Environmental problems are often too large for any one organization to solve, so are increasingly addressed through multi-organizational, cross-sector partnerships which formulate and implement collaborative strategies. This study examines the implementation of collaborative regional sustainable development strategies (CRSDSs), which are bound by a local region and involve numerous partners, including businesses, universities, governments and NGOs. The findings offer insights into the advantages and disadvantages of different collaborative management structures.

Community, collaboration, and capacity: engaging graduate students.

Tricia van Rhijn, Patricia Altass, Alexandra Siberry, Jana Miller, Craig Bentham.

For the first time in the winter of 2010, the Institute for Community Engaged Scholarship at the University of Guelph provided graduate students in the College of Social and Applied Human Sciences with an opportunity to

work collaboratively with members of the Guelph-Wellington community. The aim of the individual projects was to liaise cooperatively with local organizations and individuals to recognize and address social issues, and implement strategies for positive change, while engaging in scholarly work. We each faced our own challenges that provided opportunity for experiential learning and capacity-building. What was unique about our experience was the combination of being introduced to theoretical perspectives in the classroom context and seeing how the concepts were reflected in the practical realm of community engagement. Through the progression of individual research projects, students were able to work in partnership with community members, while receiving guidance and constructive feedback from course instructors and sharing experiences with peers. This collaborative sharing partnership was enhanced by several key course components. In this session, five students from the course will outline the various projects undertaken through this course, the key learning initiatives, and how each assisted in the undertaking of community engaged scholarship, as follows: Workplan preparation and process reports, methods, collaboration and guidance, reflection, capacity-building and gaining an understanding of community engaged scholarship. The session will conclude with an opportunity for questions and discussion.

Community-engaged scholarship: assessing levels, processes, and impact of engagement, transformation, and reciprocity.

Lindsay Paige Buckingham-Rivard, Terry Leigh Mitchell, Jane Hennig, Maria Liegghio.

In this study we are investigating community engaged scholarship (CES) at Wilfrid Laurier University (WLU), including both Waterloo and Brantford campuses. The study will explore CES that is occurring through Community Service Learning (CSL) and also Community Based Research (CBR). This study is being conducted in a participatory manner. The research team, which includes a research coordinator from within the community, is consulting with community and university reference groups throughout the process. The objectives of this research are to:

- 1) Assess the level of the community-engaged scholarship that exists at Wilfrid Laurier University and identify a strategy to increase CES at WLU.
- 2) Assess the level of systemic, community transformation (on a continuum of change from a philanthropic level, to a social justice level, to a more socially transformative level) emerging from the university's engagement with the community.
- 3) Explore the benefits (and challenges) that community organizations experience through their partnership in community service learning.

This study will be conducted over the 2010-2011 academic year, and the final research report will be produced by April 1, 2011.

Community-university partnerships in the classroom.

Joaquin Trapero, Agata Stypka, Joan Easton, Gord Miller, Dulcie Fernandes.

The University of Victoria has introduced a creative initiative that engages faculty members, graduate students and local community organizations in a systematic process that integrates teaching, learning, and research and community engagement. Co-created with and tailored to individual community partners the Interdisciplinary Research Practicum graduate courses integrate classroom theoretical knowledge and practical hands on approaches. A thirteen week organized effort aims to address research questions that are of interest to partner organizations. A tested model, the Faculty of Graduate Studies has offered six courses with seven different community partners. As a result, fifty multidisciplinary graduate students have had an opportunity to gain insight to the issues that local community partners are facing. Graduate students, through this opportunity, develop outcomes that are not only relevant to the sponsoring organization's needs but the results often address critical societal issues. This presentation will tell a story of how an idea, the Interdisciplinary Research Practicum (IRP) courses, became a reality at the University of Victoria. Focusing on the experiences of the IRP coordinator, a community partner organization, a course instructor and one graduate student the areas of course development and delivery will be explored. In an effort to encourage the creation of timely and relevant Community-University initiatives each representative will also address the benefits and challenges of non-traditional course offerings. By sharing knowledge, ideas and experiences, gained from engaging in a collaborative Community-University

initiative we hope to explore with conference participants innovative modes of curriculum delivery and identify cross-cutting links to other related programmes across Canada.

Hollywood smiles.

Renata Serricchio Leite.

The African American Gullah population along the Southeastern U.S. coastal regions are direct descendants of rice plantation enslaved Africans from West Africa. Gullah refers to several things: language, people, and a culture. The Gullah face profound oral health (OH) disparities. This storytelling session will feature an academic-community partnership that has evolved over the past 12 months to assess OH needs of the Hollywood, SC Gullah community. Using a CBPR approach, they formed a 9-member community advisory board and engaged the community into the discussions and planning of their intervention. When community residents were asked to describe strategies to promote OH, the following was recommended: 1) involve the churches; 2) sponsor peer-group educational sessions; 3) involve a trained and trustworthy indigenous community person to help navigate the system, address individual fears and reservations. These recommendations have been used as the foundation for the development of an NIH R21 proposal. If this study demonstrates feasibility in recruitment and retention of participants, acceptability of church members, and signals of efficacy, we will broaden recruitment for future R01 to include state wide efforts to recruit other Gullah communities. Rural areas need flexibility and resources to develop innovative solutions that meet their specific needs and long-term improvements will require active engagement of future dental professionals. Long-term partnership goal is to have a community clinic in Hollywood with MUSC students and faculty. This is a sustainable model where the students would be more engaged and exposed to treating the rural community and the community would have increased access and acceptable and relevant oral health care. This storytelling session will highlight the development, implementation and maintenance of the current project and partnership. Perspectives of both the academic and community partner will be included to portray the opportunities and challenges of successful community engaged research in a rural community.

Institutionalizing urban community engagement in higher education.

Geoffrey Maruyama, Andrew Furco, Martin Adams, Bhaskar Upadhyay.

This workshop's objectives focus participants on two key aspects of community-university engagement. First, focusing internally, it deepens understanding of strategies and practices that advance the institutionalization of community engagement in higher education. Post-secondary engaged work needs to be more than episodic relationships initiated by faculty to accomplish research or teaching goals. Second, focusing on partnerships, it enriches understanding of challenges of processes of engagement. Conflicts and missteps as partnerships develop are natural; reactions to them define long-term success. For each section, presenters lay out issues, illustrate them, and have participants in breakout groups share their institutional stories and raise questions and issues for discussion. The first section initiates discussions of bases of institutional engagement, drawing from our university's multi-year process of redefining our university for an urban age, adapting principles of engagement from long-standing rural partnerships, engaging those already doing community work, and developing sustainable partnerships addressing meaningful issues. At its core, the work recaptures the public service mission of higher education (e.g., the U.S. 1862 Morrill land grant act) focused on addressing the needs of people in their communities and creating public good. The second section focuses on lessons learned about partnership building. We draw from the engagement literature and our experiences during a three year federally funded project focused on education (out-of-school time), community development (youth entrepreneurship), and health equity (healthy foods, schoolyard gardens) as part of a major University of Minnesota initiative to create an urban, place-based center, our Urban Research and Outreach/Engagement Center (UROC). We address complexities of: partnership development: engaging appropriate and capable partners in participatory ways; building reciprocal relationships and trust; understanding community and university cultures; sharing power and control; defining issues, resources, and responsibilities and commitments of each partner; moving to action; communicating effectively; and documenting community and university impacts.

Making partnerships work: international lessons in the practice of community-university research partnership.

Martha Farrell, Joanna Ochocka, Nirmala Lall, Katherine Graham.

Offered by the Global Alliance for Community Engaged Research, this panel showcases some examples of the attention to participatory practices that have been shown to be critical to the success of community-university research partnerships. Issues of immigrant voices, gender mainstreaming, participatory architecture and engineering and a look at international best practices in measuring the impact will be covered. An invitation to the participants to share their lessons from international work will be extended. Joanna Ochocka, Executive Director of the Centre for Community Based Research, Kitchener-Waterloo- Europe and Canada-Lessons Learned (Convenor) Martha Farrell, Director, Continuing Education, PRIA, New Delhi, India -Gender Mainstreaming in the Context of Community-University Partnerships Nirmala Lall, Research Officer, GACER, University of Victoria - Frameworks for Measuring the Impact of CU research partnerships Katherine Graham, Director of Outreach, Carleton University - The Remarkable Story of a Company Town-Batawa, Ontario: Lessons for the World

Partnering with students to provide supporting infrastructural facilities (the case of University of Jos, Nigeria).

Jurbe Joseph Molwus, Hauwa Garba, Patricia Lar.

The absence and decaying state of infrastructure in Nigerian universities is lamentable and needs serious attention. In recognition of this, the Carnegie Corporation of New York entered into partnership in 2002 with the University of Jos, Nigeria for institutional strengthening to improve higher education. Partnership with students (PWS) is one of six sub-committees set up by the Jos-Carnegie Planning committee to pursue the objectives of the partnership. The mission of PWS as an intervention is to conceive and plan ways of drawing students into constructive investment in their own welfare and future generation in partnership with the University of Jos and Carnegie Corporation. Based on this mission, the PWS conscientized student leaders and then students in general, sequel to which students' oriented projects were identified and given priority. This was done based on the results of questionnaire administered to the students and facts finding visits to other Nigerian universities. The following projects were identified in order of priority; construction of boreholes in the hostels, enhancement of computer labs in the various faculties, special IT lab for special (handicapped) students and sick bays in the hostels. Others include enhanced students center in the hostels, improvement of students' hostels sanitary conditions, provision of street lighting, repairs of school buses, among others. The project was phased into tranches each spanning three years, renewable depending on the effective results of the investments in the previous tranche. The PWS being a project management committee with students' representative is now on the third and final tranche of the project. This paper therefore, presents what the partnership is all about, history, how it operates in terms of funding and management, achievements, challenges and prospects. The chosen conference theme is community development, while the stream is partnership and collaboration and presentation format is storytelling.

Promoting health equity through health promotion education.

Fay Fletcher, Patricia Makokis, Jason Fox.

Statistics on Aboriginal educational attainment and Aboriginal health speak to the need to increase access to post secondary education for Aboriginal students, especially in the area of health promotion, so that inequities in health status can be decreased in the short term, eliminated in the long term. Alberta's First Nations people are disproportionately under-represented in completion rates for high school and post secondary education (2006 Census, Statistics Canada), are disproportionately over-represented when it comes to health issues such as obesity, diabetes, smoking and drug and alcohol use (First Nations Longitudinal Regional Health Survey), and suffer more deaths due to injuries than the non-Aboriginal population (Health Canada, First Nations Inuit Health, Alberta Region). We will share the story of a community-university partnership between Blue Quills First Nations College in Alberta, the University of Alberta, and Health Canada, First Nations Inuit Health, Alberta from the perspective of three participants - a research intensive university researcher, a researcher and instructor from a First Nations College and a student in the pilot programme. Each will reflect on their experience of community university

collaboration; the challenges, the rewards, and their contributions to the development, delivery, evaluation and accreditation of a programme of study for First Nations Health Promoters working in rural communities.

Reflection – the hyphen of service-learning: developing students' skills to work in communities globally and locally.

Barbara Rose Gottlieb, Suzanne Cashman.

Optimizing reflection as a teaching and learning tool in Community-University Partnerships Reflection is a cornerstone of teaching and learning in community-university partnerships. Ideally, reflection can enhance all dimensions of a community-university partnership and contribute to personal growth of individuals and transformation of institutions and communities. However, reflection does not always achieve its full potential because faculty are not aware of how to optimally plan, implement and evaluate reflection activities, community members are not included, and/or only a narrow range of reflection activities are considered. Reflection is often neglected in partnerships involving domestic and international communities that are remote from the university. We propose a 90 minute skill-building workshop in which participants will learn to develop reflection activities that will achieve their full potential. Learning objectives: Participants will

1. Be able to explain the connection between reflection and active, learner-centered and contextualized learning,
2. Learn 3 new reflection activities, including strategies for implementation and evaluation,
3. Will improve their ability to respond to reflections and promote students' critical thinking, personal growth and civic engagement,
4. Explore creative and effective methods for involving community partners in reflection activities. Format and methods. To be consistent with our educational principles, we will begin with the participants' own experiences and questions. Each segment will include a brief presentation, followed by large or small group exercises.

Successful strategies in increasing student participation in tertiary education through university-community collaborations: when institutional walls disappear.

Joy Penman, Mary Oliver.

This paper analyses an initiative of the University of South Australia, Whyalla Campus that introduces rural secondary students to university to learn about academic programmes offering students a positive university experience. Many South Australian rural students are not aware of the opportunities offered by a regional university campus and this initiative could fill the gaps in community awareness. The UniReady First-generation programme, which commenced in 2009, focuses on school-to-work pathways through university, specifically targeting secondary students whose family members have never attended university. The programme, offered in close collaboration with staff from local high schools and university programmes, is conducted over a six-week period with students attending the university campus for 2.5 hours each week. The highly interactive student-centred programme includes orientation, sessions on nursing/health, business, social work, engineering and maths, library skills, and a celebration at the conclusion of the programme. The participating local Year 10 students are accompanied on campus by their teachers and are assisted by undergraduate students acting as mentors. During the concluding celebration, past university graduates working in various community organisations share their professional aspirations as a new graduate with these students. A post-programme student survey is administered to determine the learning outcomes and perceptions of the initiative by participating school students. Findings of the evaluation for the past two years revealed the students' positive attitude about future university studies and a better understanding of science, health, nursing, other professions and career alternatives. The initiative provided valuable educational experience, opportunities to engage with the community and build partnerships with rural schools. Collaborating with secondary schools is a promising strategy to effectively meet the educational needs of regional students and communities, increase participation in higher education, and encourage community engagements.

The story of the office of community- based research: lessons-learned about mobilizing the assets of campuses and communities in Canada.

Maeve Lydon, John Lutz, Linda Geggie, Peter Keller.

OCBR-UVic was co-developed and has been co-governed by community and university leaders since 2007. OCBR's work is local, national and global, and was built collaboratively through project networks and through CUExpo2008 (which OCBR coordinated). OCBR's overall mission is to facilitate collaborative community-university research and partnerships that enhance the quality of life and the economic, environmental and social well-being of communities. This session highlights the successes and challenges of creating OCBR as a campus-wide entity, and the impact it is having on institutional relations such as campus-community engagement, student learning, faculty research, tenure and promotion, and on real-life projects such as affordable housing, poverty, food security and aboriginal knowledge. This story-telling session will share the story of the newly developed Vancouver Island Community Research Alliance, which brought all five campuses (colleges and universities) together with multi-sector partners to collaborate on a CBR agenda and programme throughout the Island.

Universities without walls: teaching and learning with a new generation of Canadian HIV researchers.

Elisabeth Marks.

Universities Without Walls (UWW) is a national HIV health research training programme that embraces interdisciplinarity, community based research (CBR) and progressive pedagogy principles and practices. The UWW is funded by a Strategic Training in Health Research (STIHR) grant of the Canadian Institutes of Health Research (CIHR) and housed at the Ontario HIV Treatment Network (OHTN). UWW admits an annual cohort of between 12-15 graduate students from a variety of health and social science disciplines as well as community-based researchers. The UWW programme include on-line colloquia on topics related to CBR and HIV research, a community service learning (CSL), and a week-long Learning Institute. In this paper, we argue that UWW is an illustration of a programme built on a central commitment to community engaged scholarship. We will first describe the pedagogical foundations of the UWW programme (self-directed individualized and group learning as well as CSL) and its integration of CBR to HIV/health investigation, interdisciplinarity, and ethics frameworks such as the TCPS (Tri-Council Policy Statement), OCAP (Aboriginal ownership, control, access and participation) and GIPA (the greater and meaningful involvement of persons living with HIV/AIDS). We will then describe the results of our first year evaluation which include individual, academic and community impacts and challenges. Our discussion will include our lessons learned in keeping UWW pan-Canadian, implementing CSL opportunities for our fellows in governmental policy and non-profit organizations, in navigating the dynamics/logistics of supporting a collaborative world café with community participation, and brokering community partnerships to hold a Learning Institute. Also, we evaluate the gains and challenges for academics engaged with hybrid pedagogical ventures that may or may not be recognized by their home disciplines and universities.

Water, sanitation, and infectious diseases improved by a long-term international community-university partnership.

Sandy Hoar.

Non-potable water, poor sanitation, and infectious diseases are common problems. Communities have local resources, knowledge, wisdom, and cultural competence but sometimes lack the energy or knowledge to overcome the systemic, political, and technical challenges needed to solve these problems. This presentation will discuss the history, lessons learned, and results of a two decade partnership between a community in rural Mexico and George Washington University (GWU). Twice a year this small village hosts a regional surgery campaign. Piggy-backed onto these campaigns are student health, public health, and primary care programmes. Students, staff, and faculty from GWU have partnered with the adults and children in the village during these campaigns. A number of projects will be discussed. One recent project trained children to search for standing water and mosquito larvae and to explain to land owners the dangers and remediation needed. The children's data mobilized the community, regional public health, and political leaders to interrupt the mosquito life cycle before the first reported case of dengue in the community. GWU has started an Engineers Without Borders student public health group, the first in

the country, and it is hoped that they will help to train the community to install and maintain a water treatment system. Another project included public health personnel and microbiology students helping to create a science fair to educate students about the different methods to test and treat water. Suggestions will be offered for beginning a partnership to address some of these problems. It will solicit suggestions for problems encountered, such as the problem of constant medical supplies or treatments, and will present an opportunity for participants to discuss their own efforts, problems, and lessons learned, for example with TB, which is a problem in both domestic and international communities.

Abstracts listed by session in alphabetical order by session type
Workshops, creative presentations, and site sessions at various community venues
Thursday May 12 – Day 2 2:00 p.m.-3:30 p.m.

Creative presentation

Knowledge mobilization through theatre: cutting to the heart of research.

Joanna Ochocka, Rich Janzen.

Research dissemination is a critical part of any research project. If research exists to bring a change, then research must be shared in ways that inspire and mobilize people to action. In addition to traditional ways of disseminating research results and learnings, more creative and innovative communication strategies are used. These strategies privilege the voice of marginalized groups while motivating all stakeholders to take needed action. This presentation will feature community theatre as a significant, appropriate and powerful method of knowledge mobilization, community engagement and participant empowerment (eg, Augusto Boal). Theatre is an especially powerful tool when researching sensitive issues and communicating emotional research topics to multicultural audiences speaking different languages. This presentation will be interactive and creative. It will start with discussing knowledge mobilization theory before providing an overview of the 5- year Taking Culture Seriously in Community Mental Health project. This Community University Research Alliance (CURA) project involved over 40 academic and community partners to explore, pilot and evaluate new ways to provide culturally effective mental health services. This initiative commissioned Multicultural Theatre Space (MT Space), a professional multicultural theatre company, to create a theatre production on CURA research findings. The highlight of the presentation will be the live performance of the theatre piece. Please be prepared to be taken on a journey during the energetic, high-impact performance that promises to engage your mind and heart. This 20 minute performance will elicit both laughter and tears among audience members. After the performance, a facilitated discussion will engage the audience around the following questions:

- 1) What does it mean to share knowledge and mobilize knowledge in research?
- 2) Why is there a need for knowledge sharing and knowledge mobilization? How do you do it?
- 3) How to engage communities in research on sensitive topics?

Skill building workshops

Going beyond inclusion: the advantages and challenges of community-led community-university research alliances.

Deborah Stienstra

Format: Skills Building/Learning Workshop. This workshop will be co-facilitated by the two community and university co-leads of a current SSHRC CURA project on women and economic restructuring in northern communities. Objectives: This participatory skills-building workshop will identify challenges and benefits of community-university research alliances led by community organizations primarily based in northern communities. It will also raise awareness about the challenges of community leadership in a system designed primarily for universities. By using the FemNorthNet project as a case study, we will also identify unique elements and challenges for community-based research in northern communities. Learning Goals: Raise awareness about community-university power relations and how to develop community capacity to lead community-based research. To sharpen analytic and critical thinking skills by engaging workshop participants in developing key points for community-led research alliances to create effective and innovative strategies for community economic development that acknowledge global economic restructuring influences. Agenda: A brief workshop outline and introductory activity will provide an initial orientation to the workshop, the learning goals and its participatory nature. The co-facilitators will introduce benefits and challenges of community-led research through a discussion of their current CURA project on women and economic restructuring in northern communities - a project that addresses themes for the 2011 CU Expo by researching how to improve conditions for women in northern communities through environmentally sustainable economic development plans. Through initial small group discussion where highlights are then shared, participants will explore: What do community organizations need to

effectively lead community-based research that develops effective strategies for action? Participants will produce a “Top 10 Tips for Developing Community Research Leadership” from their discussions.

Innovative approaches in mixed methods.

Linda Highfield, Jenita Parekh, Molly Ford, Philomene Balihe, Desiree Johnson, Jane Peranteau, Patricia Gail Bray.

The objective of this workshop is to expose participants to innovative mixed methods approaches to community research. St. Luke’s Episcopal Health Charities is a research-based, grant-making (non-operating) charity with 501(c) 3 status, utilizing both community based participatory research (CBPR) and epidemiological research methods. Mixed methods approaches allow for a more comprehensive research study design. This creates an opportunity to transcend traditional barriers encountered when either approach is conducted in isolation. Mixed methods allow researchers to identify data and analyze information about a given location and its people, creating a context for the discussion of needs and concerns of priority to them. This unique combination of methods allows the researcher to bridge the gap between disciplines and thereby more effectively elicit the community voice. During this workshop, the presenters will focus on four learning objectives:

The theory of methodological approaches used in mixed-methods.

Applied examples of mixed methods in action.

Limitations and issues in using mixed methods.

Tools for furthering the methodology.

We assume our target audience will have a basic understanding of CBPR and general empirical epidemiological approaches in research. This could include academics, non-profits, service providers, and other community-based researchers. The workshop will focus on skill building for an intermediate to advanced audience. The workshop will incorporate three presentations covering the learning objectives. The first presentation will be an overview of the Charities mixed-methods approaches. The second presentation will focus on case studies drawn from the Charities’ community-based research programme. This section will include interactive activities resolving actual problems encountered when synthesizing qualitative and quantitative approaches. The third presentation will be a roundtable style discussion focused on issues encountered and future directions for mixed methods research approaches.

Abstracts listed by session in alphabetical order by session type
Workshops, creative presentations and site sessions at various community venues
Thursday May 12 – Day 2 4:00 p.m. – 5:30 p.m.

Skill building workshops

Building a holistic bridge training programme for newcomers through unique partnerships.

Sarah Marsh, Maria de Boer, Ellen Sue Mesbur, Lutfiye Tutak, Christa Van Daele, Lisa Jarvis, Dori Ferr.

This workshop will be co-presented by community and university partners to describe evaluation findings of a two-year initiative (2008-2010). The Social Work in Waterloo Bridge Training Project sought to bridge the micro level of individual career paths with the macro level of barriers to access further education and employment for a range of internationally trained professionals. This project offered a unique five month intensive programme for newcomers wishing to enter the Social Work field in Canada. Several partners delivered the programme and collaborated to work toward long-term goals for system-level access improvements for skilled immigrants. These partners include The Working Centre (a non-profit employment resource centre), Wilfrid Laurier University Faculty of Social Work, Renison University College School of Social Work, K-W Extend-a-Family, Waterloo Region Immigrant Employment Network, and the Centre for Community Based Research. Workshop participants will benefit from multiple insights gained using a participatory and action-oriented approach to programme evaluation. Included will be descriptions from two schools of social work about the impacts of the programme on their faculties; perspectives from bridge training educators on the holistic approach to social work instruction and practicum placement; feedback from employers on the value of hiring immigrants to enrich services to culturally diverse families and communities; and participant perspectives on the need to open doors to a broader range of skills and experiences. This workshop will provide participants with opportunities to discuss different strategies for increasing access to employment and education for internationally trained professionals.

Inclusion research: by and for women who experience marginalization.

Christina Lessels, Julie Maher.

Participants will learn about Inclusion Research, a community-based research methodology that seeks to unite community members with cross-sector professionals to carry out collaborative research projects. Inclusion Research aims to move research to action - to address the social determinants of health- and transform the conditions at the root of exclusion. This methodology aims to bridge the gaps between women's experiences and knowledge and health research, policy and services. The inclusion of marginalized women as partners in research is a critical and distinctive aspect of Inclusion Research. By working with and integrating diverse communities of knowledge and experience, the voices of women are included and provide insight into the research questions, data collection/analysis, conclusions and knowledge translation. Uniting partners in women's health, health promotion, community-based research and public health with marginalized women, this methodology substantiates the importance of having cross-sector tables where all voices are included to move forward in an open and equitable manner. This interactive workshop will highlight the Inclusion Research Handbook (OWHN, 2009), a hands-on guide to conducting Inclusion Research. The primary objectives of the workshop are to:

- share methodological experiences;
- engage participants around the principles and processes of Inclusion Research to increase capacity to apply this methodology;
- address the benefits and challenges associated with conducting community-based research based on OWHN's experiences of seeking project funding and carrying out projects.

The agenda will include an overview of:

- the methodology, including partnership development and community engagement;
- the Inclusion Researcher training programme; and,

- knowledge translation activities.

As this is an interactive workshop, discussion will be facilitated to enable presenters to respond to questions and to encourage participants to share their stories to help the group learn from each other's experiences in carrying out community-based research.

Moving past icebreakers: team building activities to foster communication, collaboration, and understanding.

Uchenna John Ndulue, Flavia Perea, Linda Martinez.

Nuestro Futuro Saludable: The JP Partnership for Healthy Caribbean Latino Youth is a Community Based Participatory Research (CBPR) project with the goal of reducing health disparities among urban Caribbean Latino youth in Boston. As part of this community-university collaboration, several partners including the Boston Public Health Commission, Centers for Community Health Education Research, the Latin American Health Institute, Northeastern University, Southern Jamaica Plain Health Center and Tufts University have partnered with local youth, parents, youth workers, educators and mental health providers to design a 10-week curriculum to reduce stress among early adolescent youth. Throughout the course of cultivating the partnership we have implemented multiple strategies to ensure that the diverse perspectives and expertise that partners bring are both recognized and valued. Team building activities, including icebreakers, have played a critical role in facilitating communication and the development of trust relationships, while exposing existing power dynamics and sparking open discussion. The objective of this workshop is to provide an overview of how team building activities and icebreakers can be effectively utilized to foster community-university partnerships. By the end of this workshop participants will be familiar with several common icebreakers and how they can be employed to

- 1) build trust,
- 2) foster communication,
- 3) expose and reverse power dynamics and
- 4) serve as metaphors for project processes.

Draft Agenda: Icebreaker Introduction Discussion of the objectives of the workshop Uses and misuses of team building activities and the essential components to utilizing them effectively (intentionality, enthusiasm, reflection). Case study of Nuestro Futuro Saludable Participants will take turns facilitating team building activities in small groups. Participants discuss team building activities they have utilized in their projects Participation Processes. Participants gain hands-on experience facilitating icebreakers. Participants share effective team building activities utilized in their projects.

Science shops: advanced—reflection on challenges of changing environments.

Ils De Bal, Norbert Steinhaus, Henk Mulder.

Objectives: Many Science Shops and similar entities developed into professional organizations, delivering good quality research on behalf of civil society organizations, valued by internal and external policymakers. However, environments change, and as a Science Shop coordinator you are often challenged to make changes in your ways of working. In this open workshop we want to work on identifying, and reflecting on some of these required changes. Participants in the workshop are welcomed to share their own challenges, next to those pre-identified by us, such as: 1) how to change the focus of Shop to other scientific disciplines; 2) how to better empower CSOs; 3) how to better embed the Science Shop in a particular structure; 4) how to improve the funding situation; 5) how to keep an open eye for alternative ways of answering to society's research needs;... etc. This workshop will offer a market place for mutual learning. Its goal is to foster the transfer of existing know-how and allow for adaptation into one's own context and culture.

Participants: This workshop is intended for those working in Science Shop or similar settings, who face new challenges or have met challenges in the past. For those with little or no experience in Science Shops or CBR, we suggest to first follow the Science Shops-Basics workshop.

Participation Process: After a briefing on goals and issues of the workshop participants will be asked to build groups. In these small groups participants will be asked to reflect on and find creative solutions for the cases presented. Solutions or reflections will be shared to stimulate discussion and creative processes.

Small is beautiful: collaborations between small non-profits and universities.

Anne Ramsay

The mouse and the elephant can co-exist and learn from one another. While our agency is small (less than 10 staff), our work influences practices across Ontario and Canada through provincial and federal funding. Project READ Literacy Network has benefitted from three recent partnerships with academics from the Universities of Waterloo and York. The partnerships have impacted our programming and our research and development work in the field of adult and family literacy. This workshop will share the learnings and experiences from those partnerships in a format that other non-profits and academics can benefit from in the future. We will focus on the process for developing such relationships, mechanisms for communication and realistic expectations of such partnerships. Social change begins with a ripple and ends with a wave. We will share how to begin those ripples in a participatory research context.

Abstracts listed by session in alphabetical order

Friday, May 13: Action and change – Day 3

Session G 9:30 a.m. – 11:00 a.m.

A community-university partnership using PAR to study the stigma experiences of youth diagnosed with a mental health issue and of their family members.

Maria Liegghio, Kathy Sdao-Jarvie.

The stigma of mental illness is often implicated as a barrier and reason young people and their parents may avoid, delay, or not access mental health services. The individual, family, and social implications for not accessing mental health treatment are serious ranging from exacerbated mental health issues, diminished self esteem, loss of opportunities, to loss of life. The purpose of this paper is to present a community agency-university partnership, as an example of community engaged scholarship, in which a Participatory Action Research (PAR) framework is used to work collaboratively with youth diagnosed with a mental health issue to study family and self stigma. The partnership is between a children's mental health agency providing assessment and treatment services to children and their families, and a doctoral candidate in social work. The participatory process used in the project is proposed, not only as a way to build young people's inclusion in research about their mental health experiences, but as a model for resisting and countering the stigma children and youth may experience as a result of their contact with the children's mental health system. The discussion focuses on the real world fit between PAR and community engaged scholarship and some lessons learned to date from this partnership. Funding for the project was generously provided by the Mental Health Commission of Canada.

Calling for open access to research.

Jane Burpee, Norbert Steinhaus, Henk Mulder.

Many universities and larger bodies such as the European Commission are endorsing Open Access (OA) publication of scientific findings. Such endorsements are creating controversy and challenges for scientists, their home institutions and publishers. And yet, around the globe those who understand that the OA movement will result in the enhancement of research are increasing the pressure to open up scientific literature. One argument is clear, open access to scholarly output is beneficial to the health of our communities and to the well being of our planet. After a brief review of the issue, this roundtable session will engage attendees in a lively discussion about the impact Open Access can have in enhancing the lives of practitioners, community members and ultimately anyone and everyone regardless of who they are or where they are located. Attendees will assist in identifying clear priorities and strategies for follow-up proposals based on the following questions: How can we create a more active awareness of open access to scholarly research? What role can community members play in advocating for greater public access to scientific literature? Once scientific publications are freely available, how can civil society organisations work with them? Is it enough that OA publications are (passively) available, resting in repositories and accessible through web portals? Would community benefit from training on accessing scholarly resources? Would Civil Society Organisations benefit if popular abstracts were published alongside scientific publications?

Connecting policy, practice, and research for youth health: case studies of knowledge exchange capacity.

Brandi Bell, Kate McGarry, Lynn Ann Duffley.

As part of the Youth Health Collaborative: Excelerating Evidence-Informed Action (a Canadian Partnership Against Cancer-funded Coalition Linking Action and Science for Prevention), Manitoba (MB), New Brunswick (NB), and Prince Edward Island (PEI) were recognized as leaders in building youth health knowledge exchange (KE) capacity. Each has brought together leaders from research, policy, and practice (including health and education, from various jurisdictional levels within each province) to build capacity for youth health in deliberate ways. Provincial teams in these provinces carried out case studies and a cross-case analysis aimed at helping local, provincial, and national partners learn from, and build upon, their experiences.

This panel will include presentations from each provincial case study team, including findings and stories about the impacts of research, policy, and practice collaborations for connecting evidence and action. The provincial case studies document lessons learned about youth health KE capacity (e.g., collecting local data, interpreting data and other forms of information, using the knowledge gained, learning from experience, etc.) and identify realistic outcomes from KE networks. The PEI team will present the School Health Action, Planning, and Evaluation System -PEI, focusing on how this local-level data collection and feedback system was developed and implemented in the province. Representatives from MB will discuss the development of Partners in Planning for Healthy Living and their implementation of the Youth Health Survey. NB representatives will discuss the NB Student Wellness Survey and the partnerships, knowledge processes, and products used to address identified wellness targets.

Combining the three presentations into one panel will allow for discussion of findings unique to each provincial context, as well as of commonalities across the diverse provinces. Our aim is to share our experiences in trying to improve youth health outcomes through building knowledge exchange capacity across research, policy, and practice partners in education and health.

CUISR ten years on: learning to partner, partnering to learn.

Louise Clarke, Isobel Findlay, Mark Brown.

The CUISR story that we will be recounting contains four important aspects embedded in the title. In learning to partner successfully, we continue to engage in many of the same practices we always have, notably ensuring balanced community and university representation on our board and for the overseeing of our research programme and projects. While we have always consulted with and reported back to our partners, our research has become increasingly participatory and more action-oriented from beginning to end. In partnering to learn we have accomplished far more than we could have otherwise; knowledge that is co-produced is that much more rewarding both practically and personally. We will discuss some key examples of partnerships with other academic units, community organizations and students. Our community partners have certainly kept us real in terms of the approach and outcomes of the work. The more we partner, the more we learn and the more we learn, the more partners are interested and willing to work with us. In other words, the process is iterative and we are always striving to be reflexive in our practice: are we practicing our values - being responsive to our partners' needs while also doing quality research? Are we building capacity among our partners and our student interns? How can we better promote the value of community-based research (CBR) in general and CUISR in particular to the university administration and for peer review? Finally our practice of CBR has enabled us to pass our 10-year mark and be self-sustaining through a combination of SSHRC-funded projects, community-funded projects and some grants. For our recent CURA application we received support from 40 partner organizations. We will also share some of our continuing challenges with the audience.

Developing a university-government partnership to inform policy change on health and the built environment.

Pat Fisher, Leia Minaker, Kathleen McSpurren, Mary Thompson.

In 2006, Region of Waterloo began researching ways to help inform policy decisions related to implementation of the Growth Management Strategy. Public Health was interested in learning how best to influence the built environment to improve the health of the citizens. Early conversations with Dr. Larry Frank at the University of British Columbia combined with timely call for proposals from CIHR and the Heart and Stroke Foundation led to the creation of a ground breaking research project that involved active collaboration between academic partners from three universities, a survey research centre and the local regional government. The research project uses objective measurement of walkability to help stratify the sample of participants who provided information on their travel, diet, physical activity and health. This presentation will discuss the evolution of this project, the roles of the different partners and the how the results are being used to influence policy making locally and across Ontario.

Developing inter-professional service learning opportunities.

Donnalee Milette Shain.

The round table discussion will explore expanding social responsibility requirements in one programme to the development of inter-professional social responsibility activities using a service learning format. Three years ago, the Physical Therapist Assistant Programme at Bay State College implemented a social responsibility participation requirement in the curriculum. This was keeping with:

- 1) the American Physical Therapy Association identification of social responsibility as a professional core value
- 2) the Commission on Accreditation of Physical Therapy Education evaluative criteria and
- 3) the College's mission statement to "support the uniqueness of individual students, preparing them to achieve their full potential as ethically and socially aware citizens."

The challenge was how to incorporate social responsibility activities in a 2 year rigorous programme, while insuring valuable learning experiences and minimizing student stress. To meet this challenge, social responsibility projects were spread over two years allowing students to develop their own time line for participation and completion. The outcomes have been an increase in student awareness of the needs and opportunities in the community. Further, students have embraced projects; several continuing their involvement past requisite hours and graduation. While increased awareness and participation in social responsibility activities is valuable, incorporating student centered learning objectives will likely enhance student experiences and promote life-long learning. Further, providing opportunities to broaden their experiences by working in student inter-professional health care teams may prove to be beneficial. These teams can identify common areas of interest and using a service learning framework: develop learning objectives blending social responsibility with pedagogical objectives; reflect on individual and team experiences; and produce a scholarly project. Discussion questions:

- 1) What are the barriers to inter-professional service learning
- 2) How to overcome those barriers
- 3) What are the benefits of inter-professional service learning?

Healthy Bodies, Healthy Minds and the Kellogg Health Scholars Programme demonstrate community-academic partners translating research into policy.

Caree J. Jackson, Gayle E. Headen, Irene S. Bayer, Kim D. Sydnor, Toby Citrin.

Community-Based Participatory Research (CBPR) is gaining recognition as an essential approach to study and address health disparities and social inequities. Community-academic partnering as a central component of CBPR is a powerful way to impact policy. The Kellogg Health Scholars Programme (KHSP), a national two-year post-doctorate begun in 2005, develops new leadership to secure equal access to the conditions and services essential for achieving healthy communities. The Community Track of KHSP, based upon the Community Health Scholars Programme, develops competencies in CBPR highlighting relationships between academe, community, and policy. Scholars team with community and academic mentors possessing expertise in CBPR at one of four training sites. Over the course of the fellowship, Scholars and their mentors, build skills in working with communities to translate CBPR findings into policy which they apply in a "Hill Walk" in Washington DC and through local and state advocacy work. The "Healthy Bodies Healthy Minds" intervention illustrates this process. A Scholar at Morgan State University formed a partnership with the Union Baptist Head Start (UBHS) Center to strengthen the nutrition and physical activity environment for youth 2-5 years old, achieving success in (1) piloting a six-week curriculum implemented at two Head Start centers (pre/post design in 4 sites, 22 classrooms) which may become a model programme for Head Starts nationally; (2) establishing a relationship with the Baltimore City Head Start Administration, now helping to craft nutrition and fitness policy for all Head Starts in the region; and (3) receiving funding for UBHS to renovate/update an outdoor play space linked to the curriculum - a project receiving national recognition. In 2009, the Scholar, the UBHS director, and a UBHS parent shared research and policy implications with Congressional staff during a "Hill Walk". Findings suggest CBPR is a viable approach to promote change in wellness environments.

Immigrant peer researchers and HIV prevention in Germany: the PaKoMi-video.

Hella von Unger, Anja Gangarova, Omer Ouedraogo, Catherine Flohr, Michael Wright.

The PaKoMi-Project is a 3-year participatory research project with immigrant communities in Germany. It aims to improve the involvement of immigrant communities in HIV research and prevention services and is conducted by the national association of community-based AIDS service organisations (Deutsche AIDS-Hilfe e.V.) in collaboration with partners from different immigrant communities, AIDS service providers and researchers from the Social Science Research Center Berlin (WZB). Community members were trained as peer researchers and supported to conduct CBPR-projects in four cities. This video documents some of the activities and gives voice to the perspectives of the different partners involved. Community members and peer researchers from African, Central and Eastern European immigrant communities reflect on their experiences, their motivation to get involved and the lessons learned. Community voices form the core of the video while being juxtaposed, intertwined and contrasted with the perspectives of the service providers and researchers. This patchwork of perspectives shows what can be gained from working together. The benefits and challenges are explored from the different points of views. Video Length: 20 mins Languages: German, English, French (with English subtitles).

Marginalization of Indigenous women in Canada: a photo voice project.

Brigette Krieg.

The social and economic disadvantage experienced by Indigenous women in Canada has finally received international attention with the recognition and documentation of the social injustice that characterizes their lived experience in Amnesty International's paper "Stolen Sisters: A Human Rights Response to Discrimination and Violence against Indigenous Women in Canada". These issues were examined through the use of Photovoice, a participatory action methodology that enables local people to actively participate in the research process using cameras to record their views on their own communities. The experiences of marginalization of eight Indigenous women were the focus of a Photovoice project in Prince Albert, Saskatchewan. The project :

- 1) examined how a group of multiply marginalized Indigenous women make meaning of marginalization and how that meaning has informed their lives and communities,
- 2) placed local people at the forefront of knowledge sharing and expertise and,
- 3) re-examined the role of the expert in community issues. The end result is a Photovoice presentation that will offer a local definition of marginalization to inform policy makers on effects of marginalization, including violence, poverty and other health and social issues on Indigenous women in the community of Prince Albert, Saskatchewan.

Meeting the challenge of peer-reviewed journal publication.

Trish Kalivoda, Sarena Seifer

One way to raise awareness, and advance both theory and practice about innovative, effective social-action, community-university partnerships is to write and publish articles in peer-reviewed international journals. One such journal is the Journal of Higher Education Outreach and Engagement (JHEOE) the premier peer-reviewed, interdisciplinary journal to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities. This includes highlighting innovative endeavours; critically examining emerging issues, trends, challenges, and opportunities; and reporting on studies of impact in the areas of public service, outreach, engagement, extension, engaged research, community-based research, community-based participatory research, action research, public scholarship, service-learning, and community service. In this roundtable, participants will discuss with the editor of JHEOE, and with Sarena Seifer, the Executive Director of Community-Campus Partnerships for Health, strategies for writing high-quality articles for publication consideration in peer-reviewed journals. Some of the key steps in planning for publication include designing studies of impact for community-university endeavors (e.g., impact on the community, university student-learning, faculty careers, or the institution as a whole) using appropriate methodologies; securing IRB approval for assessment activities; securing narratives from multiple voices about community-university endeavors; narrowing

the focus of an individual article; providing appropriate literature and context to ground the article; providing background about the community and its needs as well as background about the university.

Mobilizing knowledge of persons with dementia and families at diagnosis: a participatory research project.

Lisa Loiselle, Sherry Dupuis, Brenda Hounam, Cathy Conway, Carrie McAiney, Linda Lee, Susan Gregg.

Persons living with Alzheimer's disease and related dementias (ADRD) have largely been shut out from educational and learning opportunities and from the essential information that could assist them in learning how to live with an illness causing dementia, help them prepare for the future, and ensure they are aware of and know how to make use of available supports and resources. Traditional approaches to knowledge mobilization also fail to recognize the important contributions that those living with illness or disability can make to the knowledge generation and sharing process and the various ways in which learning and transformation can take place. Over the past several years, the Murray Alzheimer Research and Education Programme (MAREP) at the University of Waterloo has adopted a partnership approach with persons living with ADRD, family care partners and professionals to identify the knowledge needs of each of these groups and develop accessible and useful tools for ensuring that relevant information gets to those who can use it the most. In a recent priority setting exercise, for example, participants highlighted the critical need for relevant and accessible information targeted at persons with dementia and their families at the point of diagnosis. It was determined that information was needed that addressed both the medical questions families have as well as specific strategies for coping with the emotional consequences experienced with the diagnosis. To this end, a large working group, made up of persons with dementia, family members, a range of professionals working in dementia care, physicians and researchers, was brought together to develop a dementia kit that would be provided to persons with dementia and their family members at diagnosis. The purpose of this presentation is to describe this community-university partnership and the participatory action research process used in the development of this kit.

Practitioner-researcher collaborative models.

Michele Preyde.

Several initiatives in evidence-based practice and knowledge translation highlight the growing importance of clinically-relevant research. Practitioner-researcher collaboration may be an effective approach for the development of clinically-relevant knowledge that can be translated into practice. In this presentation, two models of community engaged scholarship will be used to illustrate productive partnerships between practitioners and researchers. In these models, a partnership between practitioners and investigators reflects engagement, and co-authorship on publications reflects engaged scholarship. Case examples of practitioner-driven and investigator-driven models will be provided. Differences between these two approaches will be used to reflect on opportunities and challenges with each of these approaches. Critical issues concern research question development, scope of the research project, resources, feasibility, and logistics in collaborative knowledge production.

Raising the bar on quality childcare: a participatory programme evaluation.

Alexis Buetttgen, Lois Saunders, Lindsay Sprague, Tanya Darisi, Wanda St. Francois, Jean Clinton.

Raising the Bar on Quality is a community initiative of Affiliated Services for Children and Youth (ASCY) in Hamilton ON that aims to build the capacity of agencies to provide high quality child care programme in three categories of standards: Quality Assurance, Best Practices in Management, and Professional Development. Service providers aim to raise the bar as they move their programmes through three levels of achievement and recognition - Bronze, Silver and Gold. The opportunity for evaluation research is to support ASCY's objective of enabling a community standard of good developmental care for all children. Raising the Bar is being adopted in other communities and the need to share evidence of its effectiveness and outcomes has become pressing. Objectives for Raising the Bar research are to evaluate the effectiveness and reliability of the programme as a model of enabling a community standard of high quality care by the assessing practice of RTB activities in each of the three aforementioned categories of standards and the attainment of short-term and long-term outcomes. Using a participatory approach, an evaluation was designed to reflect the multidimensionality of Raising the Bar, and its

influence and interactions at the community, agency and interpersonal levels. This evaluation included an active steering committee and multiple stakeholders from ASCY, McMaster University, as well as early learning and child care providers and the City of Hamilton. This presentation will discuss the evaluation design, findings and lessons learned from the first phase of research.

Reflexivity in action research.

Roel During.

The science shop supports non-profit organizations by implementing research projects with a potential societal impact. The research projects are supposed to provide powerful instruments for analyzing complex issues, exploring possible solutions, and monitoring and evaluating the impacts of actions taken. Many science shop projects require a form of action research which might put the researcher in a difficult position. The way commissioners of the project define a specific problem they seek to solve, is likely to influence the researcher's perspective on the issues, therewith influencing the research process. This issue receives increasing attention from social scientists studying the sociology of science practices. Some of them argue that this entanglement of research and praxis lead to a kind of self-referentiality. Foucault addressed the problem of self-referentiality as inherent in scientific research. In his view a scientific discipline can only function on the basis of concealed presumptions and power inventions that preceded the accumulation of knowledge. Since power and knowledge are always entangled it is impossible to step aside relations of power and produce objective, independent knowledge. It would be very difficult not to get locked in the practitioners self referential problem definitions. Detaching from them requires the ability to be self-critical by means of an ongoing awareness of the power-knowledge practices in which one is involved. This way, researchers might provide different perspectives on the problem or the use of knowledge and expertise. The action researcher has to combine this with useful and effective knowledge that helps to solve the complex issues at stake. This article describes the dilemmas of a simultaneous quest for truth and performance in action research by means of various examples and lived experiences of action research, and it discusses the limits and possibilities of reflexivity.

Self-evaluation concepts in participatory trans-disciplinary projects and CU partnerships.

Frank Becker, Jutta Gutberlet.

Evaluation is an important tool in participatory, trans-disciplinary research projects because it is as well adjusted to improve quality and effectiveness of the functional work carried out to support mutual learning and knowledge mobilisation. Self-evaluation (SE) is a specific type of evaluation concept which enables and assists learning processes and capacity building in a specific way, not only concerning the project monitoring and achievement of objectives, but as a self-contained contribution to CBR. SE is recognized as contributing to capacity building. CBR benefits from exposure to and handling of concepts of SE because these concepts are applicable to improving the durability and viability of CU partnerships.

The session will provide examples of self-evaluation, teaching how to develop adjusted guidelines, with exercises about interrelations in project contexts, and using the "learning-loop" tool with respect to monitoring increasing reflection. Participants will learn to use tools and guidelines of self-evaluation and will improve their competence in dealing with concepts of self-evaluation (SE). Analyzing the different partners in CBR projects like vocational schools, SME and civil society organizations, we can see that there are specific logics (e.g. self-concept, identity, values) to be taken into consideration and to be addressed within the process of SE. Participants will acquire a better understanding of the concepts, skills, and tools involved in self-monitoring and self-evaluation.

Some questions that will be considered are: What are good practices in monitoring and SE? What problems occur in participatory projects, and how can they be addressed by SE? What methods are suitable in which projects? What conflicts can occur, and which strategies within SE are promising to avoid or handle these? How can we efficiently collect monitoring data to support SE? And, how can we strengthen (self-) reflection in CBR projects by SE?

Sharing a built vision: creating community-university partnerships.

Holly Stack-Cutler, Lorraine Woollard, Sara Dorow, Wendy MacDonald.

Community-university partnerships literature indicates that effective partnerships involve appreciating each partner's expertise and engaging in collaborative decision making (MacDonald, 2009; Stein, 2007). While extant literature describes ideal characteristics, less is known about the specific steps needed to support members in creating valuable partnerships and enriched learning experiences. Two reports by the Network for Community-Engaged Learning (N-CEL) help fill this gap by outlining recommendations to promote and sustain community-engaged learning (CEL) and positive partnership development in the context of the U of A, a large research university espousing engagement as part of its mission. Our Report on Community-University Engagement (Stack-Cutler and Dorow, 2009) based on knowledge from workshops, focus groups/interviews, community surveys, and discourse analysis, outlines five recommendations to promote and sustain CEL, coupled with appropriate activities to be undertaken to meet each recommendation. Connecting Campus and Community for Learning (MacDonald, 2010) developed from discussions of 50 participants at a community-university learning forum, identifies key issues involved in creating, sustaining, and enhancing CEL initiatives, notably the need for all partners to be involved in planning, decision making, and infrastructure development. We (re-)learned that university programmes and community partners often differ in terms of timelines, student learning objectives/expectations/products, resource allocation, relationship reciprocity, and consultation and planning. These are not surprising findings, but because they are based on local research and experiences. Some specific challenges we identified were lack of understanding about CEL opportunities/resources, limited information flow between community and university, and multiple challenges for participation by small community organization that may spark more immediate response. Burgeoning evidence indicates that a "one-size-fits-all" approach to developing community-university partnerships and addressing issues will not serve the community or university well. Our experience of developing N-CEL and producing research speak to the importance of enacting engagement between the extant literature and the local context.

Sustainable Waterloo's external working group: designing an evidence- and community-based regional carbon initiative.

Sean Geobey.

Sustainable Waterloo works to advance the environmental sustainability of organizations across Waterloo Region through collaboration. The current work of Sustainable Waterloo is centered on the Regional Carbon Initiative (RCI), which supports voluntary target-setting and reductions of carbon emissions by organizations across Waterloo Region. The carbon emission reduction framework, implemented for the RCI, was defined by an External Working Group over a six month period. The goal of the External Working Group was to determine an ambitious, yet realistic, CO2 reduction target for member organizations of the Regional Carbon Initiative. The External Working Group included ten members from local industry, three members from non-governmental organizations, three members from local government, and three members from academia. This cross-sectional community effort was a unique initiative from Sustainable Waterloo who identified an essential need for diverse stakeholder input, and was not based on any established working group models. The External Working Group process presented three key strategic challenges: the balancing of competing stakeholder interests, the incorporation of solid evidence into decision-making, and the need to produce a framework that fit into Sustainable Waterloo's broader Strategic Plan. The process also had three key operational challenges: respecting the limited time of the participants, promoting participant ownership of both the process and the framework, and creating a meaningful experience for all participants. The success of the External Working Group is shown in participants' continued involvement with Sustainable Waterloo. More than 80% of participants are currently RCI members or involved with the organization some other capacity. Mike Morrice is the Executive Director of Sustainable Waterloo. Sean Geobey designed and facilitated the External Working Group process. They will recount the process and what they learned from it.

The SPEC check: a deliberative approach to reflecting on program alignment with strengths, prevention, empowerment, and community change principles in community-based organizations.

Scotney D Evans.

The aim of this workshop is to present and teach participants a unique collaborative action research methodology designed to promote critical organizational reflection on strategies designed to create positive change in communities. By using this dialogical approach, community-based organizations can assess programme and organizational alignment with four principles: 1) strength-based practice, 2) prevention, 3) empowerment, and 4) community change (SPEC). Based on this deep reflection, programmes and organizations can develop ideas for change to bring their strategies more in line with organizational and community values. This workshop has three primary learning objectives: Participants will understand the SPEC conceptual framework and its application in human service organizations and funding agencies. Participants will be able to facilitate the SPEC Check action research process in organizational settings. Participants will gain new strategies for analyzing and presenting findings to promote organizational learning and change. Similar to other collaborative approaches such as Empowerment Evaluation (Fetterman, 1994; Fetterman and Wandersman, 2005), the process combines individual reflection and scoring with group dialogue and consensus. Participants are asked to divide 100 points between two competing values in each of the four SPEC domains. The eight question SPEC Check questionnaire is modeled after the organizational culture inventory developed by Cameron and Quinn (2005). Agenda: The workshop will start with an overview of the SPEC conceptual framework and theoretical foundations with examples from our current action research. Participants will then be presented with a sample programme and be asked to assess the programme using the SPEC check tool and process. Following this activity, participants will reflect on the process and explore implications for utilization in their own community partnerships. Lastly, we will showcase different ways to analyze and share findings with partners to promote organizational learning and action.

The Turcot Exchange: whose highway, anyway.

Jason Prince.

As the urban highway networks of the 1950s and 60s age many North American cities are facing major, and expensive, renewal projects. In many jurisdictions, however, urban highways are the responsibility of regional or provincial authorities. In Quebec, they are the responsibility of the Ministry of Transportation (MTQ), who are funding, and building, more highways and bridges with the aim of facilitating automobile use. By contrast Montreal, like many cities, wants to decrease reliance on private automobiles and increase mass transit use. The City is motivated by research connecting health risk to high traffic volumes and the desire to mitigate the effects of climate change. This intergovernmental disconnect illustrates the challenge of coordinating often conflicting transportation policies. Furthermore, it is coupled with the parallel challenge of increasing our understanding how the spatial distribution of populations and activities is intertwined with mobility patterns at different levels of spatial resolution. Understanding and illustrating these complexities is needed to inform the public debate and would enable communities and decision-makers to understand how, for instance, generalized auto-mobility at the regional level reduces the quality of life in inner-city neighbourhoods -- environments that are associated with a lighter environmental footprint -- or how an increase in public transit at the regional level can have an adverse environmental impact if not accompanied with a strict control of urban sprawl. This session will examine the role universities have in facilitating citizens' understanding of the complex issues related to urban transport and land use. Using Montreal's Turcot Interchange as a case study (built in 1966 and in need of repair), engaged university leaders, urban health experts, and community activists disentangle the details of an epic battle over the future of Montreal in a struggle against the MTQ.

The University of Wisconsin without borders: expanding the Wisconsin idea through international service-learning internships -- a partnership model.

Elizabeth Anne Tryon, Maj Helena Fischer.

Focusing on the conference stream of Partnership and Collaboration, this roundtable session will raise awareness of an innovative programme at the University of Wisconsin-Madison.

The recently launched UW Without Borders concept aims to build the Wisconsin Idea, the principle that education should influence and improve people's lives beyond the university classroom. For more than 100 years, this idea has guided the university's work, but recently the founding notion that the boundaries of campus are the boundaries of the state has been adapted for our increasingly globalized world. The new take on the Wisconsin Idea is that boundaries of campus are nonexistent; that our knowledge and work should inform and be informed by people from around the world, but that service is still key.

We will look at one project currently being developed under the UWWB banner: an interdisciplinary, international service-learning internship programme focusing on sustainability and renewable energy in Freiburg, Germany, a leader in green public policy and technology. The programme for undergraduate students is meant to both assist the host community as well as create an opportunity for the transfer of knowledge back to Madison community as well as increased cross-cultural interaction.

The effort involves collaboration on a number of levels. The programme is jointly led by the Division of International Studies and The Morgridge Center for Public Service, but involves a partnership between departments and units from across campus, as well as community organizations in both Madison, Wisconsin, and Freiburg, Germany. How did this collaboration come about? What were the incentives and barriers to developing this programme? Did partnerships help or hinder the efforts?

We'll then talk about how this model for international service-learning and could be used or expanded on to meet your own particular research and partnership interests. How will this and other forms of globally-engaged scholarship leave a legacy of new and stronger global networks? How does international service-learning renew an understanding of the potential of community-university partnerships as a means for social action, on a global scale?

Translating research into action: a collaborative project to reduce injured worker stigma within Ontario's workplace safety and insurance board - research action on the consequences of work injury (RAACWI).

Steve Mantis, Maura Murphy, Judy Geary, Marion Endicott, Joan Eakin, Bonnie Kirsh.

Participants will follow the development of RAACWI's first "Blue Sky Discussion" with WSIB management staff. We will explore: Some research results describing the effects of stigma on injured workers; the importance of building trust and common ground in initial stages and some of the tools used to facilitate that process; the role of research and researchers; the dynamics of evolving relationships; the importance of having differing view points involved in the process; some of the results achieved (In partnership with the Research Action Alliance on the Consequences of Work Injury (RAACWI), the Ontario Workplace Safety and Insurance Board (WSIB) set out to define injured worker stigma, recognize it in language, behaviour and attitudes, and find ways to eliminate it. Using staff training opportunities, partnering with other internal outreach initiatives, examining the values we look for when hiring new staff, and beginning a dialogue with senior management and frontline staff, the WSIB is working to reveal the "inconvenient truth" about injured worker stigma.) How this initiative has changed the individuals involved. The symposium will conclude with a Q and A group discussion on how participants might integrate some of the lessons learned into their own work. CONCLUSIONS As we are focusing on a knowledge exchange project, our conclusions are still unfolding. In the interim, I believe we have found a cooperative model of engaging staff and volunteers from diverse backgrounds and perspectives, both personally and organizationally, in a project to implement current research findings. In the process, we have built and strengthened relationships that allow us to hear each others perspectives, allowing for different views, but finding common ground and moving forward with enthusiasm and heart.

What's in your knowledge mobilization toolbox?

David James Phipps.

Research Impact is Canada's knowledge mobilization network. Starting with York and UVic in 2006 it has grown to embrace 6 universities and their community and government research partners. The 6 universities all use a variety of methods including producer push, user pull, knowledge exchange a co-production to link the university and the community. Using a combination of presentation, posters and facilitated audience discussion, this session will

demonstrate some of the tools in the KMB tool kit and illustrate that KMB is not a cookie cutter approach. General principles need to be molded into tools that work in your local environment.

Working at the interface between community and university within participatory research projects: portrait of an emerging practice.

Carole Clavier, Jocelyne Bernier.

Community-university partnerships are becoming the norm in public health research with the communities, especially the most vulnerable. Such partnerships are indeed expected to increase the relevance of research and intervention. To meet these expectations, some participatory research teams have mandated individuals to develop formal and informal links between the research partners, whether academics, community or institution representatives. In this communication, we propose a two-voice presentation of the innovative practices that these individuals develop - an essential but as yet little known practice in community-university partnerships. The first speaker will share her own experience of managing and supporting interactions between academic researchers and intervention partners within one public health participatory research. Previously working in the community and in social and health institutions, she will tell how she progressively built her current practice and present some specific issues, challenges and expectations tied to her practice. The second speaker will present a theory-based model of the skills and practices of actors specifically mandated to support interactions between researchers and intervention partners within public health participatory research. Also rooted in two focus-groups, this model highlights the specific practices and what makes the success and legitimacy of such work at the nexus in community-university partnerships. Our model of "translation" includes cognitive (dealing with the contents of the research), strategic (geared to facilitating and balancing the research process) and logistic practices that allow for multi-directional exchanges and co-construction of knowledge among the partners. Both speakers will argue that such a practice has potential to overcome often-cited challenges such as communication, trust or research infrastructures. The identification of cognitive, strategic and logistic practices through the model points to crucial conditions, resources and legitimacy for the effective implementation of participatory research.

Youth excel: coalitions linking action and science for prevention (CLASP).

Steve Manske, Susan Hornby, Melody Roberts, Katy Wong.

Youth Excel (YE) CLASP (Coalition Linking Action and Science for Prevention) is a multi-province, multi-sector collaboration which includes research, policy and practice leaders representing seven provinces (AB;BC;MB;NB;NL;ON;PE) and two national organizations (government's Joint Consortium for School Health and the University of Waterloo/Canadian Cancer Society's Propel Centre for Population Health Impact). Youth Excel is developing capacity to enable rapid generation and use of evidence to inform and continuously improve policies and programmes to enhance youth health. This panel presentation will include four presenters who will describe YE's work to develop sustainable capacity. The first presentation will describe foundations of YE, the partnerships, and its focus on creating a sustainable learning community with a focus on knowledge development and exchange for youth health. The second presentation will describe the Comprehensive School Health National Roundtable held in May, 2010, that convened leading Canadian policy makers, practitioners and researchers in school health to establish shared priorities for evidence-informed policies and practices in relation to healthy eating, physical activity and tobacco control. The third presentation will describe efforts to strengthen collaboration and learning among research, policy, practice to improve knowledge development and exchange capacity, and will feature work underway in Ontario regarding knowledge brokering and capacity building for youth health. The final presentation will focus on the evaluation of the YE initiative: the conceptual frameworks underlying the evaluation, key topics addressed and results from two evaluation tools:

Coalition Member Survey (aimed to help us learn about YE's strengths and challenges as a coalition and use these insights to improve our processes and impact) and the

Knowledge Uptake and Use Survey (aimed to capture the impact of knowledge transfer and exchange products and activities). The session will conclude with implications and next steps.

Abstracts listed by session in alphabetical order

Friday, May 13: Action and Change - Day 3

Session H 11:15 a.m. – 12:45 p.m.

Adult education for social change: utilizing community-centred learning to build research capacity.

Carolyn Leung, Linda Sprague-Martinez, Jocelyn Chu.

Building your capacity: Advancing research through community engagement (BYC), is a five-month training programme that aims to build community research readiness and the overall capacity of non-profit organizations to participate in community-engaged research. BYC is a unique collaboration among three Boston-area CTSA's and two community partners. The programme is based on theories of adult and community education espoused by educators such as Paulo Freire and John Knowles. The programme utilized a variety of pedagogical elements including ice-breakers, hands-on activities, small and large group activities, group discussions and short, interactive lectures. This approach proved critical in building a successful learning community based on mutual trust and respect, thereby creating a living model for conducting CBPR. Workshop Objectives: To increase participants' exploration of the use of research to address community health issues/problems; To increase participants' knowledge of and skills in using community-centered education models for building community research capacity. Agenda:

- 1) Icebreaker (5 minutes): Everyone participates Describe something that represents the health of your community.
 - 2) Workshop Goals and Objectives Overview (5 minutes): BYC Facilitator with Q and A Session from the audience
 - 3) Ground Rules (5 minutes): Everyone participates The group brainstorms ground rules to govern the workshop.
 - 4) Presentation on the Origins and Aims of BYC (10 minutes): BYC Facilitator with Q and A Session from the audience
 - 5) Research and Activism Activity (30 minutes): Everyone participates Participants will engage in an activity used in the BYC programme. There will be discussion of the strengths and limitations of this activity.
 - 6) Storytelling- Lessons learned in using community/learner-centered teaching models to build research capacity (25 minutes): BYC Facilitator with Q and A Session from the audience
- Reflection (10 minutes): Everyone participates Participants will have the opportunity to reflect on what worked in this session as well as what could be improved

Bridging worlds of care: opportunities and impacts of the gateways partnership to improve access to breast cancer screening for women with mobility disabilities.

M. Bianca Seaton, Linda Muraca, Mary Agnes Beduz, Nancy Barry, Jan Angus, Lisa Seto, Samira Chandani, Julie Devaney, Laura McDonald, Fran Odette.

Traditional Academic Health Science Centre-University partnerships have existed to create research opportunities aimed at improving health services for diverse communities. Adopting a user-centred approach requires changing these traditional partnerships to include the recipients of health services as equal participants in the creation and utilization of new knowledge and innovation. Expanding these traditional spaces to include community groups may help facilitate the translation of research to action and ultimately enhance social equity through institutional change. The Gateways Team of community-based workers, academics, and healthcare professionals was initially formed to work on a Participatory Action Research project exploring the cancer screening experiences and care needs of women with mobility disabilities in Toronto, Canada. Applying the work of this initial project, the Gateways Team has built on their partnership to translate the research results into changing provider behaviour at a breast cancer screening centre. The Team worked collaboratively to develop an innovative educational programme for healthcare professionals who provide such services for women with mobility disabilities. This presentation will highlight the opportunities for individual learning, capacity building among team members, and positive institutional change offered by this partnership. We will discuss the unique impact of our partnership on the creation of a creative educational programme that incorporates the voices of community members with evidence-based teaching methods to improve healthcare professionals' knowledge and attitudes towards

providing care for women with mobility disabilities. By combining the experiential knowledge of community members with those of our research team members, we are creating a user-driven educational programme that promotes health equity for women with disabilities accessing breast cancer screening. As an example of what is possible when multiple stakeholders come together to address a pressing community concern, we believe that the Gateways Partnership offers insights that can be translated to other settings and groups.

Community-university partnership in creating passionate and visionary boards.

Cathy Brothers, Steve Farlow.

Good Board Governance is the core of successful Non-Profits. In a dynamic partnership between community and university, Steve Farlow and Cathy Brothers draw on their years of university, Board, and community service experiences to provide a Board Governance Boot Camp for NFP CEO's and Board Leaders. Over 15 community organizations gave outstanding reviews to the first Board Governance Boot Camp offered at Wilfrid Laurier University in partnership with Capacity Waterloo Region in fall 2009. The Boot Camp Alumni have formed an impressive network for ongoing Board Development. The second Boot Camp takes place in fall 2010, again at WLU in partnership with Capacity Waterloo Region. During a Round Table discussion, Cathy and Steve will debunk myths regarding Board Governance and get to the bottom of what really makes for formidable Boards and futuristic not-for-profits. Why do so many NFP Boards struggle with recruitment and retention of Board Members? Cathy and Steve will address the co-relation between strong Boards, strong CEO's and continuous education and development. The university-community collaboration around Board Governance in Waterloo Region provides a model for sharing knowledge, skills, and experiences in building the capacity of a community to plan for long term social change.

Community-university partnerships in scientific education.

Frank Becker, Jutta Gutberlet, Manuela Reinhard, Catherine Bates.

Today, it seems as if two different stories take effect in our lives: The story of our day-to-day-cares and responsibilities and the story of what's happening with climate change, resource loss, and a planet in danger. Our panel shows how community-based research, being trans-disciplinary, and science shops can help to take hold of the future of our planet. We will provide examples of CU partnerships in scientific education from Dublin, Victoria (Canada), and Berlin.

Staff at the programme Students Learning With Communities in the Dublin Institute of Technology are piloting an innovative new module Foundation in Community-Based Research. The presentation gives an outline of the module, critically evaluates its first delivery and the lessons learned, and makes recommendations in relation to how community can best be included. Community-based research can make differences!

At the University of Victoria, Canada, the community-based research laboratory in the geography department has developed participatory, action oriented research between faculty and students, and members from the informal and organized recycling community. The rise in poverty, homelessness and unemployment is also reflected in increased numbers of people surviving on informal recycling. We'll tell stories from events and research conducted with binners—informal collectors of recyclable material—from Victoria and Vancouver.

Green in place of gray, a project organized by the students at the Technische Universität Berlin, is dealing with a greening conception of a sealed backyard in the Berlin neighbourhood of Kreuzberg. The initiative is proposed to become a project laboratory for students, starting at the end of 2010, and lasting two years.

Creating a scene: from data to dialogue.

Kate Lushington.

Proposed Presentation: a theatrical performance of a selection of scenes and speeches arising out of RAACWI* and the Injured Worker Speaker School, and a demonstration of improvisational techniques for developing creative responses to research and community issues. A question and answer period will follow, which could include a

discussion of how to apply these techniques in different community/university partnership settings and situations. Facilitators would be Kate Lushington and Orlando Buonastella, together with community participants in the skits and scenes. Purpose: to demonstrate knowledge transfer of community research and action through dramatic and comedic skits: scenes developed with and by participants and facilitators in the Injured Worker Speaker School (IWSS), a project of the RAACWI Community University Partnership. Background: In Toronto, facilitators from Injured Workers Consultants and community participants have created puppets, developed skits, written poems and used props and images to convey the experience of workplace injury, economic loss and family and social disruption, As well they tackle past and current struggles and quite complex concepts through dramatization and story telling. Titles include: Auditors and Other Lovers, Dissected Like a Frog, and a full-length play called Easy Money, which was based both on published research and participant stories from The Injured Workers Speakers School. The Injured Worker Speakers School was initiated in Toronto in 2006 and has been running since 2007, with branches launched in Thunder Bay in 2008 and Hamilton in 2010. One of its goals was to develop community participation in the RAACWI Community University partnership by offering free classes in speaking skills, history and current issues of the compensation system, with a vision of teaching through group participation, games and role plays.

*(research action alliance on the consequences of workplace injury)

Creating the world we want: the co-creating of an international MA in community development.

Heather Ann McRae, Martha Farrell, Lynne Siemens, Catherine Etmanski.

In 2009, the School of Public Administration at the University of Victoria (UVic) and the Society for Participatory Research in Asia (PRIA) embarked on a partnership to jointly develop and deliver an MA in Community Development -International (MACD-I). The purpose of this partnership is to build a world class educational programme rooted in theory and practice, drawing from PRIA's three decades of NGO grassroots experience with democratic governance and participatory development initiatives, and the University of Victoria's excellence in research, teaching and civic engagement.

The two-year MACD-I programme, scheduled to begin in 2011, is based on an integrated curriculum that combines knowledge of global development perspectives with understanding of organizational development and personal leadership competencies. Courses will be jointly presented on-line and during residency sessions in India.

A number of planning meetings were held both in Victoria and New Delhi with the PRIA MACD-I staff and UVic representatives to work through issues relating to language and terminology, context, culture, money, power, resources, technology, organizational capacity, structure, location and time zone differences. As a team we have asked ourselves questions such as: in the context of this partnership between PRIA and UVic, how can we learn from each other and share resources in ways that will effectively support and sustain the partnership? Can we create a new partnership model that benefits all of the stakeholders, provides a process and lessons learned for other researchers and practitioners and through our exchanges with students and instructors promotes the exchange and development of knowledge and positive social change? What is required in terms of our practice and the measurement of outcomes?

In this panel presentation and discussion we will share our experiences to date and provide examples of the planning documents, agreements, discussions and methods used to realize our partnership goals.

Designing a collaborative workshop series to build community health research capacity.

Zoe Enga, Alison Gunn.

The North Carolina Translational and Clinical Sciences Institute (NC TraCS) Community Engagement Core (CEC) and the Carolina Community Network (CCN), in collaboration with the Greensboro and Wake Regional Centers of the North Carolina Area Health Education Centers Programme (AHEC), and NC TraCS Dissemination Core, utilizes a four-step, iterative development process to provide a 13-part capacity building workshop series. Workshop attendees from target AHEC regions include community members, employees of community organizations and local health care providers, as well as faculty and staff from local universities. The slate of workshops is intended to

increase the capacity of attendees to become involved in research, foster partnerships and collaboration, and ultimately improve the health of the residents in their community and the state of North Carolina. Workshop topics are selected based on community assessment, requests received from past workshop attendees and suitability to contribute towards the development of successful research partnerships that address shared health priorities. The 2010-2011 series includes Introduction to Research, Participatory Approaches to Research, Grant Writing, Programme Evaluation, Communicating Health Information, Translational Research, Presenting Data Professionally, and Evidence-Based Interventions. This session will include an overview of the conceptualization, creation, development, and implementation of the CEC/CCN Workshop Series. Facilitators will then walk attendees, step by step, through the various stages associated with development of a series in their own community and service area that uses adult learning principles and will increase knowledge and self-efficacy to engage in health research.

Developing community and academic partnerships for health science research in a Mexican- American population: networking, capacity- building, and research.

Jeri Sias, Melissa Aguirre, Eugenia Gonzalez.

In the quest to improve health in the U.S.-Mexico border region, the Community and Academic Partnerships for Health Science Research (CAPHSR) was formed in January 2009. This network includes seven health science disciplines at the University of Texas at El Paso and a broad spectrum of community-based organizations. Approximately 40 community members and faculty meet monthly and at quarterly training workshops to create sustainable partnership. A steering committee of community and faculty members provides direction to the partnership. In this roundtable, we will describe the opportunities and challenges of nearly two years of developing trusting partnerships, creating community research principles, enhancing community-academic research skills, and conducting six community-based participatory research projects. Our first months focused on relationship building and establishing ground rules for working together. More recently, teams have formed to research community-identified health issues. Given the time it takes to network and build trust, this partnership has purposely remained tight-knit and has not expanded the number of participants. This intentional relationship building in a smaller group allows for us to solidify our skills and gain experience in developing community-based participatory research projects. We now have four broad areas of focus: aging and chronic disease, mental health/substance abuse, children with special needs, and creating healthy homes. Challenges primarily exist due to scheduling conflicts which prevent team member participation on a continuous basis. Also, the partnership works with limited financial resources. However, the partnership also experiences some freedom to come together voluntarily to respond to community health needs rather than being motivated by availability of funds. We will engage participants through discussion of opportunities and challenges in community and academic partnerships.

Evaluation of the effectiveness of an innovative environmental justice community-university partnership.

Sacoby Wilson, Omega Wilson, Roy Charles, Leah Williams.

This project seeks to address critical gaps in the scientific knowledge on the effectiveness of community-university partnerships in empowering vulnerable communities. The West End Revitalization Association (WERA), established a community-university partnership to address environmental injustice and public health issues in African-American neighborhoods in North Carolina. WERA developed the community-owned and managed research (COMR) framework as the foundation for its community-university partnership. Semi-structured interviews, focus groups, and self-administered surveys were used to evaluate the effectiveness of WERA's community-university partnership, particularly its COMR approach and use of the Environmental Protection Agency's collaborative problem solving (CPS) model to address environmental justice (EJ) and health issues. Responses were transcribed and analyzed using NVIVO 8 to identify common themes. Thirty-five interviews of community leaders, residents, other stakeholders, and project partners were completed. At venues in community and professional settings, 75 respondents completed evaluation surveys. Interview participants agreed that the COMR approach has been effective in increasing the community members' trust of the scientific research process and addressing EJ and health issues in WERA neighborhoods. Interview data also revealed that participants strongly felt that COMR could be used by other communities impacted by environmental injustice to solve local

problems. Analysis of survey data revealed similar results. There are mixed results on the impact and utility of the CPS approach. Interview and survey data reveal that WERA's community-university partnership has been effective at addressing local EJ and health issues. Future analyses should be performed to evaluate the impact of the partnership and use of COMR to address EJ and health issues.

Supporting ethical approaches to community based research.

Theron Kramer, Norah Love, Laura Mastronardi, Joanna Ochocka, Anthony Piscitelli, Helen Song.

Community Based Research (CBR) is research that strives to be community situated, collaborative, and action oriented. The proposed oral presentation describes a needs assessment and feasibility study that used CBR principles to better understand the challenges associated with CBR and possible future actions that could be taken to strengthen CBR in Waterloo Region. The study was community situated, as the need for the study emerged from the community's request to coordinate a collective response to ethics and CBR in Waterloo Region. As such, the study was addressing a topic of practical relevance to Waterloo Region and used research to shape it. The study was collaborative, as it was conducted in full collaboration with a multidisciplinary and multi-stakeholder steering committee. Furthermore, key informant interview and focus groups were conducted with representatives from academic institutions, local community organizations, social institutions, government, and nongovernmental funders. Key informant interview and focus groups were conducted at two sites: Waterloo Region and Toronto (with 75 people). The study was action oriented, as through these interviews and focus groups, several issues in conducting ethically sound CBR were identified, promising practices were recognized, and practical options for the future were suggested. Moreover, these findings were shared at a local community forum through various social mediums in order to creatively disseminate and encourage knowledge mobilization. The proposed oral presentation will share with conference participants the findings from this research study by using a similar approach to the one that was used at the community forum. In doing so, the presentation will consist of a formal oral presentation on research findings, supplemented by brief theatrical performances that highlight narratives from the research study.

Improving university researcher-landowner collaborations in the natural sciences.

Peter Edwin Kelly.

Summary Describing the Issue: While some universities own research stations or large chunks of land upon which fieldwork can be completed, in most cases researchers in the natural sciences are often dependent on securing permission to conduct their fieldwork on private or public properties elsewhere. This situation can possess unique challenges for both the landowners and the researchers. The researchers would like to operate within a framework that allows open and unimpeded access while landowners may be concerned with liability, potential negative impacts to their properties, competing interests within their own organizations about access etc. The Significance: Successful community university partnerships in the natural sciences are dependent on both landowners and researchers understanding the needs and concerns of the other party.

Questions to be Posed:

- 1) What are the some of the major impediments that researchers face when they are interested in conducting research on private or public property?
- 2) What can landowners in the community do to facilitate research activity on their properties?
- 3) Do the roundtable participants have any particular success stories that they would like to share? Outright failures? Plan for Engaging Participants: The Roundtable Discussion will involve breaking the allotted time period into four sections. The first section will be a brief introduction and an invitation to the participants to introduce themselves (5 minutes). The remaining time will be split into three sections of 8 minutes each. Each of these sections will address the questions above.

Inside and outside of prison: partnering with Aboriginal women to break the cycle of homelessness and incarceration.

Christine Ann Walsh, Gayle E. Rutherford, Brigette Krieg.

Women who are homeless face numerous challenges as they seek to become re-housed. Systemic barriers, personal struggles and societal stigma all interfere with efforts to find safe, suitable and affordable housing. This struggle is intensified for women who are forced to face the double stigma of homelessness and incarceration. Aboriginal women in Canada are multiply disadvantaged such that structural inequalities pose major barriers to their optimal health and wellness. The complex personal and structural factors that impact homelessness are crucial to understand when developing appropriate services and policies for Aboriginal women. The overall goal of the project was to collaborate with Aboriginal women with direct experience of homelessness and incarceration to promote their voices in ways that create awareness of and develop solutions for ending the cycle of homelessness and incarceration. To achieve this aim we used community-based research (CBR) processes to work with women both inside and outside of the prison setting. In the community setting, we used a peer researcher model, where women with direct experience of homelessness and incarceration were trained to recruit other members of the community to participate as co-researchers on the projects. Through extensive field notes of our weekly meetings with the women and reflective writing, we captured the experience of working together both from the perspective of the researchers, the peer researchers, and the women participants. In this session, investigators, peer researchers and students share our experiences in partnering with women inside and outside of prison in ways that promote individual and community transformation through the process of action and research.

Is community engagement gendered?

Lorraine Woollard.

In the University of Alberta's 2007-2011 Academic Plan, Dare to Deliver, community engagement is envisioned as having both external and internal dimensions; it involves the kinds of relationships we want to forge between our university and external communities, and it is also concerned with the complexity of the internal dynamics of the university as community. As a pedagogical approach that integrates community-based activities with classroom learning, community service-learning is cited in the University of Alberta's Academic Plan as one way that the University can fulfill its commitment to community engagement. What concerns us is who in the university community is meeting this challenge to be engaged: in our programme, it is women. According to the our Community Service-Learning (CSL) Programme's 2008-2009 Evaluation Report, 80% of students who participated in CSL during the last academic year were women; 60% of CSL instructors were women; and 81% of community supervisors were women. These figures are not anomalous in the programme's five-year history or more broadly in the Canadian service-learning landscape, but what exactly is their significance? This presentation will explore the gendering of university-based community engagement, using CSL at the University of Alberta as a case study. Given that CSL has been touted as a way to produce a kind of connected understanding - an understanding of the world that reflects multiple ways of knowing and links theory and practice we ask, how do female students and instructors' ways of engagement conflict or align with existing institutional cultures - internally, in the university community, and externally, in the non-profit and social services sectors with which we engage? Why does community engagement seem to be a gendered practice and what are the implications of this gendering in the university and broader community?

Listening to each other: a participatory approach to the development of dental care professional education on poverty and health.

Martine Levesque, Nathalie Morin, Christine Loignon, Anne Charbonneau, Nancy Wassef, Alissa Levine, Johanne Côté, Sophie Dupere, Christophe Bedos.

Context: In the fall of 2006, McGill University, University of Montreal, the Quebec Antipoverty Coalition, the Quebec Order of Dentists as well as the Quebec Order of Dental Hygienists founded a collaboration based on a mutual concern for the reduction of inequities in access to oral healthcare in the Province of Québec, Canada. The partnership's main goal focused on innovating oral health professional educational strategies for improving knowledge, attitudes and skills for effective response to patients dealing with poverty issues and challenges. Methods: Member organizations' representatives (8 to 10) collaborate on project design through semester-based workshops. The latter are interspersed with other substantive activities to which partners contribute according to

individual interest and expertise. Group decision-making is consensual and marked by trust and shared learning. Project outcomes: Initial brainstorming sessions led to group consensus on the necessity for educational innovations to incorporate the lived experience of poverty. In the fall of 2007, a 90-minute video was produced in which people living on welfare give testimony of their lives, health and interactions with dental care professionals. Subsequently, the Listening to Each Other partnership undertook the development of a four-hour long online course incorporating broader contextual and structural determinants of the experience of poverty alongside individual and expert testimony and ethno drama. The innovative course content and format are reflective of the knowledge exchange and translation philosophy embedded in the collaborative process. Course implementation both within dental curricula and in the form of continued professional education is currently underway. This presentation will describe elements and challenges of the participatory process. Preliminary data on the effects of the online course on dental care practitioners and students' knowledge, attitudes and practices will also be presented.

Making the best case for promotion and tenure: tips and strategies for successful careers as community-engaged scholars.

Sherril Gelmon, Cathy Jordan, Sarena Seifer, Lynn Blanchard

Careful and thoughtful planning is essential to the work of community-engaged faculty members and those aiming to join their ranks. Developing and implementing one's vision for community-engaged scholarship over the long-term (i.e. 5-7 years) requires a planned approach. This session encourages and prepares participants to be proactive in learning the culture of their institutional environment; taking time to articulate a personal vision; exploring how to translate a vision into a viable career focused on community-engaged scholarship; using the resources and a framework for finding mentors that can guide and enable one to sustain a vision; and showcasing community engaged work and soliciting peer review. Promotion and tenure review has basically three components: the documentation that the candidate provides, the materials that the committee collects, and the process by which the committee reviews these materials and conducts its deliberations. A well-prepared faculty member can go a long way in making his or her case by providing strong context and solid documentation for the committee to consider. In developing a faculty portfolio, it is important to take initiative in learning what the expectations are and what needs to be included. This session will demonstrate how and why to include community engagement into each section of the portfolio as an integral component of teaching, research and service and will provide other tips and strategies for a successful career as a community-engaged scholar.

MarketMakeovers.org: engaging artists as authentic partners in CBPR.

Arianna Taboada.

Los Angeles, like many cities, faces the issue of food deserts - places where access to healthy food options is disproportionately diluted in low-income neighbourhoods and communities of color. In South Central Los Angeles, a community-academic partnership brought artists onto their team to bring creative solutions to the complex problem. The result was Marketmakeovers.org, a dynamic online video-based resource about the process of making over small corner stores to carry healthier food choices, and the lessons that apply to urban food deserts nationwide. This project features the video work of South Los Angeles Healthy Eating Active Community Initiative (HEAC), local high school students and Public Matters, LLC. In a storytelling format, audience will be guided through the digital world of marketmakeovers.org, where youth use film to show the reality of food deserts in South Central Los Angeles, illustrate the neighborhood history behind it, and explain how they navigate the political avenues that will change it. Applying the core principles of community-based participatory research (CBPR) to e-conceptualizing artists' roles in partnerships for health shows a new approach for developing effective community-academic collaboratives. Also addressed is how film and digital media can be used to advance community development and health equity agendas

Negotiating community expectations and researcher skills using a framework for research.

Jessica Dutton

Community-based research is a co-learning process in which community members and university researchers are equally engaged. The Institute for Community Engaged Scholarship at the University of Guelph has developed the Research Shop to foster open partnerships in collaborative, participatory, and mutually beneficial research endeavours that use community expertise and academic scholarship to produce knowledge that serves the broad (and specific) needs of society. This presentation is based on the research experience of graduate student interns who have undertaken community-university research questions with the Research Shop during its inaugural year.

The framework for research presented here was developed for the Exhibition Park Neighbourhood Group (EPNG) in Guelph, ON. The EPNG expressed a desire to investigate what types of programmes the neighbourhood would be interested in; however the research question and methods became unfocused during negotiation of the methods for data collection. The solution was to develop a framework for research that outlined the current project (community needs assessment) and the objectives it would achieve (assess which programmes the community needs). The second section of the framework addresses the additional goals of the EPNG and suggests possible methods for meeting these goals when the current project is complete. The framework is then presented to the community group to elicit feedback; it should be considered a fluid document that is open to amendment based on the input of community partners. In this way the framework functions as an acknowledgement of the community's research needs and their status as an equal partner, but allows the researcher to limit herself to one focused research question at a time.

Many community based researchers have presented frameworks to facilitate the community-university research process that come from the perspective of community groups and faculty, but this approach is distinct because it emphasizes the dialogue of negotiation from the perspective of graduate student interns. The framework for research is a valuable tool for community-university partnerships because it provides the community partner with a clear outline of how their research objectives can be met, and it allows the researcher to negotiate how their skills can be applied. This presentation will include a detailed example of the framework for research used in the EPNG case.

PERARES: Public engagement with research and research engagement with society.

Henk Mulder, Norbert Steinhaus.

PERARES is a co-operation of 26 partners from 17 countries. Among them are universities, CSOs, Science Shops and a Research Council. The main objective is to strengthen interaction between researchers and Civil Society Organisations (CSOs) in the formulation of research agendas. The European Commission awarded a 2.7 million Euro grant to PERARES from their Science-in-Society programme in the 7th Framework Programme on Research. The project runs from 2010 to 2014 and is coordinated by the University of Groningen, Netherlands. In PERARES, we will connect the world of Science Shops with that of public debates and dialogues on science (in its broadest sense, including arts, social sciences, humanities, engineering, etc). We will use debates on science to actively articulate research requests of civil society and its organisations. These are forwarded to research institutes, and results are used in a next phase of the debate. Thus, these debates move upstream into agenda setting and more researchers and CSOs engage in incorporating needs, concerns and knowledge of civil society in research agendas. First areas of co-operation are nanotechnology; human rights and local minorities; and domestic violence. In this presentation, we will explain how and why we are doing this. We look forward to all comments and suggestions and hope to engage many of you in our work over the next years.

Promoting an innovative system-wide approach to mental health services in Waterloo and Wellington-Dufferin Regions of Ontario.

Jonathan S. Lomotey, Allan Strong.

This presentation highlights the positive impact of collaboration among researchers, and mental health service providers and service users to promote innovation in mental health services in the Waterloo and Wellington-

Dufferin regions of Ontario. In 2005, the Mental Health Support Coordination Management Committee (SCMC) of Waterloo-Wellington-Dufferin embarked on a system-change initiative towards a recovery focused approach to case management. Recovery focused approach to case management requires collaboration between mental health service users and case managers in developing and implementing person-centred recovery plans that set goals and outline activities towards achieving them. The system-change initiative involved the creation of an ongoing multi-organizational partnership (the SCMC). Consumer-survivor interests on this committee were represented by the Self-Help Alliance of Waterloo-Wellington. The partners began by building consensus around organizational policies and practices: They developed four central and innovative mechanisms to stimulate mental health system-change, namely 1) Interagency collaborative governance agreement, 2) Recovery values and principles, 3) Case manager and service user recovery training, and 4) Development and implementation of a comprehensive evaluation framework. This was followed by the adoption of a tool for developing personal recovery plans, and the design and implementation of recovery action planning workshops for case managers and service users. As part of the initiative, the Centre for Community Based Research (CCBR) was contracted to build an evaluation framework, and conduct an outcome evaluation of this initiative. Working together with the partners, CCBR built an evaluation framework that helped to clarify the activities of the initiative, and linked them to the intended outcomes. Using this framework, CCBR conducted an evaluation to test the theorized links between the activities and outcomes of the initiative. In this presentation we discuss the system-change process and its impact on mental health services and service-user outcomes in the two regions.

Reducing psychiatric discharges to homelessness.

Cheryl Forchuk.

Previous research determined that in London, Ontario the frequency of discharges from psychiatric wards to shelters and no fixed address (NFA) occurred at least 194 times per year. This discovery led to the creation of a pilot project that provided immediate access to a housing advocate and changed normal policies related to housing and start-up fees for a select group of income support recipients. The intervention was successful; seven participants who received this additional assistance were still housed six months later, whereas 6 of 7 who received usual care were still homeless. The goal of the current study was to determine the strengths and areas for improvement of a method to prevent discharge from hospital to NFA and to suggest improvements in preparation for wider implementation. Phase 2 provided the intervention to all acute psychiatric patients within a general hospital. Phase 3 provided the intervention to all patients within a specialized tertiary care psychiatric hospital. The intervention included on-ward access to a housing advocate and income support staff which was facilitated through computer linkages to housing and income databases. Findings revealed the success of the intervention across both acute and tertiary sites. All hypotheses were supported: the rate of discharge to homelessness decreased; those accessing the service were poor; and the cost savings from the programme exceeded the cost of implementation. Advantages of the approach included: accessibility and convenience of services on site, positive influence on overall treatment plan and feelings of independence and support. Ultimately, the results reveal the positive influence a cross-sectoral approach has on preventing discharge from psychiatric wards to the streets and shelters.

Salud familiar en McKinley: a community-campus partnership from the ground up.

Kathleen Roe, Aurora Garcia, Aldo Chazaro, Angelica Diaz, German Blanco

Salud Familiar en McKinley (Salud!) is a joint project of McKinley Elementary School and the San Jose State University Health Science Department. Established in 2006 as part of the Health Disparities Service-Learning Collaborative, our overarching goal is community resilience. Salud! recognizes the powerful relationships between a family's physical, emotional, and social health and a student's ability to learn. Our project is committed to nurturing family health as a key strategy for educational success and community resilience. Our second goal is confianza con la Universidad - trust and confidence in San Jose State University as a reliable resource for community resilience. Our third goal is professional preparation of SJSU Health Science students through community based action, reflection, and service-learning. Salud! has four core elements: family health education through a set of reinforcing family health promotion events led by SJSU student service-learners; a mothers'

biweekly health education group session; a mothers community leadership component; and a girls health club. Over 300 SJSU service-learners participate each year in the family health education activities which serve hundreds of families each time. Over 50 mothers and 20 girls have become regular members, and are now leaders in their own community health projects in collaboration with the university students. Evaluation of student experience indicates deeper understanding of the social construction and lived experience of health disparities have increased interest and commitment to actions to eliminate disparities, and increased interest in public health and leadership. Evaluation of parent and child experiences and participation in Salud! Activities and leadership indicate increased health awareness and knowledge, family health behavior changes, increased confidence for parenting in a new cultural context, community leadership, and interaction with the university (students, faculty, campus resources). This presentation will address the organization, key turning points, challenges, and lessons learned from the 5 years of our partnership to date.

Science shop research: the challenge of reflexivity in action-research.

Raoul Beunen, Martijn Duineveld, Roel During, Gerard Straver.

The science shop supports non-profit organizations by implementing research projects with a potential societal impact. The research projects are supposed to provide powerful instruments for analyzing complex issues, exploring possible solutions, and monitoring and evaluating the impacts of actions taken. Many science shop projects require a form of action research which might put the researcher in a difficult position. The way commissioners of the project define a specific problem they seek to solve is likely to influence the researcher's perspective on the issues, therewith influencing the research process. This issue receives increasing attention from social scientists studying the sociology of science practices. Some of them argue that this entanglement of research and praxis lead to a kind of self referentiality. Foucault addressed the problem of self referentiality as inherent in scientific research. In his view a scientific discipline can only function on the basis of concealed presumptions and power inventions that preceded the accumulation of knowledge. Since power and knowledge are always entangled, it is impossible to step aside relations of power and produce objective and independent knowledge as it would be very difficult not to get locked in the practitioner's self referential problem definitions. Detaching from them requires the ability to be self-critical by means of an ongoing awareness of the power-knowledge practices in which one is involved. Thus researchers might provide different perspective on the problem or the use of knowledge and expertise. The action researcher has to combine this with useful and effective knowledge that helps to solve the complex issues at stake. This article describes the dilemmas of a simultaneous quest for truth and performance in action research by means of various examples and lived experiences of action research, and it discusses the limits and possibilities of reflexivity.

The EnRiCH project.

Karen Charles, Tracey O'Sullivan.

Resilience is a common term used to describe how people bounce back from the impacts of traumatic events. In the field of emergency and social services, there is a need to consider people who are at higher risk for vulnerability during community emergencies, particularly those with functional limitations who may require additional supports to manage during or after the event. The EnRiCH project, funded by the Canadian Centre for Security Science, is a community-based participatory research project focused on enhancing resilience and emergency preparedness among high risk populations, using a functional-needs approach. The Canadian Red Cross in the region of Kitchener-Waterloo has partnered with the University of Ottawa and the EnRiCH Project Consortium to design, implement and evaluate a resilience-oriented intervention. A need assessment will be conducted in the Fall of 2010 to identify priorities for the region. An intervention will be designed based on the strengths/assets identified during the need assessment, and any gaps identified by the community where capacity could be enhanced. This presentation will include an overview of the development of this partnership and the activities engaged in during the first year of the EnRiCH project.

Utilizing university expertise in oncology to help local communities in Dominica, a limited resource country in the Caribbean.

Gerald Grell

Ross University School of Medicine (RUSM) has its basic science campus located in the Commonwealth of Dominica in the Eastern Caribbean. Dominica has a population of approximately 70,000 and is a limited resource country with a per capita income of US\$2,000.00 per annum and a health care budget of approximately \$30,000,000.00 per year. Therefore, focus is placed on primary healthcare delivered through seven health districts on the island. The Princess Margaret Hospital (PMH) is a 240 bed mainly secondary care facility with limited tertiary healthcare. Since January 2004, RUSM has been providing the only Hematology/Oncology Service on the island through weekly outpatient clinics and consultations with inpatients. In these clinics new patients are assessed and treatment plans developed. Chemotherapy is administered to ambulatory patients. Where necessary, chemotherapy is also administered to inpatients in collaboration with the clinic staff. Approximately twelve patients are seen per weekly clinic. With the collaboration of the Hospital Medical Director, a junior doctor and two nurses were assigned to assist the consultant in the clinic. Additionally, with the advent of a second oncologist on the RUSM faculty, the service has been expanded to twice weekly since June, 2010. University faculty also serve in an advisory capacity to the Dominica Cancer Society and an advisory board is being formed for the association. Over the last six years several training sessions relating to the management of cancer and palliative care have also been implemented by the university faculty.

We're not asking, we're telling: building on good practices in services for women and families facing homelessness.

Emily Paradis, Sherry Bardy, Patricia Diaz, Athumani Farida.

This workshop will present findings from a feminist, participatory project to identify and promote good practices in shelters and drop-ins, as well as among women and families facing homelessness. The partnership consists of a university research unit (Cities Centre at University of Toronto), a grassroots social action group of women who are homeless and underhoused (FORWARD For Women's Autonomy, Rights and Dignity) and a women's health-promotion organization (Ontario Women's Health Network). The project is led by women with lived expertise of homelessness, who make up the majorities of both the research team and advisory committee. Based on previous participatory projects in which women facing homelessness have provided recommendations for improvements in policies and programmes, this project is focused on building the capacities of agencies, and advising good practices to implement for the women they serve. In keeping with the input of participants in past projects, we have defined good practices as those which:

1. Promote autonomy, dignity, and self-determination;
2. Include women and families facing homelessness in the design and delivery of services;
3. Promote women's and families' own practices of self-reliance and mutual support; and
4. Reflect and respond to diverse experiences and needs.

The project is employing a number of innovative methods, including weekly meetings facilitated by and for women facing homelessness to identify and promote such practices. At the same time, the research team and advisory committee are refining good practices for working together through learning, action and reflection. As one advisory committee member put it, "This whole process is research." Our proposed workshop will share some of these learnings about collaboration and partnership from our own process, as well as some of the good practices we have identified for more democratic services.