

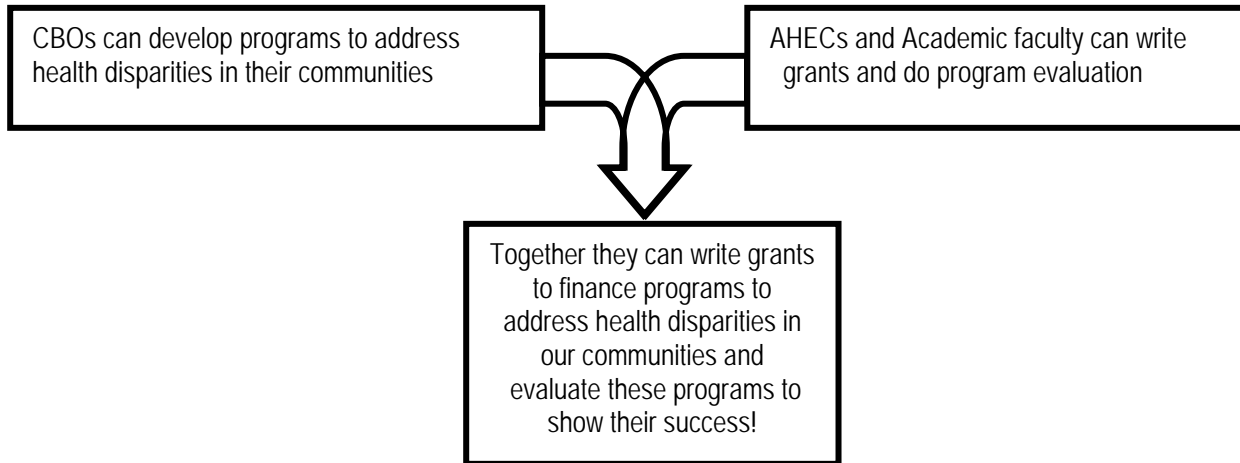


Rocky Mountain Health Equity Academy

13611 East Colfax Avenue, Suite 100
Aurora, CO 80045
303-724-2498 or 303-724-7550

Proposal for Practicum Site for the Rocky Mountain Health Equity Academy or “the Academy”

Project description: The Rocky Mountain Health Equity Academy or... “The Academy”



The University of Colorado Denver and the AHECs just received funding to create the Rocky Mountain Health Equity Academy (RMHEA), or “the Academy” for short...we will work with community-based organizations (CBOs) to empower them to obtain the financial resources needed to develop, implement, and evaluate sustainable projects aimed at reducing disparities in heart disease, cancer, diabetes and lung disease. How? Universities have faculty who can teach CBOs how to strengthen their grant applications and program evaluations. CBOs are uniquely positioned to develop the programs that can effectively address disparities in their communities. Why not bring these two together?

The Academy will conduct three tailored trainings per year on how to build solid proposals and navigate the competitive grant application process. Trainings will be co-developed with interested CBOs and local AHECs. Each training will have 1- 2 modules chosen from the following: 1) Health Disparities Data In Your Region; 2) Grant Writing; 3) Community Assessment, Resource Assessment & Development; 4) Cultural Competence, and 5) Program Evaluation and Evidence-Based Interventions (includes Community Involvement, Coalition Building). These modules will be delivered via the five AHECs statewide and will involve three phases:

- 1) Assessment phase: focuses on documenting information about local CBOS and their region, choosing and tailoring the modules to the region;
- 2) Workshop phase: the tailored modules will be offered in 1-day workshops;
- 3) Consulting phase: after the workshop, each CBO will work with the Academy and the AHEC partner to consult and refine their grant application.

CBOs should end the 3-phase training with a grant application draft. The trainings will be developed in a participatory process, using Freire's philosophy of adult learning, in which both student and teacher bring complementary knowledge to the learning environment.

Project Personnel

The core personnel, Angela Sauaia, MD, PhD (PI and Director), Judy Baxter, MA (co-director); Elaine Belansky, PhD; and Jack Westfall, MD. All are experienced, seasoned mentors who have served as practicum supervisors and mentors to students and community groups.

Angela Sauaia, MD, PhD, the PI and director of RMHEA, is an Associate Professor of Medicine, Surgery and Preventive Medicine in the UCD. She led the federally funded, 6-year-long Tepeyac Project, a community-based approach that decreased cancer-screening disparities among Colorado Latinos in collaboration with La Clinica Tepeyac and over 175 churches. Angela Sauaia led and now collaborates in the Navigator Program of the Colorado Colon Screening Program funded through Amendment 35. In addition, Dr. Sauaia was appointed to direct, implement and evaluate the cultural competence curriculum of the University of Colorado School of Medicine and is a founding steering committee member of the National Academy of Healthy Equity. As a Latina immigrant herself, bicultural and bilingual, Dr. Sauaia brings her own personal history to the table and is trusted by the local Latino community based on a history of respect and candidness. At the same time, she has built a reputation as an evidence-based scientist with a solid grant and publications record.

Judith Baxter, MA, the co-director of RMHEA, is an Assistant Professor of Preventive Medicine and Biometrics in the UCD, transferring to the Dept. of Community and Behavioral Sciences in the new Colorado School of Public Health. She has been involved for the last 23 years in developing and improving the capacity of local communities to engage in community health assessment activities with the goal of empowering them to address important health issues. Since 1983 she helped build the NIH funded San Luis Valley Health Studies as project coordinator and primary socio-cultural investigator for the San Luis Valley Diabetes Study, the Insulin Resistance & Atherosclerosis Study, and the San Luis Valley Hispanic Health & Aging Study. She has extensive experience in teaching and developing training for various local and state constituencies in community health assessment. This includes the Community Health Assessment Training (CHAT) project that produced web-based modules currently being updated for use in the proposed RMHEA trainings. Ms. Baxter is also the director of the Rocky Mountain Workshop on How to Practice Evidence-Based Health Care, which provides multiple audiences including health care consumer advocates, policy-makers, journalists, and clinicians the tools to access, appraise and apply evidence. This annual workshop is currently in its 8th consecutive year and is funded by the Agency for Health Research Quality till 2009. As core faculty in the Regional Institute for Health and Environmental Leadership (RIHEL) for the last 8 years, Ms. Baxter has learned from the RIHEL fellows about the demands and challenges placed on communities to address pressing health disparities.

Elaine S. Belansky, Ph.D. is an Assistant Professor of Preventive Medicine and Biometrics at the UCD and the Assistant Director of the Centers for Disease Control (CDC) funded Rocky Mountain Prevention Research Center (RMPRC). She received her PhD in Psychology from the CU-Boulder and her work draws on principles of community-based participatory research (CBPR). She is the project leader for the CDC funded, "Implementing Environmental Changes in Elementary Schools", a CBPR project that is making school-based environment and policy changes to increase opportunities for healthy eating and physical activity in a rural, low-income, bi-ethnic part of Colorado. In this study, researchers and community members form a partnership to systematically identify problems and pose culturally appropriate evidence based solutions. Elaine's current areas of interest include (1) establishing the evidence-base for increasing physical activity and healthy eating in school settings and (2) studying CBPR as a framework for conducting health promotion/disease prevention interventions. She has published in the areas of gender roles and helping, rural health, adolescent development, as well as physical activity and nutrition and has been an invited speaker at national workshops on CBPR.

Jack M. Westfall, M.D., M.P.H., is the Associate Dean for Rural Health at the UCD, School of Medicine and the Director of the Colorado AHEC system. He will be part of the RMHEA central core.

Jack Westfall was born and raised in a small farming community in Colorado and has devoted his medical and research career to improve the health care in rural Colorado. He knows rural Colorado like few others, its assets and problems and most importantly, how to eliminate health disparities in these areas. Dr. Westfall founded the High Plains Research Network, a practice-based research network in rural Colorado dedicated to improving care in rural communities.

Competencies Areas

The Academy site is well suited to assist students in achieving the competencies in the areas of:

- Diversity and Culture
- Program planning and evaluation
- Communication and Informatics

Students interested in community-based research, program planning and evaluation, and community capacity building will be well suited for this practicum.

The Academy leaders are open to creative projects proposed by students or colleagues in the areas of Leadership and Public Biology.

Resources and mentoring offered to students

All students will be offered work space and access to a computer (on a limited basis based on pre-established hours, at the Division of Health Care Policy and Research, conveniently located by the Anschutz Medical Campus, UPI building, 13611 E. Colfax Ave., Suite 100 CO 80045, with free visitor parking right in front of the building). Access to data will be limited to the scope of the project after confidentiality agreements are signed between the parties sharing the data are signed. The project has a limited budget for student workers and may be able to offer limited compensation. Mileage compensation will be provided when students attend workshops outside metro Denver. All students will be able to attend the workshops and benefit from the training.

Regarding student orientation to the organization and the project, students will be paired with one of the core faculty (AS, JB, EB, JW) and to the project manager (JM) who will be personally responsible for orienting the student. Each mentor is committed to abiding by the requirements of a practicum site as follows:

- Work with students to develop a realistic graduate level project within the practicum time commitment and student schedule
- Provide the student with a background about the organization and project
- Be available to meet with student, provide supervision, and feedback
- Provide resources for students to complete project (i.e. office space, computer, access to data)
- Provide written feedback for the student and the school by completing evaluation forms midway through practicum (after 60 hours completed) and a final evaluation
- Support students in professional development activities (i.e. include in staff meetings, introduce organizational leaders, invite to professional events)

Students will participate in the monthly team meetings, the weekly management meetings and will have at least individual biweekly meetings with the preceptor assigned for them to review progress on project and provide feedback on the student's performance.

**Potential projects offered in a the Academy practicum
(or MPH culminating experience)**

A list of potential projects is below. Of course, we welcome other creative projects that students and colleagues propose if they fit the scope of our work.

1. Data collection and storage (July 2008-mid September 2008):

Project Description: To help build capacity among CBOs for funding acquisition, The Academy will work with them to find and consolidate important data about their region. In addition, in order for The Academy to deliver a highly tailored workshop, it is important to collect information unique to the participating CBOs. This data collection and storage project will involve the development of three databases as well as various data collection forms. It will occur at the outset of the project during the months of July 2008 through mid September 2008.

Three datasets will be built in this project, as follows

- o Regional Health disparities data: a manual with series of hyperlinks and tutorials to be loaded into the project website and in USB drives to be provided to each CBO
- o CBO capacity: history of the CBO, resources, skills, population served, services offered, personnel, etc: using Office of Health Disparities grant programs variables plus new ones
- o CBO needs, wants, assets, skills: data to be collected in an interview, interview guide to be developed

What is the student's role in the project?

The student will be involved in the selection of variables to be collected in each dataset, format for data collection and storage and actual data collection and storage.

What knowledge, skills and learning experiences can the student expect to gain from the project?

The students will gain experience in several areas of vital importance to public health: a) obtaining health disparities data at the national and regional level as well as evaluation of data limitations and validity; b) selection of variables required to assess the CBO's capacity, assets, resources, skills as well as their needs and wants in a format that can facilitate proposal writing and project evaluation. The students will also be exposed to how these data can be used to tailor the trainings to the specific needs of the region and of the CBOs. Finally, the students will be exposed to a network of AHECs and CBOs and to a true community-based participatory project led by an academic-community partnership.

Period of practicum experience: students will be expected to complete the minimum 120 hours or more in flexible hours. This particular project should be finished no later than mid September 2008.

2. Trainings: each of the three trainings offered each year (6 total trainings in 2 years) can be a project. (Practicum span 3-4 months during September 2008 – May 2010).

Students can participate in three formats:

- all three phases of the training (1) assessment phase: focuses on documenting information about local CBOs and their region, choosing and tailoring the modules to the region; 2) workshop phase: the tailored modules will be offered in 1-day workshops; 3) consulting phase: after the workshop, each CBO will work with the Academy and the AHEC partner to consult and refine their grant application. CBOs should end the 3-phase training with a grant application draft.) or
- just in the assessment phase

What is the student's role in the project?

The student will be involved in addressing one of the most important public health problems of our days, i.e. health disparities and one of its most promising solutions: community empowerment and capacity –building. These trainings, based on a true community-based participatory approach and co- led by an academic-community partnership, will provide the student with experience in CBPR, capacity assessment, health disparities data sources at the national and regional level, as well as in the actual topics taught during the workshop. Participation may be limited to the assessment phase, but students will be encouraged to attend the actual workshop and continue on to the third phase where they will be able to see the final product of their work. Participating only in the actual workshop will not be permitted as this defeats the purpose of the experience.

Students will be paired with Academy faculty and CBOs to assist in developing and executing workshop training activities (e.g., planning, delivering, and/or providing follow up technical assistance with CBOs after the workshop).

What knowledge, skills and learning experiences can the student expect to gain from the project?

The students will gain experience in several areas of vital importance to public health: a) identifying health disparities and solutions; b) capacity and resource assessment; c) collection of variables required to assess the CBO's capacity, assets, resources, skills as well as their needs and wants in a format that can facilitate proposal writing and project evaluation; and d) CBPR methods. The students will also be exposed to how these data can be used to tailor the trainings to the specific needs of the region and of the CBOs. Finally, the students will be exposed to a network of AHECs and CBOs and to a true community-participatory project led by an academic-community partnership.

Period of practicum experience: students will be expected to complete the minimum 120 hours or more in flexible hours, during a period of three to four months. Each of the trainings represents one project. Please see attached workplan for information on the beginning and end dates of each training for further planning.

3. Evaluation of the trainings and Academy:

There will be two formats for the practicum in evaluation:

1. Individual trainings: the students will be involved in the development (in conjunction with the Academy, AHECs and CBOs), of a tool to assess the actual achievement and quality of the final product each CBO attains at the end of the training (draft of grant application, boilerplate/templates for future applications) as well as improvement in the streamline process of grant application and using evidence-based interventions and evaluations.
2. Overall Project Evaluation: each year, we will evaluate the mid term effect of the trainings conducted during the year as well as at the end of the second year of the project. The students will be involved in developing the first and second year overall project evaluations, including concrete goals such as the number, amount and quality of the proposals submitted and funded. Additionally, we will coordinate with the Amendment 35 Evaluation Groups (TPEG, APEG) to obtain information in terms of the impact of the Academy in the success and quality of the received applications for Amendment 35 RFAs.

What is the student's role in the project?

The students will be involved in the development of the evaluation of at least 2 individual trainings and/or of the overall program.

What knowledge, skills and learning experiences can the student expect to gain from the project?

The students will gain experience in an area of vital importance in public health: evaluation of programs aiming at reducing health disparities using evidence-based techniques. Students will be exposed to a network of AHECs and CBOs and to a true community-based participatory project led by an academic-community partnership. The students will be exposed to how these results are disseminated to the academic and non-academic communities.

Period of practicum experience: students will be expected to complete the minimum 120 hours or more in flexible hours. This project will entail a minimum of two trainings and/or participation in the overall evaluation. Please consult attached workplan for dates.



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Work Plan

Project Title: RMHEA: The Rocky Mountain Health Equity Academy

YEAR 1 (FY 08/09)

GOAL 1: To assist Colorado community-based organizations (CBOs) to obtain the financial resources needed to develop, implement, and evaluate sustainable, evidence-based interventions aimed at reducing disparities in cancer, cardiovascular and pulmonary disease through 3 tailored trainings, co-developed by CBOs, academic institutions and AHECs

Objective	Activity	Responsible Party	Duration (MMDDYY-MMDDYY)	Date Completed (MM DD YY)
1. Conduct first regional training by November 15, 2008	1a) Produce a timeline for the 3 workshops and update website 1b) Recruit CBOs, obtain signed commitment 1c) Conduct Assessment Phase <ul style="list-style-type: none"> • define variables needed to characterize CBO and region (regarding CCPD health disparities) and to develop boilerplates and templates • produce and test database to collect CBO and region information • document CBO and regional information online • choose modules and define faculty • tailor modules • produce flash drive materials/ update website 1d) Conduct Workshop 1e) Conduct Consulting Phase 1f) Evaluate first training and revise	RMHEA core, AHECs, RMHEA IT AHEC <ul style="list-style-type: none"> • RMHEA core • RMHEA project/data managers • RMHEA project/data managers • RMHEA core • RMHEA, AHEC • RMHEA IT RMHEA core, AHEC RMHEA core, AHEC RMHEA core, AHEC	07/01/08-07/31/08 07/01/08-08/31/08 08/01/08-09/30/08 10/01/08-10/20/08 10/20/08-11/15/08 10/20/08-11/15/08	11/15/08
2. Conduct second regional training by February 28, 2009	2a) Recruit CBOs 2b) Conduct Assessment Phase <ul style="list-style-type: none"> • document CBO and regional information online • choose modules and define faculty • tailor modules • produce flash drive materials 2c) Conduct Workshop 2d) Conduct Consulting Phase 2e) Evaluate training and revise	AHEC <ul style="list-style-type: none"> • RMHEA project/data managers • RMHEA core • RMHEA, AHEC • RMHEA IT RMHEA core, AHEC RMHEA core, AHEC RMHEA core, AHEC	07/01/08-11/15/08 11/16/08-12/31/08 01/01/09-01/30/09 02/01/09-02/28/09 02/01/09-02/28/09	02/28/09
3. Conduct third regional training by May 30, 2009	3a) Recruit CBOs 3b) Conduct Assessment Phase <ul style="list-style-type: none"> • document CBO and regional information online • choose modules and define faculty • tailor modules 	AHEC <ul style="list-style-type: none"> • RMHEA project/data managers • RMHEA core • RMHEA, AHEC 	07/01/08-02/28/09 03/01/09-03/30/09	5/30/09

GOAL 1: To assist Colorado community-based organizations (CBOs) to obtain the financial resources needed to develop, implement, and evaluate sustainable, evidence-based interventions aimed at reducing disparities in cancer, cardiovascular and pulmonary disease through 3 tailored trainings, co-developed by CBOs, academic institutions and AHECs				
Objective	Activity	Responsible Party	Duration (MMDDYY-MMDDYY)	Date Completed (MM DD YY)
	<ul style="list-style-type: none"> produce flash drive materials 3c) Conduct Workshop 3d) Conduct Consulting Phase 3e) Evaluate training	<ul style="list-style-type: none"> RMHEA IT RMHEA core, AHEC RMHEA core, AHEC RMHEA core, AHEC	04/01/09-04/30/09 05/01/09-05/30/09 05/01/09-05/30/09	
5. To evaluate the overall results of the trainings and disseminate results by June 30, 2009	5a) To compile the results of individual training evaluations 5b) To analyze the results of individual training evaluations 5c) To disseminate the results to CBOs, RMHEA partners, funding agencies, and the academic community as well as other stakeholders in health equity (legislators, media, minority serving organizations, health depts.)	RMHEA project/data managers RMHEA core RMHEA core and partners	11/01/08-06/30/09	6/30/09

YEAR 2 (FY 09/10)

GOAL 1: To assist Colorado community-based organizations (CBOs) to obtain the financial resources needed to develop, implement, and evaluate sustainable, evidence-based interventions aimed at reducing disparities in cancer, cardiovascular and pulmonary disease through 3 tailored trainings, co-developed by CBOs, academic institutions and AHECs				
Objective	Activity	Responsible Party	Duration (MMDDYY-MMDDYY)	Date Completed (MM DD YY)
1. Conduct fourth regional training by November 15, 2009	1a) Recruit CBOs 1b) Conduct Assessment Phase <ul style="list-style-type: none"> document CBO and regional information online choose modules and define faculty tailor modules produce flash drive materials 1c) Conduct Workshop 1d) Conduct Consulting Phase 1e) Evaluate training and revise	AHEC <ul style="list-style-type: none"> RMHEA project/data managers RMHEA core RMHEA, AHEC RMHEA IT RMHEA core, AHEC RMHEA core, AHEC RMHEA core, AHEC	07/01/09-07/31/09 08/01/08-08/31/08 10/01/09-10/20/09 10/20/09-11/15/09 10/20/09-11/15/09	11/15/09
2. Conduct fifth regional training by February 15, 2010	2a) Recruit CBOs 2b) Conduct Assessment Phase <ul style="list-style-type: none"> document CBO and regional information online choose modules and define faculty tailor modules produce flash drive materials 2c) Conduct Workshop 2d) Conduct Consulting Phase 2e) Evaluate training and revise	AHEC <ul style="list-style-type: none"> RMHEA project/data managers RMHEA core RMHEA, AHEC RMHEA IT RMHEA core, AHEC RMHEA core, AHEC RMHEA core, AHEC	07/01/09-11/15/09 11/16/09-12/31/09 01/01/10-01/30/10 02/01/10-02/28/10 02/01/10-02/28/10	02/28/09
3. Conduct sixth	3a) Recruit CBOs	AHEC	07/01/10-02/28/10	5/30/10

GOAL 1: To assist Colorado community-based organizations (CBOs) to obtain the financial resources needed to develop, implement, and evaluate sustainable, evidence-based interventions aimed at reducing disparities in cancer, cardiovascular and pulmonary disease through 3 tailored trainings, co-developed by CBOs, academic institutions and AHECs

Objective	Activity	Responsible Party	Duration(MMDDYY-MMDDYY)	Date Completed (MM DD YY)
regional training by May 30, 2010	3b) Conduct Assessment Phase <ul style="list-style-type: none"> • document CBO and regional information online • choose modules and define faculty • tailor modules • produce flash drive materials 3c) Conduct Workshop 3d) Conduct Consulting Phase 3e) Evaluate training	<ul style="list-style-type: none"> • RMHEA project/data managers • RMHEA core • RMHEA, AHEC • RMHEA IT RMHEA core, AHEC RMHEA core, AHEC RMHEA core, AHEC	03/01/10-03/30/10 04/01/10-04/30/10 05/01/10-05/30/10 05/01/10-05/30/10	
5. To evaluate the overall results of the trainings and disseminate results by June 30, 2010	5a) To compile the results of individual training evaluations and to interview the CBOs trained in the first year to measure the long term impact of the trainings 5b) To analyze the results of the evaluations 5c) To disseminate the results to CBOs, RMHEA partners, funding agencies, and the academic community as well as other stakeholders in health equity (legislators, media, minority serving organizations, health depts.)	RMHEA project/data managers RMHEA core RMHEA core and partners	10/30/08-04/01/10 01/03/10-05/01/10 05/01/10-06/30/10	06/30/10



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