



**DETROIT URBAN RESEARCH CENTER  
EDUCATIONAL  
OPPORTUNITIES  
CATALOG**

*Developed in  
partnership with  
the Michigan  
Institute for Clinical  
and Health  
Research (MICHHR),  
Community  
Engagement  
Program*

*Offerings for  
2018-2019*

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## Introduction

This catalog of educational opportunities is intended to serve as a guide for groups, institutions, and organizations across Michigan and beyond who are seeking to build capacity in conducting translational research with a community-based participatory research (CBPR) approach and promoting health equity. The variety of topics and breadth of expertise of the instructors and mentors is meant to demonstrate the broad appeal of these opportunities, and indicate the possibility of tailoring offerings to particular audiences and purposes.

This catalog provides information about training workshops, presentations, technical assistance, and ongoing support to community groups and academic researchers to enhance their capacity to conduct effective collaborative research and policy advocacy to promote health equity. Our trainings, presentations, workshops, and mentorship build upon 20 years of collaborative community-academic partnership and draws upon the Detroit Urban Research Center's (Detroit URC) and affiliated partnerships' capacity building, intervention, research and policy experience. The Detroit URC is a long-standing CBPR partnership that aims to foster, promote and support collaborative research efforts in Detroit and beyond.

We view this as an evolving document and will continue to refine and develop these educational opportunities. Please visit [detroiturc.org/resources](https://detroiturc.org/resources) for regularly updated content on additional sessions, news items, and current offerings.

### HOW TO SCHEDULE A SESSION

Entities interested in exploring and/or scheduling these training opportunities should contact Carol Gray, Center Manager, to set up an initial consultation to discuss appropriate scheduling, session selection, availability and cost. The Detroit URC strives to tailor each session to the specific context of each institution, group, or organization, and recognition of session completion is available. If there is interest in additional training areas beyond those outlined in this catalog, we are open to entertaining other related topic areas.

### CONTACT INFORMATION

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## Who We Are

### DETROIT URC DESCRIPTION

The [Detroit Community-Academic Urban Research Center \(Detroit URC\)](#) is a community-based participatory research collaborative partnership composed of representatives from 11 [partner organizations](#) which include community-based organizations, health service agencies, and an academic institution (listed below). The Center's mission is to enhance understanding of the relationship between the social and physical environmental determinants of health--and to translate that knowledge into public health interventions, programs, and policies aimed at promoting health equity. To fulfill this mission, the Detroit URC seeks to maintain an effective partnership that identifies problems affecting the health of Detroit residents and promotes and supports the conduct of interdisciplinary, community-based participatory research which recognizes, builds upon, and enhances the resources and strengths in the communities involved.

The Detroit URC works in multiple communities in Detroit, characterized by differences in history, race and ethnicity, language, economic composition, and community organization. Consisting of representatives of each of the partner organizations, the [Detroit URC Board](#) oversees all aspects of the Center in accordance with a set of [CBPR principles](#) adopted by the Board. The partnership also works closely with additional community organizations and academic researchers which are engaged in the Steering Committees of Detroit URC-affiliated partnerships and projects.

The Detroit URC was established in 1995 and funded originally through a Cooperative Agreement with the Centers for Disease Control and Prevention (CDC) through their Urban Research Centers Initiative. Learn more at [detroiturc.org](http://detroiturc.org).

### DETROIT URC BOARD PARTNER ORGANIZATIONS

Communities In Schools  
Community Health and Social Services Center, Inc.  
Detroit Department of Health  
Detroit Hispanic Development Corporation  
Detroiters Working for Environmental Justice  
Friends of Parkside  
Latino Family Services  
Neighborhood Service Organization  
Eastside Community Network  
Institute for Population Health  
Henry Ford Health System  
University of Michigan Schools of Nursing, Public Health, and Social Work

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## **DETROIT URC AFFILIATED PARTNERSHIPS**

The Detroit URC has fostered the development of multiple affiliated partnerships, which encompass a broad array of topic areas and communities of focus. Four of these partnerships are highlighted in this document, but there are many more. Please visit [detroiturc.org/affiliated-partners](http://detroiturc.org/affiliated-partners) for an up-to-date list of past and present affiliated partnerships.

### ***Community Action Against Asthma (CAAA)***

The CAAA partnership is involved in intervention and epidemiological research focusing on environmental triggers of childhood asthma. The overall aims of CAAA are: to examine how the effects of air quality interact with social and environmental factors, and childhood asthma; to test the effectiveness of different interventions aimed at reducing the impact of environmental triggers on childhood asthma; and to consider how these findings may be used to design individual, community and policy interventions to reduce asthma exacerbation. Please visit [detroiturc.org/affiliated-partners/caaa](http://detroiturc.org/affiliated-partners/caaa) for more information.

### ***Community Action to Promote Healthy Environments (CAPHE)***

CAPHE is a community-based participatory research partnership that includes community-based organizations, the health practice community, environmental organizations, and academic researchers, working together to develop and implement a public health action plan to improve air quality and health in Detroit. Please visit [caphedetroit.sph.umich.edu](http://caphedetroit.sph.umich.edu) for updated content and more information.

### ***Healthy Environments Partnership (HEP)***

HEP was established in 2000 in response to priorities identified by the Detroit URC Board to understand environmental conditions as these contribute to health inequities that disproportionately affect Detroit residents. Made up of representatives from Detroit-based community-based organizations, health service providers, and academic researchers, HEP has used a CBPR approach to examine and address the social determinants of health that affect cardiovascular disease risk in Detroit. Please visit [hepdetroit.org](http://hepdetroit.org) for updated content and more information.

### ***Racial and Ethnic Approaches to Community Health (REACH)***

Established in 1999, REACH informs, educates and empowers families, communities, and healthcare providers to prevent or better manage diabetes through one-on-one relationships, support groups, and community-wide healthy lifestyle activities. The common aim of all REACH projects is to eliminate health disparities by bridging the gap between whites and racial/ethnic minorities in key health areas. Each REACH project develops and implements a community action plan designed to reduce the community burden of a given health problem. Please visit [reachdetroit.org](http://reachdetroit.org) for more information.

## **MICHIGAN INSTITUTE FOR CLINICAL & HEALTH RESEARCH (MICHHR)**

The Michigan Institute for Clinical & Health Research at the University of Michigan works to enable & enhance clinical & translational research. We do this by being a catalytic partner that educates, funds, connects & supports research teams at the University and beyond in communities throughout Michigan. Our Community Engagement Program promotes new collaborations and projects that positively impact the health of communities through research focused on community-identified and defined priorities.

## Educational Opportunities: Definitions

There are multiple types of educational opportunities to select from. For the purposes of this catalog we have divided them into three groups: **Presentations**, **Workshops**, and **Mentoring**. The Detroit URC has cultivated these diverse opportunities in order to collaborate with multiple communities according to the needs of those groups. These session types are suited for different audiences, topics, durations, and venues, and Detroit URC staff is available to help particular groups tailor each presentation, workshop, or mentoring relationship to suit that group's needs.

Please see [How to Schedule a Session](#) on page 2 for contact information for scheduling purposes.

### PRESENTATIONS

**Description:** A short session exploring a topic or multiple topics, presented by either a single presenter, a two-person community-academic team, or a panel of community-academic partners. It is meant to be a stand-alone, 45-90-minute session, typically followed by a question-and-answer period.

**Audience:** Community and/or Academic

**Seating Arrangement:** Lecture hall with podium, or speaker's table

**Duration:** 45-90 minutes

This icon appears next to educational opportunities listed below that can be tailored to fit the **presentation** description.



### WORKSHOPS

**Description:** A half-day or full-day session exploring a topic or multiple topics, presented by a community-academic team, or a panel of community-academic partners. These include interactive activities that cover specific content areas and provide opportunities for skill building and focused discussions. These workshops involve extensive tailoring to the specific needs of the audience. We recommend that food and adequate break time be built into the workshops.

**Audience:** Community and/or Academic

**Audience size:** 20-40

**Seating Arrangement:** Conference room or classroom with multiple tables, where participants can easily gather in small groups

**Duration:** 3-5 hours or more

This icon appears next to educational opportunities listed below that can be tailored to fit the **workshop** description.



## MENTORING

**Description:** To foster longer-term partnership or project development, the Detroit URC offers ongoing mentoring relationships that consist of continued exchange of information between mentors who have experience using a CBPR approach and mentees over a mutually agreeable time period.

**Topics & Trainers:** Any and all topics described in this catalog are available to be the subject of a mentoring relationship between interested entities and Detroit URC-affiliated academic and/or community partners, matched according to area of expertise & availability.

**Audience:** Developing or established community-academic partners or teams, to be matched with community and/or academic mentors

**Audience size:** Pairs or small groups, depending on project or partnership

**Duration:** Ongoing relationship with duration set by mentor-mentee teams, typically 6 months to a year

### *Suggested Guidelines for Productive Mentor/Mentee Relationships*

- *Establish norms and guidelines* specific to your team during the first meeting.
- *Schedule meetings at the onset* in order to ensure meetings take place at designated times throughout the mentorship time period.
- *Be transparent about your expectations* concerning the form and function of the relationship, and about what's reasonable to expect. Establish and respect boundaries.
- *Use concrete language* to ask for assistance/provide feedback. Strive for timely, clear and, critical communications.
- *Embrace a culture of self-sufficiency.* Know that mistakes are productive because we learn from them.
- *Provide/seek support* in times of discouragement as well as success, and be mindful of signs of frustration.
- *Identify and share opportunities* such as professional workshops and networking.

## Topic Areas of Expertise

### Community-Based Participatory Research (CBPR)

#### *Definition, Principles & Examples*

**P**

**Title:** CBPR Rationale, Principles, & Partnership Development

**Description:** The purpose of this session is to share an overview of CBPR, including: definition, rationale, principles, phases of CBPR and strategies for partnership formation, maintenance and sustainability, using the Detroit URC as a case example. This session also addresses the benefits of, challenges in, and barriers to conducting CBPR, facilitating factors for overcoming these challenges, and lessons learned from the experience of the Detroit URC.

**P**

**Title:** The Detroit Community-Academic Urban Research Center: A Community-Based Participatory Research Approach Aimed at Achieving Health Equity

**Description:** The purpose of this session is to discuss and analyze the rationale for, definition, and key principles of CBPR, and provide examples of how the Detroit URC has put CBPR into practice over the past twenty years. This session describes: the goals, structure and overall accomplishments of the Detroit URC; key components and findings from CBPR affiliated partnerships; strategies implemented to foster and support new collaborative research efforts; and the translation of research into policy. Trainers present an analysis of the lessons learned and provide recommendations for conducting CBPR.

#### *Partnership Development*

**P**

**Title:** Community-Based Participatory Research: Partnership Development and Community Assessment

**Description:** The purpose of this session is to provide guidance on forming, maintaining, and sustaining a CBPR partnership that is collaborative, participatory, equitable, and effective. The session describes overall considerations and strategies, including identifying and selecting partners, selecting priority health issues, and establishing guidelines and processes for developing and sustaining an effective group. Emphasis is placed on sharing examples and generating group discussion on mechanisms that will nurture and sustain the partnership over time.

#### *Partnership Evaluation*

**P**

**Title:** In-Depth Interviews & Evaluation in CBPR

**Description:** The purpose of this session is to provide a description and analysis of the purpose of and conceptual framework for the evaluation of CBPR partnerships, using the Detroit URC as a case example. This session examines the use of in-depth interviews for evaluating the process and impact of partnerships

using a formative evaluation approach, including a discussion of: the rationale for using in-depth interviews, the data collection and analysis process, the role of all partners in conducting the evaluation, the feedback and incorporation of evaluation results to improve partnership functioning, and lessons learned.

### *Survey Methods & Research Design*

**P**

#### **Title: Survey Methods in CBPR**

**Description:** A description and analysis of the application of a CBPR approach to survey research is provided, using the efforts of Community Action Against Asthma (CAAA), a Detroit URC-affiliated partnership, as a case-study. Topics include: an examination of how surveys have been designed and implemented using a CBPR approach; a description of the roles community and academic partners played in the process; discussion of the challenges and strengths of hiring community members as survey interviewers; and an analysis of the lessons learned, implications and recommendations for using CBPR in projects involving surveys more broadly.

**P**

#### **Title: Research Design in CBPR**

**Description:** The purpose of this session is to discuss and analyze the design of a research study using a CBPR approach. Discussion covers challenges and limitations in the use of randomized controlled trials (RCTs) for community interventions, and analysis of innovative research designs that complement or serve as viable alternatives to RCTs (e.g., randomized staggered intervention, comparative effectiveness research). Examples of CBPR intervention studies that apply innovative and viable research designs and rigorous methods, drawing on studies conducted by Detroit URC-affiliated partnerships, are provided. Using these CBPR case studies, trainers discuss: how they were informed by CBPR principles; research ethics; study rigor; and promising outcomes.

### *Collaborative Research for Community-Based Organizations*

**W**

#### **Title: Collaborative Research Capacity Building Training for Community-Based Organizations**

**Description:** The purpose of this session is to enhance community interest in engaging in collaborative research, knowledge of CBPR, and skills/tools for negotiating equitable research relationships. The topics covered include: definition of and benefits of engaging in collaborative research; skills for negotiating equitable partnerships with outside entities; and principles of community-based participatory research.

## Social and Physical Environmental Determinants of Health

### Overview



#### **Title: Social Determinants of Health Equity**



**Description:** The purpose of this session is to discuss health inequities, the role of the social determinants of health (social and economic conditions), and strategies that focus on addressing the social determinants to improve health and reduce inequities. The trainers use examples from existing projects to illustrate the challenges and benefits of such an approach. The session includes an interactive activity designed to generate original strategies to improve health and reduce health inequities in participants' home communities.

### Basic Research Examples



#### **Title: Understanding the Social Determinants of Health: The Healthy Environments Partnership and Cardiovascular Risk**

**Description:** The purpose of this session is to explore the use of a CBPR approach to examine the social determinants of health using the Healthy Environments Partnership's (HEP) effort to address cardiovascular disease in three Detroit neighborhoods as a case example. The trainers provide an overview of the conceptual model that informs HEP's research, outlining multiple pathways through which social and economic inequalities shape cardiovascular health inequities.



#### **Title: Indoor and Outdoor Air Quality in Detroit and its Relationship to the Health of Children with Asthma**

**Description:** The purpose of this session is to describe the use of a CBPR approach to examining physical environmental determinants of health, using Community Action Against Asthma (CAAA) as a case example. The trainers provide an overview of the methods used and summary of key findings across several studies, and discuss how these findings have contributed to: refining our understanding of spatial and temporal variability in exposure, broadening our appreciation of who is at risk for pollution health effects, and informing air quality regulation and urban planning policy.

### Intervention Examples



#### **Title: Community-Based Environmental Interventions to Improve Indoor Air Quality and Health of Urban Children with Asthma**

**Description:** The purpose of this session is to describe the CBPR process used to design, implement, and evaluate interventions carried out by Community Health Workers (CHWs) designed to reduce exposure to asthma triggers and improve health of children with asthma. This session includes a discussion of intervention strategies, data collection methods used, key results, challenges, facilitating

factors and lessons learned, including how these interventions have expanded options for communities, health systems, and public health agencies to improve asthma health.

**P****Title: Interpreting and Applying Data and Dissemination to Inform Community Change**

**Description:** Description and analysis of the roles of community partners in interpretation, analysis and action planning based on findings from the Healthy Environments Partnership (HEP). The dissemination guidelines that guide the interpretation, analysis and dissemination of findings from the HEP are described and examples are provided of the engagement of community members in: the interpretation, analysis and process of setting priorities for action based on data from multiple sources; determination of policy strategies, dissemination of results to policy makers; and development of intervention efforts. Lessons learned, implications and recommendations are presented.

***Translation & Application of Research to Policy*****P****Title: Engaging Youth Leadership in Policy Advocacy**

**Description:** The purpose of this session is to describe the Detroit URC's strategy to build capacity among youth for policy change at the local, state, and national levels, using the Neighborhoods Working in Partnership (NWP) as a case example. This presentation focuses on the workshop design, evaluation, and lessons learned, with a focus on our youth engagement efforts.

**P****Title: Translating Successful Projects to Sustained Community Health Worker Programs in Michigan**

**Description:** The purpose of this session is to provide an overview of the CBPR process used to support the development of the Michigan Community Health Worker Alliance (MiCHWA). MiCHWA has raised awareness of community health workers (CHWs); developed, piloted and evaluated core competency-based CHW training; and convened CHWs, health and human service organizations, policy makers, health plans, researchers and other stakeholders to develop and implement strategies that are resulting in policy changes aimed at sustainable employment and financing. Processes needed to translate CBPR project successes to policies sustaining CHW programs are discussed.

**P****Title: Basic Research to Inform a Public Health Action Plan**

**Description:** The purpose of this session is to discuss and analyze approaches to using empirical research to inform the creation of public health action plans (PHAPs). Using a successful CBPR partnership as an example (Community Action to Promote Healthy Environments), trainers describe and facilitate conversation about strengths, challenges, and lessons learned.

## Advocating for Policy Change

The following sessions are trainings that have been developed and provided by the Detroit URC since 2007 initially as part of Neighborhoods Working in Partnership, a program providing training workshops, technical assistance, and ongoing support to community groups to enhance the capacity of Detroit residents to influence policy change toward creating healthy neighborhoods. Each session is a stand-alone training (approximately 1 ½ to 2 hours) that can also be combined with other sessions into a customized training that meets the needs of the participants. Each session consists of a brief interactive talk on the core topic or skill, a small group activity using real-life examples, and a discussion to apply what was learned and identify next steps. Please visit our website for a newly developed electronic version of the complete manual in early 2017.



### **Title: What is Policy? From Community Issues to Policy Solutions**

**Description:** The goal of this session is to equip community members with the ability to distinguish between programs and policies and understand how each is used to address community issues. After completing this session, participants will be able to distinguish between policies and a programs, describe different types and levels of policies, and list reasons to work for policy change.



### **Title: Using Our Power: Power Mapping**

**Description:** The goal of this session is to analyze and discuss power in communities and identify powerful resources in the community to impact change. After completing this session, participants will be able to discuss what power is and where power comes from, identify who has power in a situation, translate power into community change, and construct a power map.



### **Title: Choosing Strategies for Winning Policy Change**

**Description:** The goal of this session is to describe various advocacy strategies, and help participants think about how to choose when planning a campaign. After completing this session, participants will be able to describe and identify policy advocacy, explain the different steps in the policy advocacy process, recognize effective policy strategies, and evaluate and choose effective policy strategies.



### **Title: Designing a Policy Advocacy Campaign**

**Description:** The goal of this session is to equip participants with knowledge of how to identify policy issues and address them strategically and systematically in their communities. After completing this session, participants will be able to demonstrate how to frame a policy issue, create effective talking points, and compare and develop policy strategies.

**Title: Using Our Voices: Preparing to Talk with Policymakers**

**Description:** The goal of this session is to describe and practice communication strategies for conversations with policymakers through a variety of activities including role-playing and small group discussion. After completing this session, participants will be able to discuss how to make strong arguments to policy makers, describe what information about the policy maker is needed in order to influence them, and develop and demonstrate talking points.

**Title: Using Communications for Policy Change**

**Description:** The goal of this session is to equip participants with the ability to communicate a policy advocacy message to various groups. Activities such as role-playing and performance will be utilized to practice and develop skills in this arena. After completing this session, participants will be able to explain the key steps to creating a communications plan, explain how to create talking points for various situations, and develop and deliver a personalized elevator speech.

**Title: Choosing the Right Policy Goals**

**Description:** The goal of this session is to assist participants in identifying and refining policy issues and goals, and setting strategic priorities for advancing a policy agenda. After completing this session, participants will be able to describe effective strategies for winning policy goals, evaluate and prioritize strategies, and choose winnable policy goals related to priority issues.

## Health Impact Assessment

**Title: Healthy Neighborhoods for a Healthy Detroit**

**Description:** The purpose of this session is to describe the goals and steps involved in conducting a health impact assessment, from development to informing policy decisions, using an example from a recent Detroit URC endeavor in Detroit. This session analyzes using health impact assessment (HIA) as a systematic process to evaluate the potential effects – both beneficial and detrimental – of a proposed program, plan, or policy on the health of a population. This session also includes a discussion about engaging multiple stakeholders, and provides recommendations to manage those effects to maximize health and promote equity.



## Health Inequities



**Title: Community-Based Participatory Research and the Detroit Urban Research Center: An Interdisciplinary Approach to Addressing Health Inequities**



**Description:** The purpose of this session is to share experiences with the benefits and challenges of community and academic partnerships in examining and addressing health inequities, and to discuss some of the key aspects of effective partnerships aimed at addressing complex health problems. This session addresses not only inequities in health status, but also involves addressing the inequities that exist between researchers and community entities, which often contribute to the understandable lack of trust that exists and reluctance to engage in research on the part of communities. The session trainers discuss and analyze challenges, benefits, and recommendations for engaging in an interdisciplinary approach to promote health equity.



**Title: Health Inequities**

**Description:** This session describes health inequities and explores pathways by which they impact public health. Trainers will present an analysis of social determinants of health inequities, including social processes such as racial segregation, economic inequality, access to educational and employment opportunities, access to healthy foods, and physical environmental conditions such as traffic, airborne pollutants, and exposure to stressors such as discrimination. Using a combination of presentation and discussion-based pedagogy, this session addresses historical and contemporary social determinants that contribute to health inequities and provides recommendations and examples of interventions that have been used successfully to address public health inequities.

## Glossary

<b>CAAA:</b>	Community Action Against Asthma
<b>CAPHE:</b>	Community Action to Promote Healthy Environments
<b>CBPR:</b>	Community-Based Participatory Research
<b>CBO:</b>	Community-Based Organization
<b>CHASS:</b>	Community Health and Social Services Center, Inc.
<b>CIS:</b>	Communities In Schools
<b>DHealth:</b>	Detroit Health Department
<b>Detroit URC:</b>	Detroit Community-Academic Urban Research Center
<b>DHDC:</b>	Detroit Hispanic Development Corporation
<b>DWEJ:</b>	Detroiters Working for Environmental Justice
<b>ECN:</b>	Eastside Community Network
<b>FOP:</b>	Friends of Parkside
<b>HEP:</b>	Healthy Environments Partnership
<b>HFHS:</b>	Henry Ford Health System
<b>HIA:</b>	Health Impact Assessment
<b>IPH:</b>	Institute for Population Health
<b>LFS:</b>	Latino Family Services
<b>MICHR:</b>	Michigan Institute for Clinical and Health Research
<b>NSO:</b>	Neighborhood Service Organization
<b>NWP:</b>	Neighborhoods Working in Partnership
<b>REACH:</b>	Racial and Ethnic Approaches to Community Health
<b>UM-SN:</b>	University of Michigan School of Nursing
<b>UM-SPH:</b>	University of Michigan School of Public Health
<b>UM-SSW:</b>	University of Michigan School of Social Work

## Acknowledgements

The sessions described in this catalog have been developed and conducted over the past 20 years by numerous community and academic partners involved in the Detroit Urban Research Center and affiliated partnerships with funding and contributions from multiple sources and organizations.

**We gratefully acknowledge the contributions of the individual members and partner organizations involved in the Detroit URC and affiliated partnerships (listed below) to the development of these sessions.**

Community Action Against Asthma  
Community Action to Promote Healthy Environments  
Detroit Community-Academic Urban Research Center  
East Side Village Health Worker Partnership  
Eastside Access Partnership  
Health Impact Assessment  
Healthy Environments Partnership  
Healthy Mothers on the Move/Madres Saludables en Movimiento  
Insure Detroit  
La Vida  
Neighborhoods Taking Action  
Neighborhoods Working in Partnership  
Promoting Healthy Eating in Detroit  
Racial and Ethnic Approaches to Community Health

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University of Michigan  
University of Michigan School of Public Health  
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