Beginning-Stage/Emerging CBPR Partnerships

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and
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Session Overview

1. Learning Objectives
2. Introductions and Burning Questions
3. What is CBPR?
4. Case Study: The School Environment Project
5. Summary/Conclusions (Burning Questions)

We will have discussions and activities throughout the session.
1. Learning Objectives

- Describe effective strategies for identifying and selecting partners
- Describe the rationale and effective strategies for establishing an organizational structure
2. Introductions/Burning Questions

1. 10 second introductions
   - Name
   - Where are you from (rural/urban)?
   - What’s your nickname?

2. What questions do you have about beginning stage partnerships? (Use index cards…we’ll come back to this).
3. What is CBPR?
Definition of CBPR

A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings.

Kellogg Foundation, 2001
CBPR Principles

- Builds on community’s strengths and resources
- Facilitates collaborative partnerships
- Balances research and action
- Promotes co-learning

(There are more! Check out Barbara Israel’s work.)
How is CBPR different from traditional research?

Community participates in each phase of the research project, from identifying the issue to be studied to getting the results out to the community.
4. Case Study: The School Environment Project

Project Goal: Increase opportunities for physical activity and healthy eating by making school-level environmental and policy changes.
Partner Community

- San Luis Valley in southern Colorado
- Elevation 7,500 feet
- Rural, regional center, farming and tourism
- Total population 14,966 (2000)
- 42% Hispanic, 54% non-Hispanic White
- Median income $29,447 vs $47,203 in Colorado (1999)
Health Issues Among Children in the San Luis Valley

- 24% 1st graders overweight or at risk for overweight
- By 5th grade, 38% overweight or at risk

Spreading peanut butter is fun!
The Project
How did the School Environment Project come to be?
RMPRC
Community Advisory Board

- 10-15 community leaders and health providers
  - Elected officials
  - Education
  - Mental health
  - Parents/Early childhood
  - Health care
  - Public health
  - Health education
  - Community
  - Churches
  - Economic development
COMMUNITY ADVISORY BOARD
RESPONSIBILITIES

- Identify community needs and concerns
- Set research priorities and provide input on research
- Identify community members to participate on project steering committees
- Promote community support for and involvement in research
Community Advisory Board suggested a shift in research agenda…


School Environment Project was “born”
How we do CBPR
Doing CBPR

1. Establishing a Steering Committee

2. Creating Infrastructure to Build Trust and Communication
1. Establishing a Steering Committee

Goal was to put together a group…

- comprised of school stakeholders and possibly parents/students,
- representing diverse geographic and cultural regions of “the community”,
- that would guide and oversee all phases of the research
Who we were looking for:

- 8 community members who:
  - Believe in physical activity and nutrition
  - Interested in healthy child development
  - Familiar with the school system
  - Can express thoughts at meetings
  - Can be active, constructive team players
Identifying and Selecting Partners

Step 1: Met with superintendents, principals before grant went in

Step 2: Sent them follow up letter 6 months later

Step 3: Got names from Community Advisory Board

Step 4: Called superintendents and principals to get names of people

Step 5: Met with those people, face to face

Step 6: Invited people to join
Steering Committee
- 3 principals
- 1 school counselor
- 2 food service directors
- 1 physical education teacher
- 1 superintendent
- 1 school nurse
- 1 public health nurse
- 3 members of RMPRC
Steering Committee’s Role

- Provide advice, wisdom, and thoughts on:
  - the goals of the project
  - the design
  - how and when we work with schools
  - how we evaluate whether the project is working
  - how we disseminate the findings from the project

- Oversee the project and its implementation
Activity One
2. Building Trust and Communication
Steering Committee Manual

1. Project description
2. Operating Policies
3. List of members
4. Vision and mission
5. Memo of understanding
6. Meeting schedule, agendas, minutes
7. Project timeline
8. Info on CBPR
Memo of Agreement

- 2 year commitment (minimum)
- Attend annual retreat
- Attend monthly meeting
- Spend 2 hours per month doing project related work
- Review and provide comments to documents
- $1000 stipend per year
Meeting Norms

- Don’t hold back/be silent if you disagree
- Invite people by name to share their thoughts
- Have a social time; try to get to know others
  (meal time should be free of the agenda and used as time to socialize)
- Several others…
Decision Making Rules

- Quorum for making a decision is 50% plus 1
- Have a scribe to track discussion
- Strive for consensus but if that’s not possible, majority rules
The Vision Statement

A shared picture of the ideal ultimate future that will inspire us and help us rise to the highest level. It will elicit others to join us. The vision is somewhat far off in the future…it will take many years to get to it.
Our Vision

“The School Environment Project Steering Committee will celebrate healthy, active children living in environments where the entire community creates a cycle of lifelong physical activity and healthy eating.”
Running Meetings

- Always have an outcome-driven agenda
- Committee members lead at least one topic
- Do a round robin to hear from everyone
- Use visuals (whiteboard)
- Balance topics so it’s not all about research
- Do process checks to get input on how meetings are going
- Send out meeting notes and action items promptly after meeting
Agenda - Jan 21 2005

8:00-8:30  Breakfast/Socialize
8:30-8:40  Information Sharing
8:40-8:50  Meeting Objectives/Review Minutes
8:50-9:30  Recognizing our Talents
9:30-10:30  Role of Steering Committee in 2005
10:30-10:45  Physical Activity Break
10:45-11:15  Recruitment Process
11:15-12:15  Food Issues on School Campuses
12:15-12:30  Summary and Adjourn
12:30-1:00  Lunch
Build Relationships

- Be there in person
- Eat
- Have fun
- Do “check ins” and announcements
- Present together at conferences
- “Family Reunion”
- Learn together
- Phone calls and emails in between meetings
- Share grant and educational opportunities
Potential Threats to Trust and Group Cohesion

1. Being the outside researcher from Denver trying to work in a very tightly knit community

2. We’ve had some conflict around imbalance between research and action

3. Lack of positive results along the way, not seeing any change

4. Members not knowing how they can contribute to the project
Other Challenges

- Getting people together
- Keeping it meaningful and important
- Getting people to voice their opinions
- Finding the right balance to engage the community in the research process
Summary: Why things are working well

- Obesity and diabetes are important to the community
- Everyone has buy in: research will benefit all of us
- Our vision anchors and motivates us
- Early on, we invested in process: meeting norms and decision-making rules; retreats
- We learn from each other, share ideas and resources
- We utilize each other’s areas of expertise
- We’re building a personal connection
- We’re flexible, within reason, with our agendas
WHAT WE HAVE ACCOMPLISHED!

ENERGETIC & MOTIVATED STEERING COMMITTEE

- Created a vision statement
- Recruited 10 schools
- Conducted intervention
- What we need to do beyond this year
- What we need to do this year

- Moffat
- Sangre
- Sandridge
- Del Norte

- Tucson
- Allentown
- Maricopa
- Bell

* Share data with schools
* Finish IM with 6 schools

- Collect student-level activity and energy data (BMI)
- Answer research questions:
  A. Are kids more active? Are they eating healthier foods?
  B. Does that depend on whether IM was used?
  C. IS IM a reasonable way of bringing community and school together to make community improvements?
Activities 2-4

Activity 2: 8 minutes
Activity 3: 2 minutes (on your own)
Activity 4: 5 minutes (and bring to your next session)
5. Summary/Conclusions and Burning Questions
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<thead>
<tr>
<th>Steering Committee (Community)</th>
<th>Project Team</th>
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<tbody>
<tr>
<td>Rachel Brown (School Counselor)</td>
<td>Elaine Belansky (Lead Investigator)</td>
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<td>Vivian Gallegos (Public Health Nurse)</td>
<td>Robert Chavez (Study Coordinator)</td>
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<td>Marcella Garcia (Principal)</td>
<td>Loretta Clark</td>
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<td>Michelle Hashbarger (Principal)</td>
<td>Emily Elliot</td>
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<td>Carol Keith (Food Service Director)</td>
<td>Lee Felker</td>
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<td>Mark Lara (Food Service Director)</td>
<td>Aaron Gottlieb</td>
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<td>Jerry LeBlanc (Principal)</td>
<td>Erin Martinez</td>
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<td>John Naranjo (PE Teacher)</td>
<td>Sharon Scarbro</td>
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<td>Julie Schrader (School Nurse)</td>
<td>Terry Uyeki</td>
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<td>John Tillman (Board of Superintendents)</td>
<td>Emily Waters</td>
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<td>Julie Marshall</td>
<td>Garry Auld</td>
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<td>Lori Crane</td>
<td>Nick Cutforth</td>
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<td>John Kittelson</td>
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