

Community-Based Participatory Research

Ivy Hontz

Program Director

Asia Pacific Development Center

Aurora, CO

Nick Cutforth

Associate Professor

University of Denver

San Francisco State University

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Community-Based Participatory Research (CBPR) Defined

“A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities.”

-- WK Kellogg Foundation Community Health Scholars Program

Principles of CBPR

- Collaborative enterprise between faculty, students, and community partners
- Validates multiple sources of knowledge, multiple methods of discovery and of dissemination of the knowledge produced
- Social action and social change for the purpose of achieving social justice

From “Introduction” to Community Based Research and Higher Education: Principles and Practices. Strand, Marullo, Cutforth, Stoecker, Donohue. Jossey-Bass, 2003.

Why do CBPR? Faculty

- **Makes more relevant, immediate contribution to programming**
- **Opportunities for practical testing of our theories and assumptions**
- **Feels good to contribute skills and knowledge to society in a broader, more meaningful, and accessible way**

Why do CBPR? Community

- **Infusion of energy and expertise from the university**
- **Builds capacity of community partners to undertake research, strategic planning, and evaluation**
- **Leads to program change and better services**
- **Projects can leverage policy change, funding**

Living the CBPR Principles

- **Gaining the community's trust and respect**
- **Communication**
- **Developing shared values and norms**
- **Hard work and frustration are part of the process!**

What About the Community?

Of the letters in the acronym CBPR, 3 letters are about community!

- **Bridging the relationship**
- **Breaking down stereotypes**
- **Understanding each other's language**
- **Finding common ground - complementary knowledge**
- **Contributing to expanding each other's knowledge**
- **Appreciating and enjoying the process**

Social Ecology

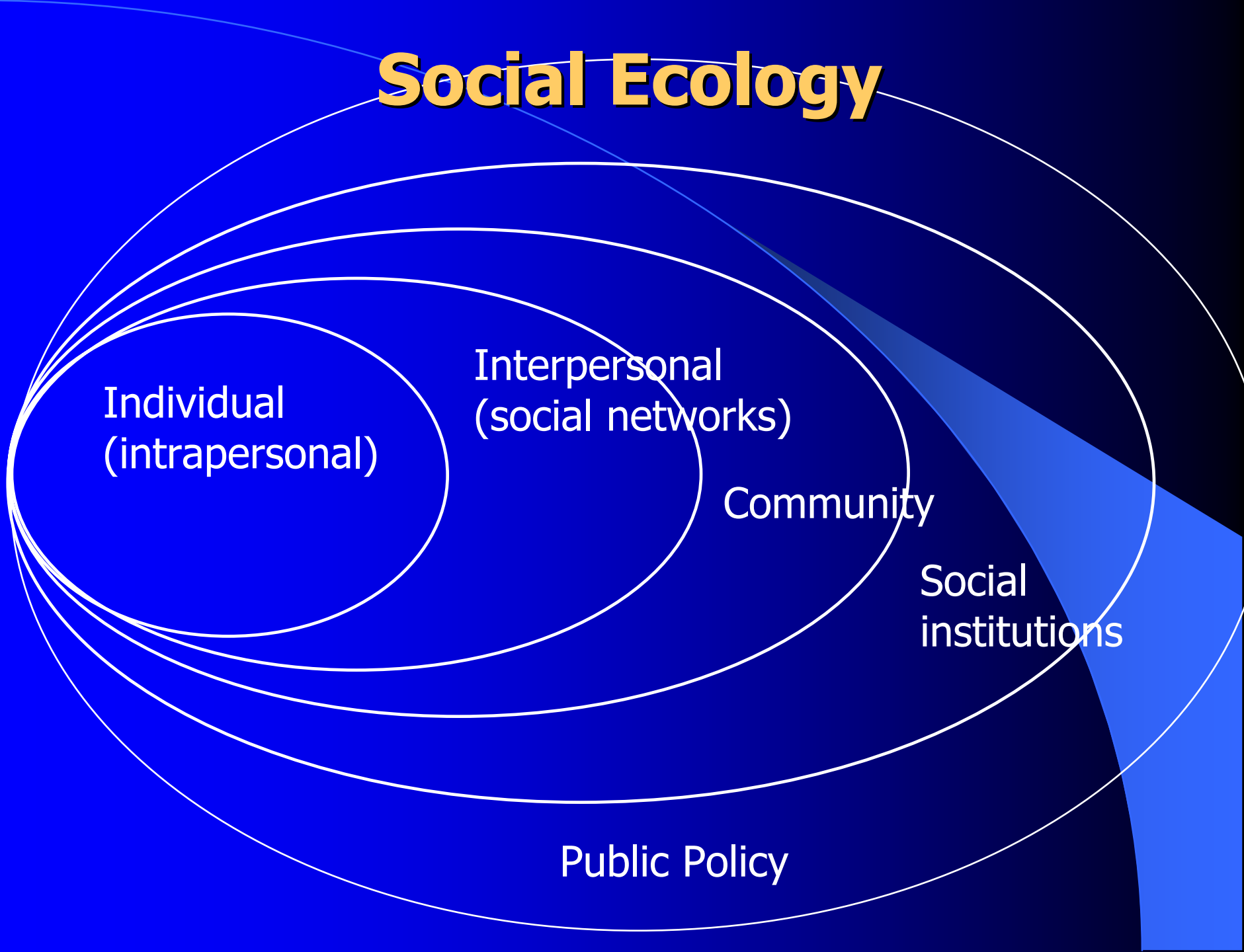
Individual
(intrapersonal)

Interpersonal
(social networks)

Community

Social
institutions

Public Policy



What do you think?

- **How does CBPR fit into the mission of SFSU, your department, your community-based organization?**
- **What are the stereotypes associated with academics?**
- **What are stereotypes associated with the community?**
- **What are the benefits of your partnership?**
- **What challenges are you facing?**

Continuing the CBPR Educational Process at SFSU: Possible Next Steps

Establish a professional learning community around CBR (faculty, community partners, students)

- **A safe place for dialogue and reflection on**
 - **Experiences and observations**
 - **Questions/dilemmas about philosophical issues**
 - **Questions/dilemmas about practical issues**
 - **Group problem solving**

Raise visibility of CBPR through symposia, poster sessions, etc.

Closing Thought

“Share everything..... Play fair.....clean up your own mess. Watch out for traffic when you go out into the world, hold hands and stick together”

-- All you really need to know you learned in kindergarten

Contact

- Nick Cutforth ncutfort@du.edu
- Ivy Hontz (ivyhontz@apdc.org)
- Community-Campus Partnerships for Health (www.ccph.info)