

# CCPH 9<sup>th</sup> Annual Meeting Pre-Conference Training Institute

## Engaging Campuses as Authentic Partners: Tips & Strategies for Community Leaders

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# Ice Breaker

- Introduction
- Describe where you are from and the agency you represent
- Briefly describe your work and your experience with engaging academic/community partners in conducting CBPR

# Questions Posed by Participants

- How to approach higher ed with the possibility of collaborating; engaging universities
- How to secure a commitment
- How to leverage the resources of larger partners
- How to have effective time management

# Important Themes to Engage Campuses as Authentic Partners

1. What you should know about CBPR in the academic world
2. Important aspects of CBPR that may not always be obvious or acknowledged
3. Screening potential academic partners
4. Establishing the partnership
5. Sustaining the partnership

# Theme 1: What you should know about CBPR in the academic world

## Take Home Messages:

1. **Understand how academics talk about CBPR**
2. **Be able to distinguish which faculty are really doing CBPR; this includes knowing their publications; funded projects, and looking for matching interest**
3. **Understand the role of the Project Manager or Project Director**
4. **Funding climate of CBPR and what % (overhead/indirect costs) goes to the academic institution**
5. **Be aware of the academic pressures around faculty development and promotion**
6. **CBPR Methodology is diverse and variable**
7. **Identify academic incentives**
8. **Know when CBPR IS NOT CBPR ( See the next 6 slides for further detail; source: Examining Community-Institutional Partnerships for Prevention Research Group. *Training Curriculum for Developing and Sustaining Community-Based Participatory Research Partnerships*. 2005. pps. 19-24 )**

# When CBPR is not CBPR (1): Is opportunism and self-interest driving the agenda?

Self-interest on the part of *researchers* drives the interest in CBPR. Examples of this might include:

1. Need for grant funding to support your academic position
2. Recruitment of underserved populations drives your interest in CBPR

Opportunism on the part of the *community members* drives the interest in developing partnerships with academic institutions. Examples of this might include:

- 1. Recognition**
- 2. Employment**
- 3. Money**

# When CBPR is not CBPR (2): When the research team doesn't have the necessary skills?

Conducting research with underserved communities brings forth issues of power, race, communication and respect. Specific skills that facilitate building relationships between researchers and communities include:

- **Cultural Competence** which requires a set of knowledge, skills, and attitudes that allow individuals, organizations and systems to work effectively with diverse racial, ethnic, religious, and social groups.
- **Communication** skills - in particular, the ability to provide on-going, regular feedback to the community partners throughout the life of the research project in ways that are meaningful and accessible
- **Listening** skills – can be open to feedback and insights from both community partners and researchers about research methods and approaches. It requires openness to realizing that you (the researcher) do not have all the answers and that there may be other ways of doing the research project; it also requires that you (the community member) recognize the researchers' expertise in different methods and their outcomes.
- **Sharing power/control over decisions** – many researchers arrive in a community with a set protocol and are unwilling to make changes or share decision-making about methods and approaches with non-researchers. If your research team does not have individuals with these skills or the willingness to develop these skills then pursuing a CBPR project is not for you. Similarly, community members cannot expect to have 'veto power' on the research project's methods and design simply because they 'know the community best.' Working through consensus or majority decision-making processes are key to partnership success and these methods are not suitable to all personalities or stakeholders.

## When CBPR is not CBPR (3):

### When the is researcher uncomfortable with changing the methods and/or approach to working with participants

CBPR involves a set of core principles that include a commitment: to the co-learning process and involving the community in every step of the process. You might find it challenging to participate in a co-learning and reciprocal research relationship, especially if it means using different research approaches and methods that you are less familiar with;

- The researcher is comfortable with a linear approach to research (i.e., not iterative or cyclical)
- The researcher is continuously questioning the validity and reliability of CBPR designs;
- The researcher is uncertain about the scientific objectivity of CBPR research findings
- The academic institution is not open to CBPR and it may significantly reduce the researcher's opportunities for tenure and/or promotion
- The researcher has concerns about achieving measurable results and changes in health outcomes within the longer timeframe often required in CBPR designs, i.e., it takes too long to show results

# When CBPR is not CBPR (4):

**Are you a community member who simply wants an intervention or community service but who has no interest in research questions?**

- If as a community member, your primary interest is only on services and local interventions, then participating in a research project may not be for you.
- Community service projects have different time lines and objectives than a research intervention. If you are unable to agree to the direct research objective then participating in a CBPR partnership would likely be frustrating.

# When CBPR is not CBPR (5):

## When the ethical considerations related to burden and benefits to the community outweigh potential research benefits

- **Time** - do you as a researcher or community partner have adequate time to invest in developing a CBPR partnership? It takes time to develop relationships, build trust, create modes of operation, and identify community assets. A rushed or half-committed approach to building the partnership is likely to fail – therefore, knowing in advance that you do not have time to invest in the process raises ethical considerations of raising expectations.
- **Burden on the community** – many communities in close proximity of universities are accustomed to being the subject of research studies. The participatory methods involved in CBPR require significant time and energy on the part of community members. Repeated CBPR studies in a single community can create a fatigue factor if tangible results are few and far between.
- **Research objectives and anticipated results will/may provide minimal benefit to the community** – a study that produces interesting results for science but limited results for those participating in the study can be problematic if community expectations have been raised through the CBPR process for more direct, tangible results. Clear communication about potential research outcomes can off-set this potential harm but the need to assess and re-assess community expectations throughout the research process is critical to reducing these possible negative effects.

# When CBPR is not CBPR (6): When you and or the researcher don't 'buy into' the CBPR principles

## Questions for both the community and the researcher to consider:

- **Do you have a clear community of identity to work with?** Have the people you've called a 'community' really see themselves this way?
- **Do you believe that attending to social inequities should be part of a research agenda?** You may worry that this objective clouds the research process and could reduce objectivity and the integrity of the research design.
- **Do you question the need to address health – and therefore your research – from an ecological perspective?** Taking an ecological perspective requires examining determinants of health from more than one ecological level (e.g., individual, interpersonal, community, organization or policy). By definition then this would require a more complex research design requiring objectives at more than one ecological level.
- **Do you perceive community participation as exploitative rather than empowering?** There is no doubt that there is the potential for this to happen and past experience shows examples of communities being 'used' with little change achieved in their health, social, or economic status at the end of a research project. It can also be a burden to the researcher to assure that the process is not becoming exploitative.
- **Are you committed to a participatory process, to community participation in the entire research process, to delivering meaningful value/benefits to the community?**
- **Does your institution/organization buy into and support CBPR?** The primary points we want to remind researchers and community members are that CBPR requires a different set of values, skills and time frame than most research endeavors. It should not be undertaken simply out of opportunism without the accompanying values and skills necessary to make it an ethically viable and beneficial project.

# 10 Important Academic Incentives

1. Enhances relevance and use of data
2. Join partners with diverse expertise
3. Improves quality and validity of research
4. Enhances knowledge that can be used to inform teaching and community service, integrating research, teaching and service
5. Increase possibility to overcome community distrust of research
6. Knowledge benefits the community
7. Potential to bridge cultural gaps
8. Overcomes separation of individual from culture and context that often occurs with categorical approaches
9. Provides resources for communities
10. Aims to improve health and well-being of communities involved

# Theme 1: Tips & Strategies

## Tips/Strategies

- **TIP Use the 10 Important Articles for CBPR for community partners**
- **TIP Use the 10 Important Academic Incentives in your negotiation.**
- **Strategy: Cross reference published authors with your local university faculty via references and citations;**
- **Strategy: Look for community partner organizations identified in publications and contact them to learn their experiences in working with the academic partner or faculty member**
- **Strategy: Build capacity about how to conduct research**
- **Resource: CCPH funding sources resource list**

# Theme 2: Important aspects of CBPR that may not always be obvious or acknowledged

## Take Home Messages:

1. **Social justice is a critical component of CBPR and may not be a favorable aspect among academic institutions and yet this is one aspect of CBPR that cannot be compromised**
2. **Know the difference between CBPR and traditional research approaches**
3. **In CBPR, community partners fundamentally maintain the power in maintaining and sustaining the research agenda**
4. **Build alliances with other CBOs who have similar research ideas, areas of interest, or questions before approaching an academic partner**
5. **Utilize as coach and mentors community partners (locally, regionally, or nationally) who have experience in doing CBPR and engaging academic institutions.**
6. **There isn't one way of structuring a partnerships – tailor the partnership to your needs**
7. **Advisory does not equal Action**
8. **Glue**

# GLUE

The adhesive substance of a partnership that promotes and sustains trust, communication, connectedness, and meaningful work efforts and products. Glue ranges from building sweat equity to establishing credibility, to being able to translate and navigate between the community and academic realms. Glue resonates in the process, infrastructure, and procedures that honor open communication, fairness, trust, and meaningful planning processes that ensures each partner is respected and heard

# Spreading The Glue: COMMUNICATION

## Examples from HCAP: Harlem Community & Academic Partnership

- Created list-serv
- Open Mic during partnership meetings
- Not Just Email! Use the Phone!! Do “drive-by” check-in’s
- Project Manager – a glue factor!!
- IWG’s (Intervention Work Groups)
  - Aim for dual leadership between academic and community partners
  - Leadership of IWG is clear on expectations regarding the work efforts and is grounded in what is expected around communication
- Members participate on each other’s groups and coalitions
- Conduct annual review of goals and objectives
  - Drives the development of goals and objectives for the upcoming year
- Nothing Hidden! Communicate with integrity! Set the tone from the start!

# Spreading The Glue: TRUST

## Examples from HCAP: Harlem Community & Academic Partnership

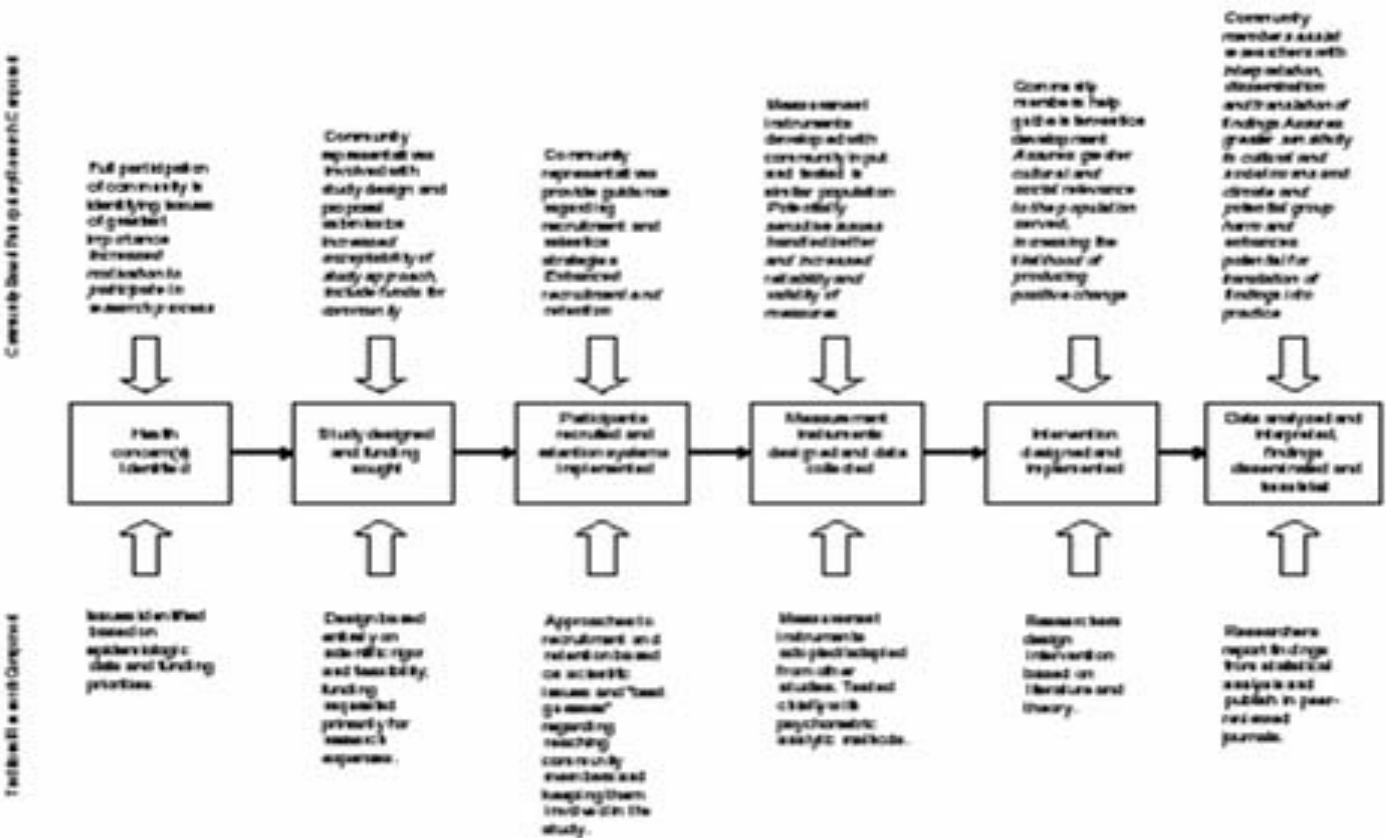
- “Keep It Real” – in all that you do and in who you are as a member of the partnership
- “Know The History” – acknowledge it when you know it and when you don’t know it
- “Sweat Equity” – Do something for nothing; participate/contribute in partnership members activities
- “Capacity Building” – HCAP’s Community Capacity Center aims to translate research/technical areas of expertise to CBOs and community members
- “Acknowledge Power & Influence” – particularly among community partners (the leaders and mavens)
- “Look Out” for members – know your partnership members, particularly the community members and what they are up to in their respective CBOs – share resources, information, offer consultation opportunities, funding information, knowledge, etc.
- “Socialize” – go out for a drink!

# Theme 2: Tips & Strategies

## Tips/Strategies

- **Tip: Utilize CCPH database of community partners available for coaching/mentoring**
- **Strategy: Form a policy work group to develop the social justice muscle**
- **Resource: *CBPR vs. Traditional Research Figure***

**Figure 1.1.1 Comparison of CBPR and Traditional Research**  
 Source: Viswanathan M, et al.



# Theme 3: Screening Potential Academic Partners

## Take Home Messages:

1. **Culturally sensitive**
2. **Has a matching interest**
3. **Identify a CBO representative who is capable to negotiate, is cognizant of the CBPR literature, and preferably has prior experience of working with academics to make initial contact**

# Theme 3: Tips & Strategies

## Tips/Strategies

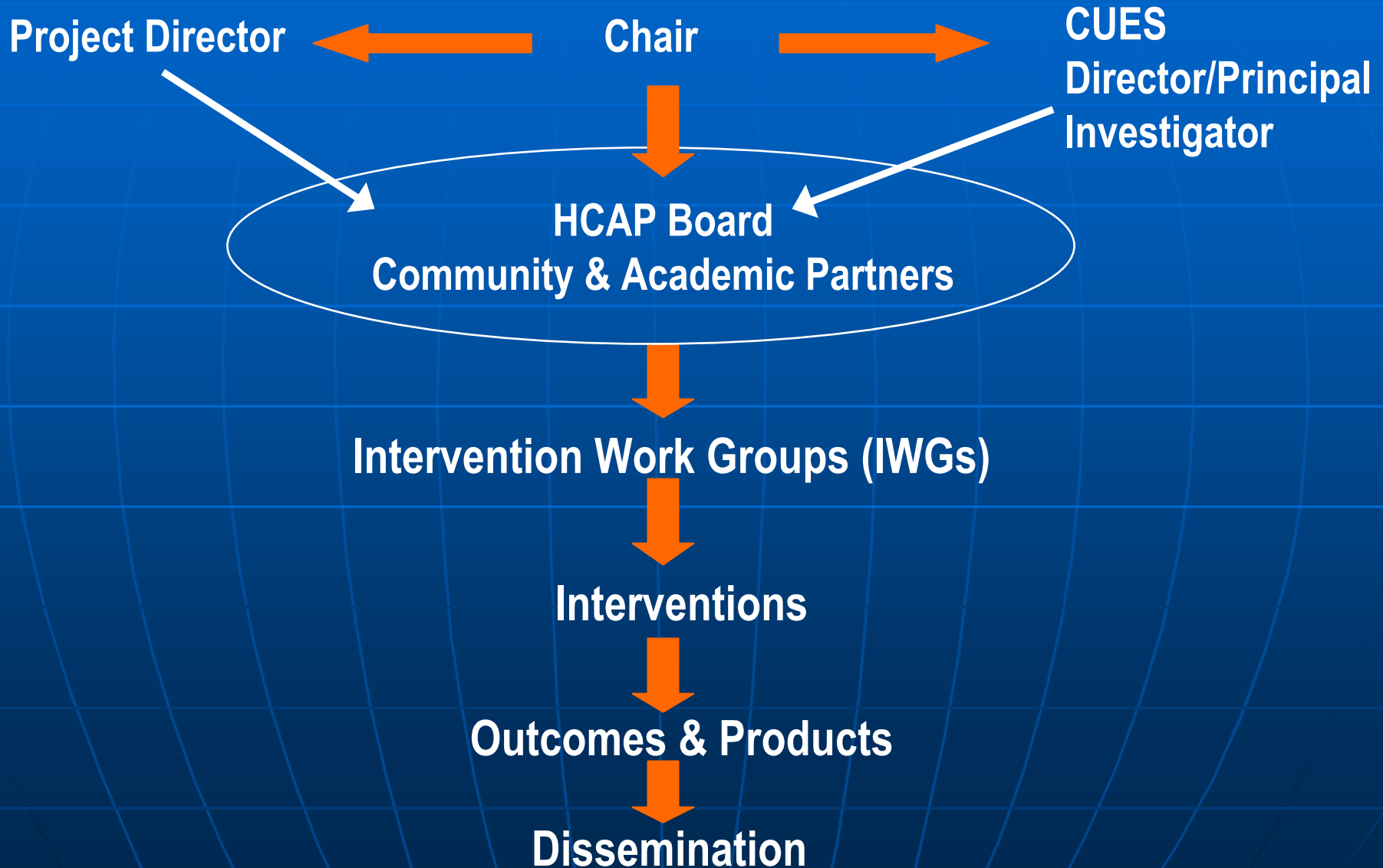
- **Strategy:** Look for academic institutions engaged in long-term community research projects
- **Tip:** Universities and colleges are not the only type of academic partners; look to department/county of health; private or non-profit research institutions
- **Tip:** Acknowledge that mindsets may never be the same

# Theme 4: Establishing The Partnership

## Take Home Messages:

1. **Always keep budget explicit and transparent**
2. **Participate in the hiring/firing of partnership (including researchers) staff**
3. **The community liaison or project manager position is critical in keeping the partnership together (see sample job description in packet)**

# Harlem Community & Academic Partnership (HCAP)



# Theme 4 Cont.

## Take Home Messages Cont.

4. Establish a governance structure, operating procedures or common rules of process, principles, and mission that is flexible and moves with the dynamic of the partnership

# Theme 4 Cont.

## Take Home Message Cont.

### 5. Characteristics of a successful partnership

- Trusting relationships
- Equitable process and procedures
- Diverse membership
- Tangible benefits to all partners
- Balance between partnership process, activities and outcomes, significant community involvement in scientifically sound research
- Supportive partnership policies and reward structures
- Leadership
- Culturally competent and appropriately skilled staff and researchers
- Collaborative dissemination
- Ongoing partnership assessment, improvement, and celebration
- Sustainable impact
- Committed and Dedicated!

# Theme 4: Tips & Strategies

## Tips/Resources

- **Tip:** Ensure that key phrases/words are consistent and purposeful
- **Tip:** Link with seasoned community partners for mentoring/coaching
- **Tip:** Link potential faculty with seasoned CBPR faculty researchers for coaching/mentoring
- **Resource:** Look to existing CBPR partnership models of principles, operating procedures, bylaws, etc to adapt and develop thy own (e.g. HCAP, Detroit URC)

# Theme 5: Sustaining The Partnership

## Take Home Messages:

1. **Partners need to stay engaged while holding each other accountable to being true to CBPR**
2. **Check in on the reputation the partnership has in the community or the community's perception of the partnership**
3. **Ensuring that CBPR is translating research into policy and practice will influence funding**

# Theme 5: Tips & Strategies

## #1 Tip and Strategy: Evaluation

- **There is no one way to do it**
- **Formal and informal works**
- **Ensure feedback and evaluation is authentic**

# Theme 5: Strategies & Tips Cont.

## An Evaluation Approach

- Collectively create achievable goals (and a “wish list”)
- From the generated list select which goals to focus on
- Create action steps to achieving goals
- Come back at a later period to review goals, were goals accomplished?
  - If Yes:
    - How so?
    - What worked about actions that took place to achieve the goal?
    - What was the benefit to achieving the goals?
  - If No:
    - Why not and or to what extent was the goal not accomplished?
    - What worked and didn't work, what was missing
    - Were there barriers
    - Is there an interest in expanding or reworking this goal for next year?
- What new or existing areas are you interested in exploring or expanding?

**Questions/Comments?**

# Role Playing Exercise Instructions

- **The health department has convened a meeting of academics, health department staff and community members to discuss the idea of partnering in response to a request for proposals.**
- **There will be three smaller groups (one representing academics, one representing health department staff, and one representing communities).**
- **Each group must read the Wellesley Central Summer 2005 Request for Proposals and answer the questions for their group. Each group will have 30 minutes for discussion.**
- **All 3 groups will come together for the meeting at the health department. Each group (academic, health department, community) must stay in character to role play and hash out decisions in the final 30 minutes of the session.**

# Training Packet Materials

- PPT Presentation
- Themes/Tips/Strategy Sheet
- 10 Important CBPR Articles
- 10 Important Incentive List
- CBPR/Traditional Research Figure
- Sample Job Description For a Community-academic Liaison
- CCPH Funding Resource List
- RFP Exercise
- HCAP Work Chart, Principles, and By-laws, Evaluation Handout
- URC 2 Page Description Handout
- Unit 2 CBPR Curriculum

# Helpful Resources



Minkler M, Wallerstein N, editors. Community-Based Participatory Research for Health. 1st ed. San Francisco, CA: Jossey-Bass; 2003.



Israel BA, Eng E, Schulz AJ, Parker EA, editors. Methods in Community-Based Participatory Research for Health. San Francisco, CA: Jossey-Bass; 2005.