

Partners in Caring and Community: Integrating Nursing Research into Service Learning



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Your questions:

- How do we do participatory research?
- How do we find funding?
- How do we provide evidence that we are accomplishing what we intend to accomplish?
- How do we involve students as “co-researchers”?
- How do we document impact of research on students?
- How do we manage?



What is research?

- Systematic inquiry that generates new knowledge.



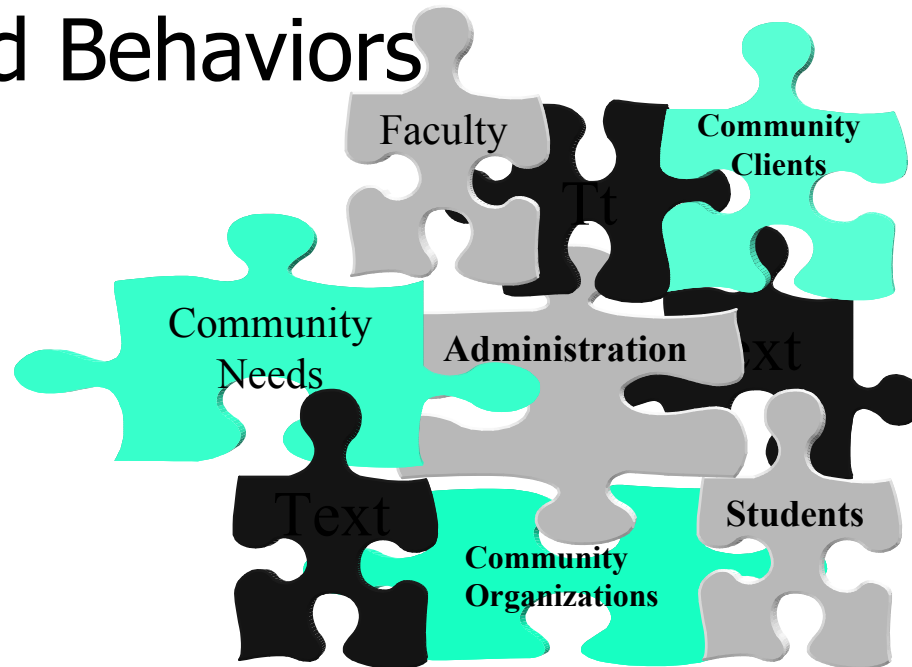
Comments about research

	Faculty	Community	Students
Ideas to support	<p>Research is inquiry that generates new knowledge.</p> <p>Research identified best practice.</p> <p>Research can lead to evidence-based practice.</p>	<p>Research produces information on which decisions are made.</p> <p>Research produces better health outcomes.</p> <p>Research is often misunderstood.</p>	<p>Research is active learning.</p> <p>Research helps me do it the "best way."</p> <p>Research creates fresh new insights.</p> <p>Research is essential part of CQI.</p>
Ideas to change	<p>Research is something I must do(not want to do) for promotion.</p> <p>Research takes too much time and I already have a FULL schedule that takes more than 8 hour day.</p>	<p>Research = Intrusion</p> <p>Data = Stolen goods</p> <p>Anonymous = Secret purpose</p> <p>Researchers = Takers</p> <p>Collaboration = New exploitation</p>	<p>Students are workers to do faculty's research!</p> <p>We already know the "right" way to do it, so why should we document it with research?</p>

How do we make Research fit into Service-Learning?

- Knowledge
- Attitudes
- Skills and Behaviors

of:





How do we make Research fit?

**Work with community client
group(s) and community
organization(s) to identify:
Need, Issue, or Problem**





How do we make Research fit?

Formulate the research question(s) in collaboration with client group(s) and community organization(s)





How do we make Research fit?



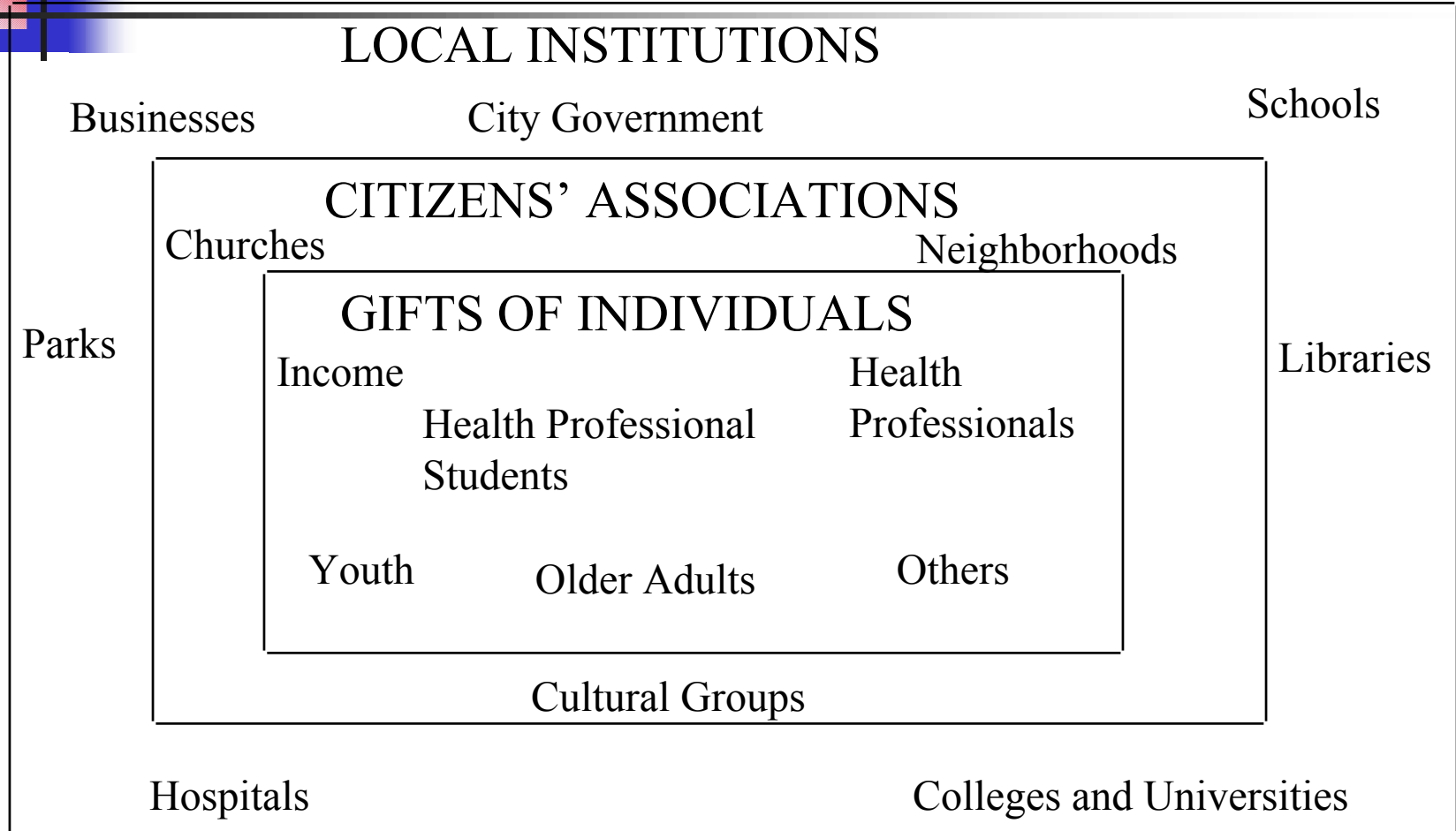
**Obtain community buy-in
related to the overall project
and approach and then
include budget for
community participation.**



Hierarchy of Community Service-Learning Research

- Community-based: Located in the community.
- Community-responsive: Located in the community and services provided are responsive to needs of community (based on extant data).
- Community-focused: Located in community and services provided are based on extant data and focus groups of community members/consumers.
- Community-driven: Services are located in community at a site mutually agreed-upon by university and community, and both share process of needs assessment, planning, implementation, and evaluation.

Focus on Assets Map




(Adapted from Kretzmann, 1995)



Methods for Documenting Community Needs

- Surveys
- Focus Group Discussions
- Interviews with neighbors and key informants
- Observations
- Windshield Surveys
- Community Forums
- Health Activities
- Health Statistics related to access, use, costs morbidity, mortality
- Secondary Data Analyses

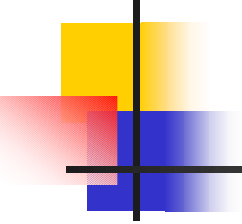


Applying our Knowledge about Partnerships to Research



Forming a Research Partnership

- How have you formed community-campus partnerships?
- How can you adapt them to include research?
- What are the stages?
- How are you sustaining the partnership(s)?



Principles of Community (Research) Partnership

- Partners have agreed upon mission, values, goals, and measurable outcomes for research partnership.
- Relationship characterized by mutual trust, respect, genuineness, commitment.
- Research partnership builds upon identified strengths and assets, and also addresses areas that need improvement.
- Research partnership has balance of power and shared resources (funding, too).



Principles of Community Research Partnership

- Clear, open and accessible communications, listening to each need, developing common language, and clarity of terms.
- Roles, norms, processes for research partnership are developed with all partners' input and agreement.
- Partners share credit for research partnership accomplishments.
- Research partnerships take time to develop and evolve. (adapted from CCPH Notebook)



Stages of Research Partnership

- Stage 1: Exploration and discovery involve:
 - Critical event or events, defined launching point.
 - Meeting with Key Leaders or “chatting” that leads to awareness of each other’s perceptions about research.
 - Open sharing of ideas that focus on mutual needs and seeking common ground for research.
 - Development of synergy.
 - Agreement on guiding or process principles for the research partnership.



Stages of Research Partnership

- Stage 2: Defining and Building Infrastructure
 - Defining the research question and the process
 - Expectations, roles, duties of partners
 - Shared governance and power
 - Operations and management
 - Policy development related to:
 - Recruitment and protection of subjects
 - Research process
 - Research dissemination
 - Publishing and authorship
 - Research program evaluation system or approach is designed and put into place



Memorandum of Agreement

- MOA can be helpful to outline process
- MOA provides record of agreement
 - Can be printed or recorded orally
 - Approved by leaders
- Use addendum to document changes in ownership, action, time frames, etc.



Note: Advisory Board is not a
Partnership!!!!



Stages of Research Partnership

- Stage 3: Institutional Review Board Application and Approval
 - Federal Wide Assurance needed by community organizations involved in performing research funded by feds
- Stage 4: Performance of Research Work
 - Defines partnership and tests strengths of its own foundations
 - Most work is performed, data are collected
 - Partnership grows and changes
- Stage 5: Analyses and Preparation for Translation to Community



Stages of Research Partnership

- Stage 6: “Translation of Findings”
Celebration and Reflection
 - Report to community leaders about findings
 - Plan implemented for dissemination of findings
 - Reflection and evaluation of research partnership
- Stage 7: Higher Levels of Partnerships

(adapted and expanded from Heady, 2000)



Sources of Funding for Research

- Create/utilize seed money within the College or School of Nursing
- Often Colleges and Universities have funding for pilot projects (and nurses often do not compete for these funds)
- Private donors with common interests
- Subcontracts with community agencies



Sources of Funding for Research

- Foundations (see Foundation Directory, Foundation Reports, etc.)
 - Look for local/regional/national foundations that fund specific health interest
 - Contact the Foundation and discuss your interests
 - Find out about funding requirements, amounts, and cycles
 - Look at Foundation Board Members and funding of prior projects
 - Find a match and ask yourself “Why should they fund our project instead of all the other requests?”



Sources of Funding for Research

- **Government funding**
 - **Agriculture**
 - **Education**
 - **Health**
 - **Agency for Health Research and Quality**
 - **Centers for Disease Control and Prevention**
 - **Health Resources and Services Administration**
 - **National Institute of Health**
 - **NINR plus all other institutes**
 - **Office of Minority Health** (if minority research)
 - **Housing and Urban Development**
 - **Note: Find out if your college is eligible for AREA grants**



Sources of Funding for Research

- Don't forget local and state government
- Administration likes federal sources because indirect costs are usually higher.
- List other sources that you know here:



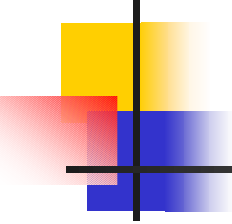
How to get funded:

- Match between funding agency and grant request
- Discuss your proposal with an agency/foundation contact
- Follow the outlined process carefully when developing the proposal
- Look at other successful proposals
- EDIT, EDIT, EDIT
- Have another successful grant writer/reviewer critique the proposal at least twice
- Follow instructions for submission CAREFULLY
- If not funded, revise and resubmit



How to get funded:

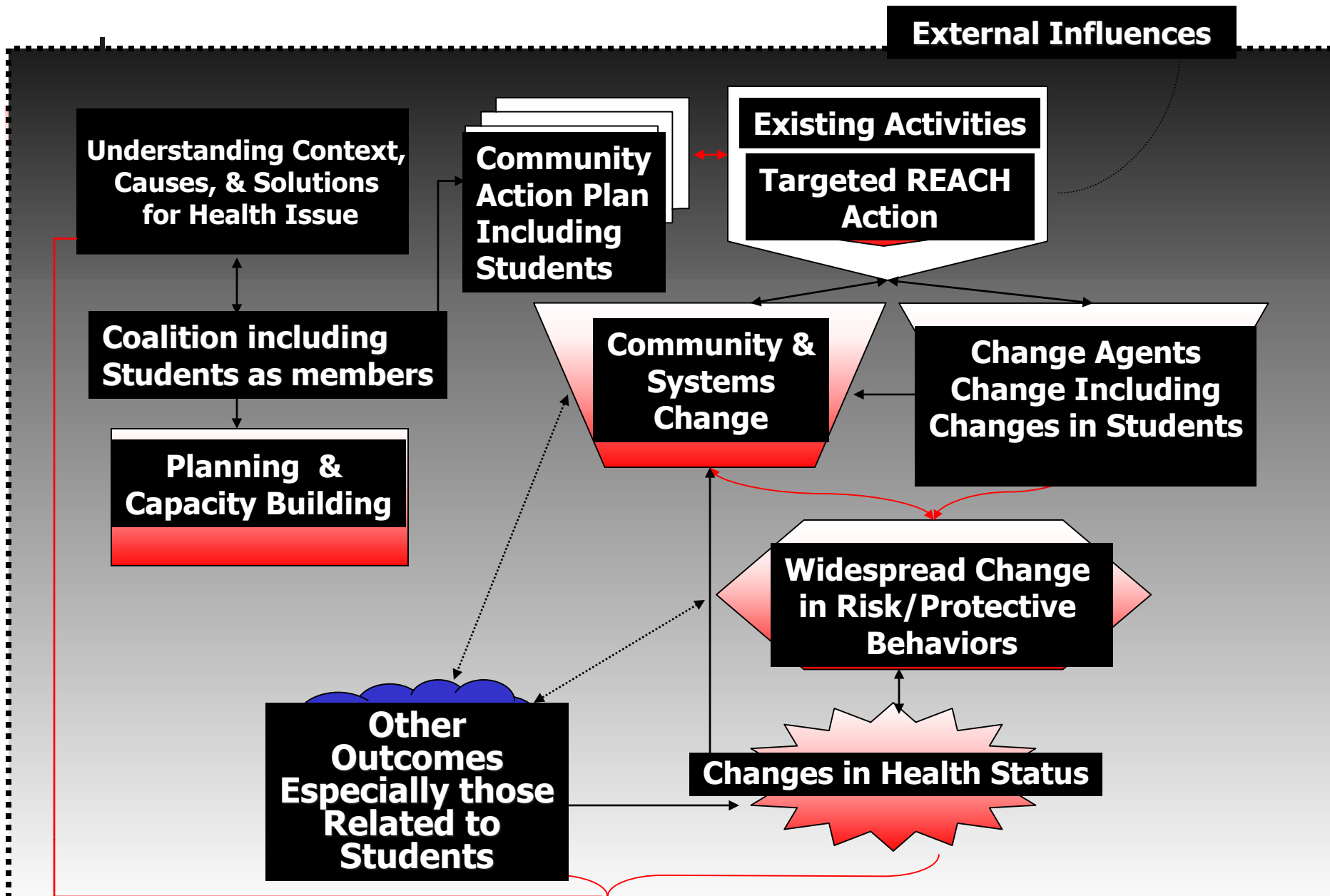
- Link with seasoned researchers as co-investigator
- PUBLISH, PUBLISH, PUBLISH quality materials
- Build or link with other research projects
- REVIEW THE LITERATURE carefully
- Build a solid theoretically-based project
- Some buzz words: disparities, collaboration, coalitions, translation
- Look at numbers affected by the problem
- Focus on intervention (versus description) if problem has been adequately described elsewhere.
- Intervention should be cost-effective and replicable.



How do we provide evidence that we are accomplishing what we intend to accomplish?

- Clearly document in measurable terms, our goals and objectives related to what we intend to accomplish.
- Develop and implement an evaluation plan.
- Disseminate our outcomes.

Evaluation Logic Model





Evaluation

- Design and implement an effective evaluation using:
 - Research techniques
 - Tools with validity and reliability
- Get consultation as needed
- Design a method to evaluate impact of participation on students



How do we involve students as Co-Researchers

- JUST DO IT at each step of the way
- Train the students carefully
- Evaluate their progress
- When feasible, include them in the budget
- Avoid “file drawer projects” by actively involving students in learning about research.



How do we manage?

- Gain administrative support for research planning.
- Block out time for research.
- “Just do it” is my motto, as there is never enough time, but look carefully at your needs, responsibilities, and start with small manageable research projects that involve students and learning.
- Get funding and ask for research release time.



To design, implement, and evaluate research:

Find a community colleague that will guide your efforts and offer honest, open feedback.

I found IDA





Developing Neighborhood- Based Partnerships

Earning Trust according to Ida

- R E S P E C T us
- Get Your Face Out There
- Make Your Business Known
- Keep Your Sights on Strengths
- Use Care and Caution in Interactions with Law Enforcement/Legal Interventions
- Do Not Give Up-Outlast Bad Behavior



Developing Neighborhood- Based Partnerships

Earning Trust

- IDA'S RULES
 - Listen
 - Never Promise Something You Cannot Do
 - Don't Do Too Much Too Soon
 - Don't Throw Money At Us
 - Empower Us and Give Us YOU
 - Help us teach our children about health and health careers



Developing Neighborhood-Based Partnerships

- Cultural Issues according to Ida
 - Some people are Off-Brand People
i.e. They are different from the preferred brands but treat them with respect.
 - We don't speak the same language all the time so stop and check the level of understanding
 - Don't use Stereotype views—we don't all eat collard greens!!
 - Remember, we have historically-induced lack of trust, so help us develop trust
 - Skin color is an issue but not the only one
 - You might be 5-0, but success is not guaranteed



Developing Neighborhood-Based Partnerships

- Overcoming Cultural Barriers (according to Ida)
 - R E S P E C T
 - Never Assume Trust
 - Vocabulary Checks
 - Hanging Out in the 'Hood' Promotes Colorblindness for all of us, as we better appreciate you and you better appreciate us.
 - Try Neckbone and other community favorites—You might like it, and it demonstrates acceptance!
 - Practice “cultural humility” and avoid “cultural disregard”



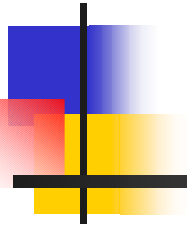
Developing Neighborhood -Based Research Program

- Conducting Research in the Real World
 - R E S P E C T
 - Be Up Front That Project Involves Research
 - Listen to Past Negative Experiences
 - Understand Minority Experiences with Research--
African American Experience
 - Approach Community in a One-Down (vs. One-Up)
Manner
 - Have a Valid Argument for Worth of Project
 - Include \geq 1 community generated question.



Developing Neighborhood-Based Research Project

- Conducting Research in the Real World
 - Welcome Suggestions from the Community
 - Seek Input from Leaders
 - Show How You Will Protect Participants
 - Lay Out the Plan and Gain Approval
 - Follow Through
- Provide Feedback to Community Leaders and Community Members



Examples of Research Projects from Charleston's Enterprise MUSC Neighborhood Health Program



Neighborhood Health Priorities

- Hypertension Management and Education
- Diabetes Management and Education
- Primary Prevention
 - Healthy Eating, Physical Activity, Weight Control
 - Safety in Neighborhood and Home Environments
- Primary Care and Health Education
- Environmental Health Issues
- Drug and Alcohol Programs (Youth and Adult)

To Address Neighborhood Health Priorities



- **Hypertension and Diabetes:**
 - **Management and Education funded through Healthy SC Initiative**
 - **Diabetes Initiative of SC Outreach funded through SC Legislature**
 - **REACH 2010: Charleston and Georgetown Diabetes Coalition funded through CDC**

To Address Neighborhood Health Priorities



- **Primary Prevention, Care and Education:**
 - **Enterprise Health and Opportunity Center-A Partnership with 2 cities and MUSC funded through HHS, HUD, and state funds**
 - **Currently, negotiating with federally qualified health center for ongoing primary care**
- **Environmental Health Issues: Environmental Hazards Program funded by DOE and EPA**
- **Drug and Alcohol Programs (Youth and Adult): Neighborhood Solutions Research Project for one of the 18 communities**



Neighborhood Solutions

Problems Identified by Neighborhood

**High Rates of:
School Suspension
School Expulsion
Days Missed in School**

**Youth Crime
Substance Abuse**

**Limited
Youth Activities
Youth Jobs**



MUSC Family Services Research Center

MISSION

To develop and validate clinically effective and cost effective mental health and substance abuse services for youths presenting serious clinical problems and their families



Neighborhood Solutions for Neighborhood Problems

- **Identify Neighborhood with High Rates of Criminal Activity, Child Maltreatment, and Out-of-Home Placements**
- **Partner with Neighborhood to Identify Key Problems Pertaining to Children & Families**
- **Collaborate with Neighborhood to Develop and Implement Empirical Interventions that Address Identified Problems**



Developing a Neighborhood-Based Project

- What Will it Look Like and How to Secure Support
 - Lessons from the Leaders
 - Personal Visits
 - Listening to Those Who Know/Taking Advantage of Wisdom



End of Life and Palliative Care Needs Assessment

- Death is a taboo subject and was not discussed during the community needs assessment
- RWJ Initiative related to End-of-Life presented to group of ministers who were most interested in working with University.
- Grant written, approved, submitted to RWJ, and Community Board formed after grant award.



End of Life and Palliative Care Needs Assessment

- 35 Community-based Focus Groups
- 100 Chart Reviews
- 40 After Death Interviews with Family



Community Involvement

- **Community Board**
 - **Developed plan in collaboration with MUSC.**
 - **Interviewed and hired staff.**
 - **RN students worked with Community Board.**
- **Community “Kick-Off” to announce Project**
 - **“Celebration of Life, Discussion of Approach.**
 - **Led by community leaders and RN students coordinated educational exhibits.**
 - **Community leaders, faculty, staff, and students collected the data.**
- **Community Presentation of Findings**
 - **Community members reported findings and future activities and RN students helped develop report.**



End of Life and Palliative Care Program Plans

- Community education, linkage with resources, planning for end-of-life
 - S-L with RN-MSN students
- Community-responsive care and pain management
 - S-L with Nurse Practitioner faculty and students
- Experiential program for ministers
 - S-L with Chaplain program and Bioethics course



Neighborhood Accomplishments

- Dramatic increase in prosocial activities
- Increase in community participation in healthy behaviors



Neighborhood Accomplishments

- Decrease in Substance Abuse
- Decreases in Blood Pressure, Blood Sugar, Weight (but not Lipids)
- Decrease in Smoking/Tobacco Use
- Increases in Neighborhood, Student, and Faculty Satisfaction
- Increase in number of graduates practicing in Community Health



Neighborhood Accomplishments

- Dramatic Decrease in Neighborhood Crime Rates
- Improvements in Community Relations with Law Enforcement
- Decrease in Number of Community Young Men Involved in Drug Selling
- 2 Vans Donated to the Community
- Health Center built (but not open)



Neighborhood Accomplishments- Sustainability

- Neighborhood Council Attained 501c3 status
- Community Grassroots Development Grant
- Fundraising Set in Place
- Concessions Set in Place to Obtain Funds for Activities
- Neighborhood Grants to Date Total \$71,000
- Enterprise/MUSC Neighborhood Health Program Grants total >\$7.5 million (with expansion throughout Charleston and Georgetown Counties)

The Research Gardener's Tale



- Seeds---Research question/project
- Soil--Rich or Poor
 - Collaboration within the University and Community
- Fertilizer and Water
 - Partnership/Trust building with the Community
 - Energy, Enthusiasm, Leadership
- Flowers---
 - First crop of flowers: Funding of Project
 - Second crop of flowers: Answers to research question(s)
 - Third crop of flowers: Translation and publication



The Research Gardener's Tale

- Questions
 - How will our “Research” Garden grow?
 - How can we improve the soil?
 - Can we add fertilizer/water to maximize growth?
 - How can we grow the best possible flowers?



Summary

- Remember:
 - We are the leaders in Partners in Caring and Community: Service Learning in Nursing Education (and Research)
 - We have the tools to apply to Community Nursing Research
 - We have experience in collaboration and building effective community partnerships
 - We have a support system (CCPH)
- Start small and build our research program.



Where to Get More Information

- List books, articles, electronic sources
- Consulting services, other sources