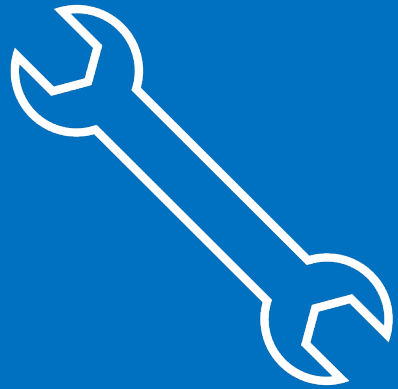
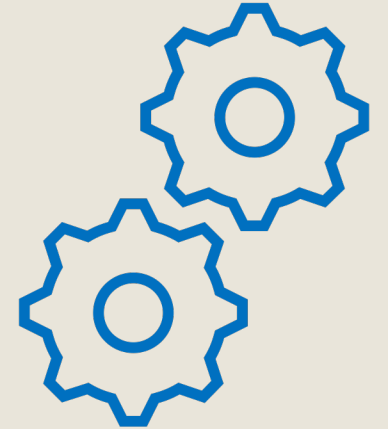




Community Collaborative Research Center Training Series
August 31, 2023, 9am – 12pm



The Nuts and Bolts of Community Engagement



Ronica Rooks, PhD, FGSA, ACUE
Virginia Visconti, MAT, PhD

Welcome and Icebreaker

Discussion

What brought you here today? What are you hoping to take away from your training today?



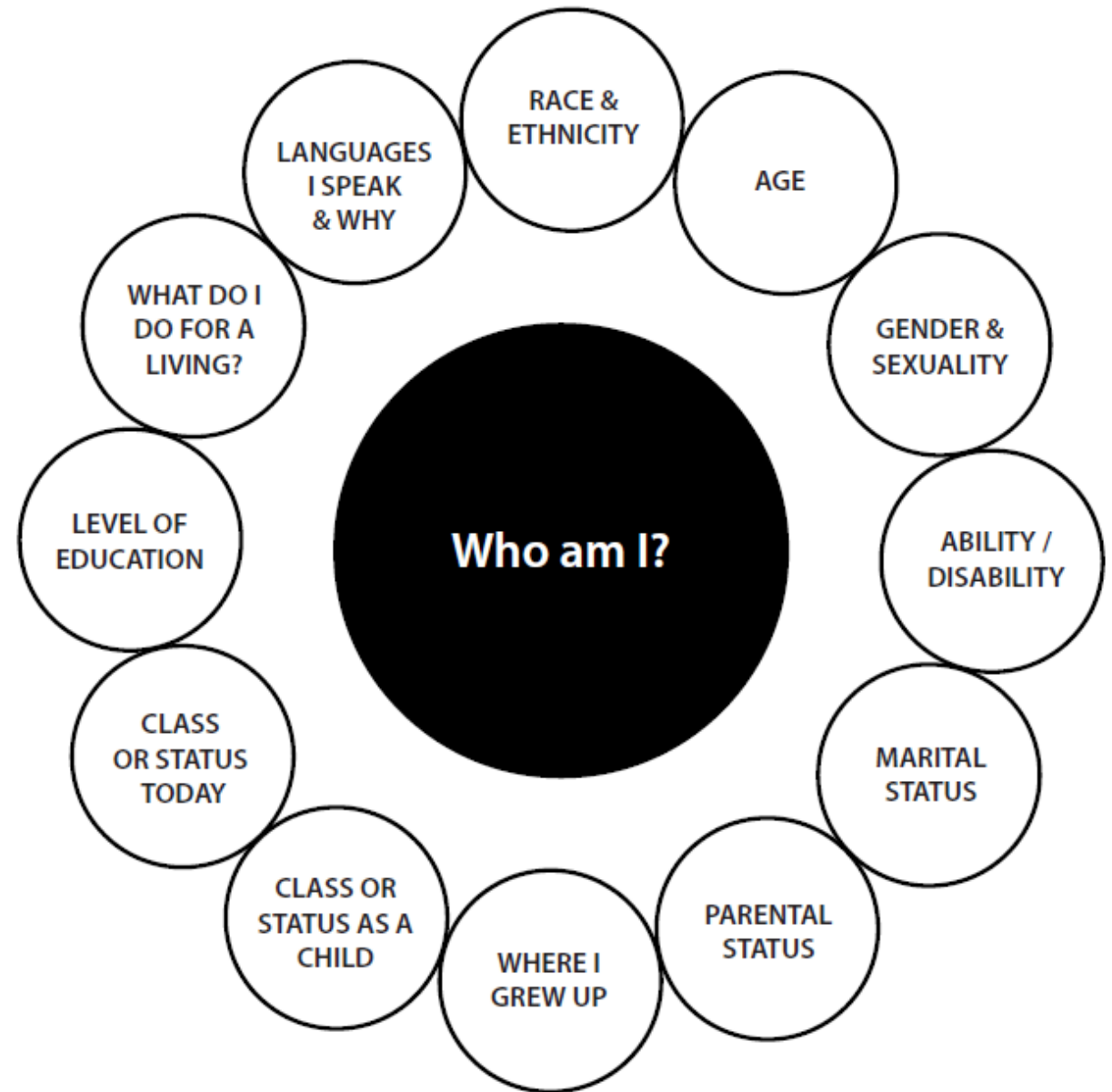
Icebreaker
The Empathy
Game



Reflection
On Your Positionality

The Positionality Wheel

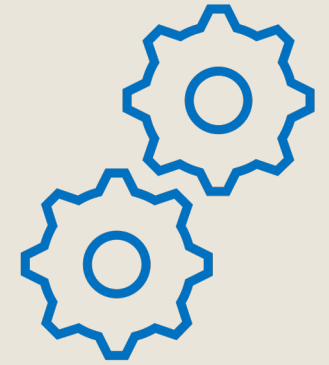
Dr. Lesley Ann Noel, 2019



Session Outline

- Defining terms
- Building partnerships
- Framing the work
- Getting started (common questions)
- Managing expectations
- Discussing scenarios
- Funding
- Integrating this work with your professional goals
- Identifying your next steps

Learning Objectives



Following the session, you will be able to:

Discuss the varieties of community engagement

&

Develop partnerships (research and community-engaged courses)

&

Identify next steps for community engagement efforts

Defining Terms

Community Engagement

“Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”¹

Community-Based Participatory Research

“an orientation to research that emphasizes equitable engagement of partners throughout the research process, from problem definition, through data collections and analysis, to dissemination and use of findings to help effect change.”²

CBPR offers a set of principles for engagement and participation—typically between communities and entities external to the community (e.g., government agencies such as County Departments of Mental Health, policy makers such as elected officials, institutions, researchers/program evaluators). It inspires attention to culture, context, trust building, shared meaning, consensus, and equity.³

¹ <https://carnegieclassifications.acenet.edu/elective-classifications/community-engagement/>

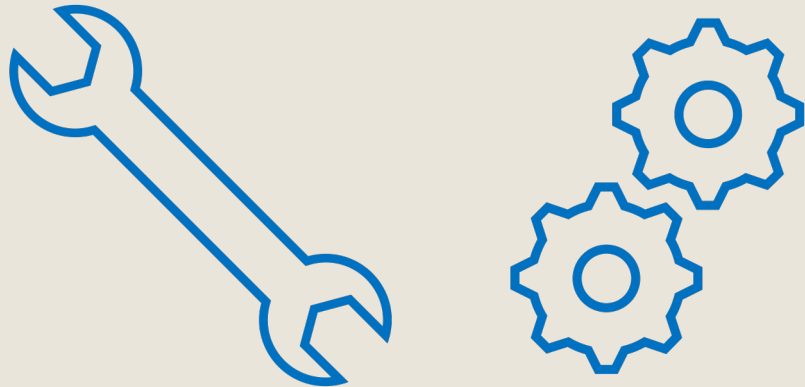
² Cacari-Stone, L. et al. (2014). The promise of community-based participatory research for health equity: A conceptual model for bridging evidence with policy. *AJPH*, 104(9), 1615-1623

³ Grills, C., Hill, C. D., Cooke, D., & Walker, A. (2018). California Reducing Disparities Project (CRDP) Phase 2 Statewide Evaluation: Best Practices in Community Based Participatory Practice. Psychology Applied Research Center. Los Angeles, CA: Loyola Marymount University.

Defining Terms

Community - Engaged Courses

“These can include critical service-learning courses, for example, with the goal to “deconstruct systems of power so the need for service and the inequalities that create and sustain them are dismantled.”¹



Community Engaged Research (CER)

“CER is a conceptual and methodological framework which values community partner and stakeholder engagement at any phase of the research process (Bishop et al. 2020; Blachman-Demner, Wiley & Chambers 2017; Pasick et al. 2010). Community participation can range from minimal engagement to full participation in, or collaboration on research such as CBPR. CER encourages community stakeholders’ perspectives on refining study questions, implementing strategies and data collection plans, identifying results that may be applied to practice and shaping how results can be used in future research. Thus, CER is essential to the translation of research into meaningful health improvements for the community.²

¹Mitchell, T. (2008). Traditional vs. critical service-learning.: Engaging the literature to differentiate two models. Michigan Journal of Community Service Learning, Spring. 50-65.

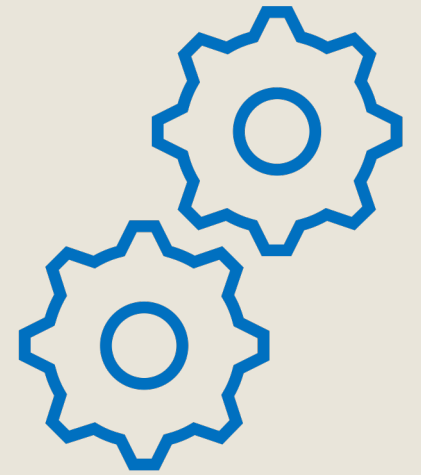
²Rooks, R. N., McCarthy, S., Graybeal, B., and Griffin, S. 2022. Community-Engaged Research on Social Capital and Older Adults’ Health: Lessons Learned. Gateways: International Journal of Community Research and Engagement, 15:1, 1–16. <https://doi.org/10.5130/ijcre.v15i1.7832>

Defining Terms

Community Advisory Board

A CAB is composed of active members from the communities you want to do research within (perhaps 5-10 people). CAB members represent their areas' socio-demographic characteristics (e.g. low SES, race, ethnicity, geographic location, etc.) and have knowledge about their communities' assets and needs. CABs are involved in each stage of the data collection, analysis, interpretation, and dissemination process (Main et al. 2012). Their mission includes assisting the co-PIs with community interactions and decision making throughout the research process and giving feedback on planned research materials and meetings.

They help researchers determine which products to create and how to inform and distribute results to participants through service organizations, neighborhood association newsletters, websites, and/or community meetings. A CAB can also serve in a dispute resolution role for airing and resolving difficulties if they occur.



Building Partnerships



- The Partnership forms to serve a specific purpose and may take on new goals over time.
- The Partnership agrees upon mission, values, goals, measurable outcomes and processes for accountability.
- The relationship between partners in the Partnership is characterized by mutual trust, respect, genuineness, and commitment.
- The Partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
- The Partnership balances power among partners and enables resources among partners to be shared.
- Partners make clear and open communication an ongoing priority in the Partnership by striving to understand each other's needs and self-interests and developing a common language.
- Principles and processes for the Partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
- There is feedback among all stakeholders in the Partnership, with the goal of continuously improving the Partnership and its outcomes.
- Partners share the benefits of the Partnership's accomplishments.
- Partnerships can dissolve, and when they do, need to plan a process for closure.
- Partnerships consider the nature of the environment within which they exist as a principle of their design, evaluation, and sustainability.
- The Partnership values multiple kinds of knowledge and life experiences.

Framing The Work

The Community Collaborative Research Center (CCRC) pairs interdisciplinary researchers and students from CU Denver with community partners seeking to ameliorate the most pressing impacts of climate change. All of our research collaborations are driven by the goals and expertise of our grassroots and civic partners. This approach allows the CCRC to build upon and support existing community knowledge, priorities, and accomplishments to generate equitable solutions and just futures.

Drawing on the tenets of critical service-learning,¹ this kind of applied practice includes the following:

- a social change orientation
- working to redistribute power
- developing authentic relationships



COMMUNITY COLLABORATIVE RESEARCH CENTER

¹ Mitchell, T. (2008). Traditional vs. critical service-learning.: Engaging the literature to differentiate two models. Michigan Journal of Community Service Learning, Spring. 50-65.

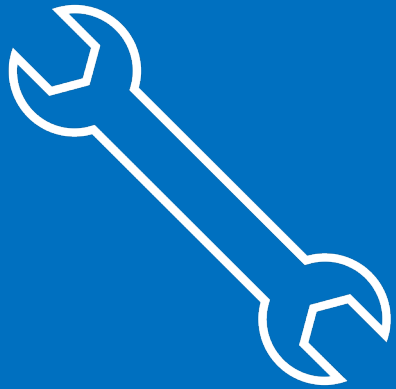
Getting Started

- Utilize your networks (and your professional societies)
- Utilize your colleagues' networks
- Utilize campus- and practice-based learning offices
- Utilize campus-based community engagement offices
- Become acquainted with people in the community -- Attend community events -- Join community groups
- Examine the historical legacy of the relationship between your school/university and neighboring communities

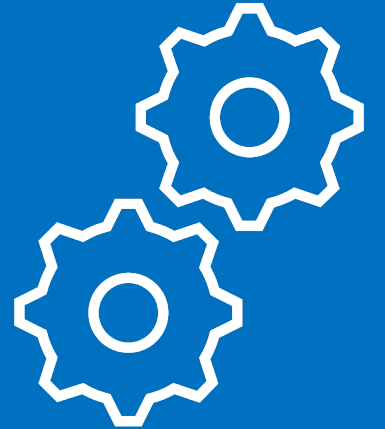
Managing Expectations

Some questions to consider when designing a partnership agreement:

- Who are the key partners?
- What are the partnership's purpose, goals, objectives?
- What are the partners' roles and responsibilities?
- What does an equitable division of labor look like? How can partners play to their strengths?
- What are the expected deliverables, including timelines?
- What will dissemination and/or advocacy efforts entail?
- How will partners provide feedback to one another? How will concerns be addressed and achievements be celebrated?
- What is the process for determining if the partnership will continue?



Scenarios Discussion



Funding

- Colorado Clinical and Translational Sciences Institute
- The Anschutz Foundation
- Colorado Gives Foundation
- Colorado Health Foundation
- Rose Community Foundation
- Next50 Initiative
- Robert Wood Johnson Foundation
- Patient-Centered Outcomes Research Institute (PCORI)



Integrating This Work with Your Professional Goals



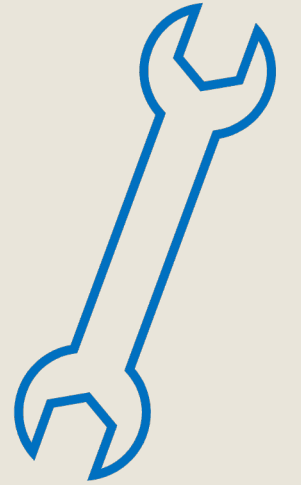
Faculty – How can you do this?

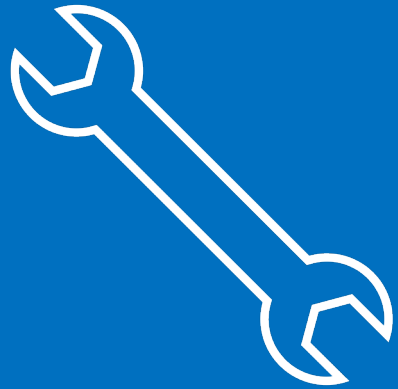


Students – How can you do this?

Next Steps

- What are your next steps for utilizing what you learned today?
- What concerns you about your next steps?
- What excites you about your next steps?





**THANK
YOU!**

