

# *Community-Based Participatory Research: Academic-Community Partnerships for Health*

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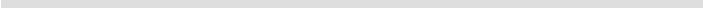
MeHAF Community-Based Initiatives Learning Community Meeting

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# *Overview*

- Introduction: Why Community-Based Participatory Research?
- Overview of CBPR
- CBPR Resources
- Your Work



# *Introduction*

- Researchers have failed in the translation research to practice.
  - Consultation
  - Non/Participatory
  - Interpretation
  - Access to findings
  - Sustainability



# *CBPR Definition*

“A partnership approach to research that equitably involves, for example, community members, organizational representatives, and researchers in all aspects of the research process” (Israel et al., 2003)



# *CBPR*

CBPR is a collaborative partnership with the community in all phases of the research:

- Identifying the problem
- Designing, implementing and evaluating the intervention
- Building community / partner capacity
- Identifying how data informs actions to improve health within the community

**Potential to influence cultural and social norms**

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# *Empowerment Model*

- It begins with a **true dialogue** in which everyone participates equally to identify common problems and solutions
- Once the individual strengths and the shared responsibilities are identified, the group can work together toward a common goal – **participatory process**

“Washing one’s hands from the conflict between the powerful and the powerless means to side with the powerful, not to be neutral” (Paulo Freire)



# *Core Values*

- Participation, influence, and shared control in the process of generating knowledge & change
- Sharing in decision making
- *Mutual ownership* of the processes and products of research
- Co-learning by researchers and community collaborators, and “mutual transfer” of expertise and insights



# *Traditional Research & CBPR: Parallels*

## **Traditional Research**

- Community is passive subject of study
- Research Design: Decided *a-priori* by academic institution
- Needs assessment, data collection, implementation, and evaluation – academic institution's responsibility
- Usually sustainability plan is not included

## **CBPR**

- Involves the community being studied in the research process
- Research Design: Jointly decided by community & academic partners
- Needs assessment, data collection, implementation, & evaluation – everyone's responsibility
- Sustainability is a priority, begins at program's inception



# *How To Begin?*

- Select the community – “unit of identity”
- Select partners – individuals, representatives of organizations or both
- True dialogue with partners (and others that should be at the table) before the proposal is written and throughout the process
- Identification of WHO, WHAT, WHEN, WHY, WHERE, HOW
  - WHO: Who is a partner? Anyone missing? Who are you serving?
  - WHAT: Research question & work’s purpose
  - WHEN: Timeline & duration
  - WHERE: Which community/communities?
  - WHY: Which community need is this addressing?
  - HOW: Research design
- Sustainability plans from the beginning

# *Issues to keep in mind*

- Willingness to truly “listen” – applies to everyone
- Willingness to share power
- Consider resource limitations (capacity)
- Trust is earned and it takes time
- Slow(er) process
- Clash between community needs & funding restrictions (e.g., disease-focused; time limitations)
- Patience



# *Advantages*

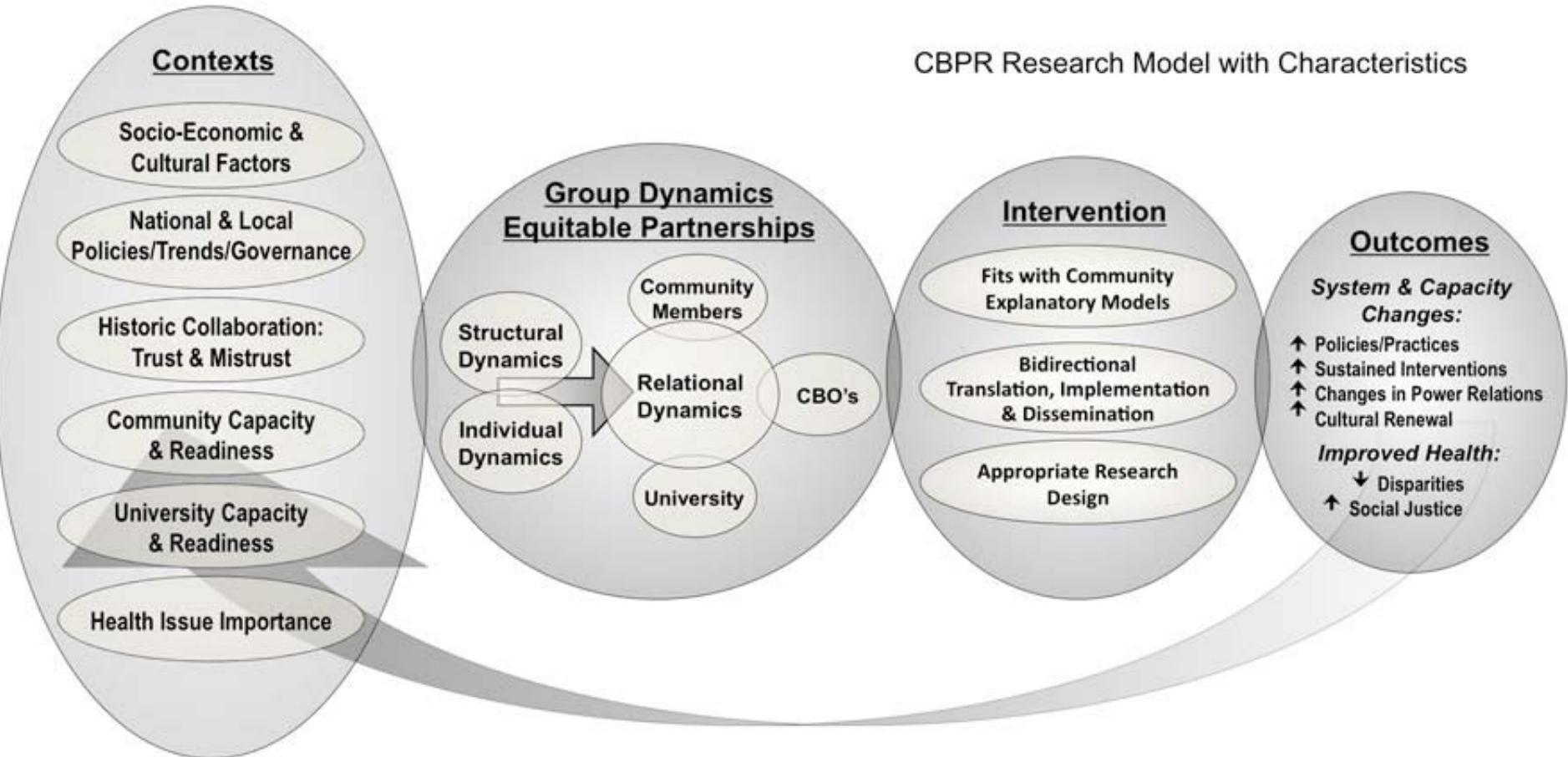
- ↑ Participation (recruitment & retention)
- ↓ Loss to follow-up – loss of participants during the process
- ↑ External validity – practical; easy to apply to other places & realities
- ↑ Individual & community capacity
- ↑ Relationships between partners
- ↑ Community engagement & ownership
- ↑ Sustainability



# *Challenges*

- Threats to internal validity –difficult to account for all factors that influence targeted behaviors/mindset
- Difficulties with randomization
- Highly motivated intervention groups
- Expectations vs. results – interpretation?
- Interpersonal conflicts and individual “agendas”
- Organizational capacity & training
- Scientific publications





Contexts:	Group Dynamics	Intervention:	CBPR System & Capacity Changes:
<p><b>Contexts:</b></p> <ul style="list-style-type: none"> <li>Social-Economic, Cultural &amp; Environmental Factors</li> <li>National/Local Policies &amp; Trends in Political Governance</li> <li>Historical Context of Collaboration</li> <li>Community: Capacity &amp; Readiness</li> <li>University: Capacity &amp; Readiness</li> <li>Perceived Severity of Health Issues</li> </ul>	<p><b>Group Dynamics</b></p> <p><b>Structural Dynamics:</b></p> <ul style="list-style-type: none"> <li>Diversity</li> <li>Complexity</li> <li>Formal Agreements</li> <li>Real Power/Resource Sharing</li> <li>Alignment with CBPR Principles</li> <li>Length of Time in Partnership</li> </ul> <p><b>Individual Dynamics:</b></p> <ul style="list-style-type: none"> <li>Core Values</li> <li>Cultural Humility/Identities</li> <li>Individual Beliefs</li> <li>Community Reputation of PI</li> </ul> <p><b>Relational Dynamics:</b></p> <ul style="list-style-type: none"> <li>Dialogue/Mutual Learning</li> <li>Leadership/Stewardship</li> <li>Influence/Power Dynamics</li> <li>Flexibility</li> <li>Self &amp; Collective Reflection</li> <li>Participatory Decision Making &amp; Negotiation</li> <li>Integration of Local Beliefs to Group Process</li> </ul>	<p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>Intervention fits with local cultural beliefs, norms, and practices and informed by local institutions</li> <li>Mutual learning on how best to translate and sustain intervention in local community</li> <li>Research design reflects partnership input and acceptance in community</li> </ul>	<p><b>CBPR System &amp; Capacity Changes:</b></p> <ul style="list-style-type: none"> <li>Cultural Revitalization &amp; Renewal</li> <li>Empowerment: Community &amp; University Reflection</li> <li>Change in Power Relations</li> <li>Change in Practices &amp; Policies</li> <li>Culturally-Based &amp; Sustainable Interventions</li> </ul> <p><b>Health Outcomes:</b></p> <ul style="list-style-type: none"> <li>Overcoming Disparities</li> </ul>

# *Example: CBPR In Action*

- Live Well (2008-2012)
- Planning
- Participant Recruitment & Data Collection
- Interpreting Study Findings
- Sustainability



# *Now What?*

- How to use this approach?
  - What is current evaluation relationship?
  - Does anything need to change?
  - Future: Identify evaluation or research partner trained in CBPR OR learn more together:
- University of Washington – free, evidence-based, online curriculum: <http://depts.washington.edu/ccph/cbpr/>



*Your Work*

