

# **Building Capacity to Foster Community-University Partnerships for Health and Equity: Results from an Evaluation of the CBPR Partnership Academy**

**Angela G. Reyes**

Detroit Hispanic Development Corporation

**Chris M. Coombe**

University of Michigan School of Public Health

Barbara Israel, Amy J. Schulz, Zachary Rowe, Ricardo Guzman, Carol Gray, Lello Guluma

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With acknowledgement to our colleagues in the Detroit Community-Academic Urban Research Center

# Presenter Disclosure

- Angela G. Reyes
  - Chris M. Coombe
- 
- (1) The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

**No relationships to disclose.**

# Detroit URC: 23 Years of CBPR Partnership

**M** | PUBLIC HEALTH



Detroiters Working for  
Environmental Justice  
*Fostering Clean, Healthy and Safe Communities*



FRIENDS OF  
PARKSIDE



Communities  
In Schools  
Metropolitan Detroit



DETROIT  
HISPANIC  
DEVELOPMENT  
CORPORATION



**M** | SOCIAL WORK

**M** | NURSING



EASTSIDE  
COMMUNITY  
NETWORK



CHASS  
Community Health And Social Services Center



# Definition of Community-Based Participatory Research

Community-based participatory research is a partnership approach to research that:

- equitably involves all partners in all aspects of the research process;
- enables all partners to contribute their expertise, with shared responsibility and ownership;
- enhances understanding of a given phenomenon; and
- integrates the knowledge gained with interventions.

# CBPR Partnership Academy: Enhancing CBPR Capacity to Promote Health Equity

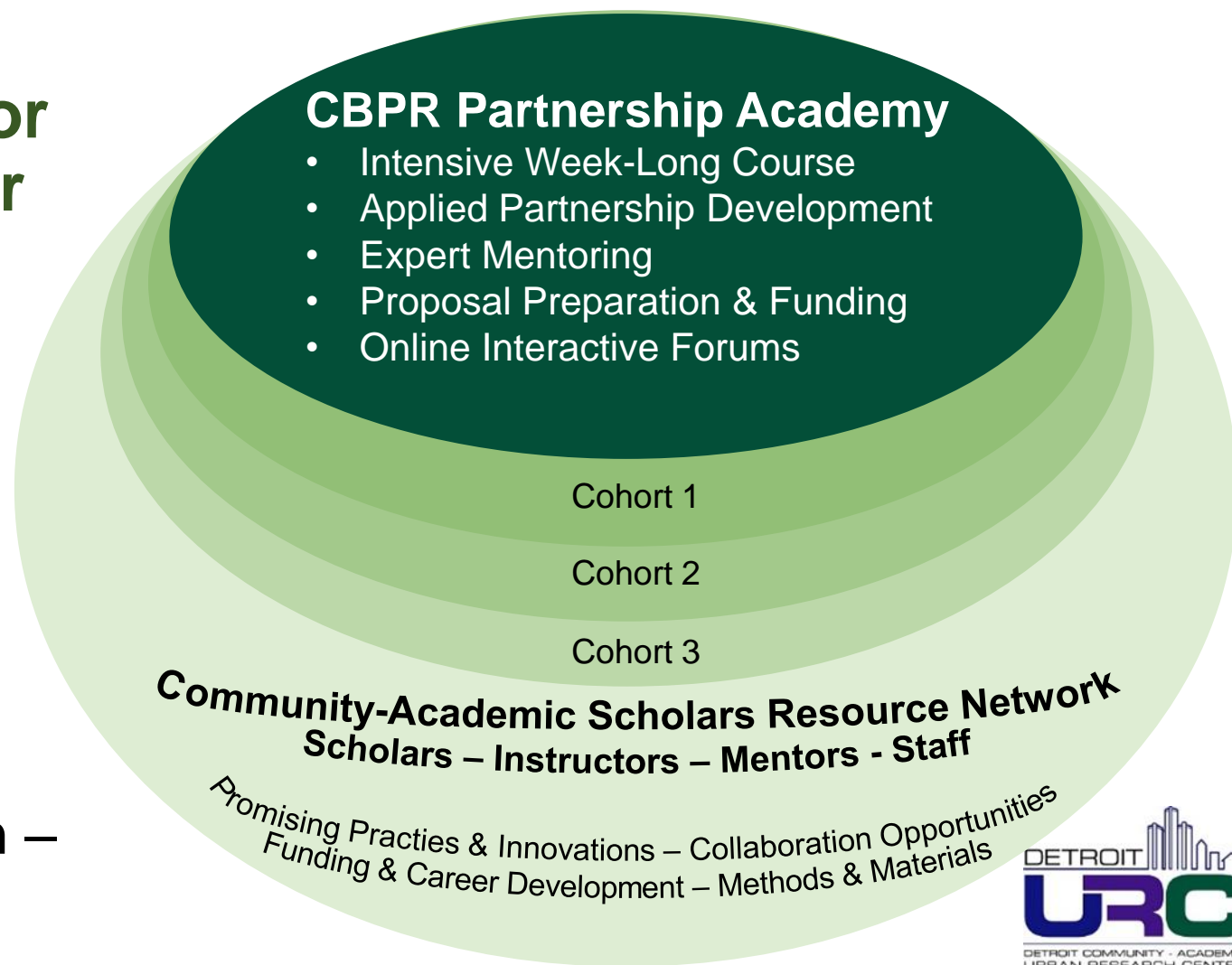
A 4-year national initiative funded by NIH to enhance the use of community-based participatory research (CBPR) in social and behavioral sciences to improve health and reduce health inequities.



# Detroit URC CBPR Partnership Academy

**Integrated year-long learning for  
Community + Academic partner  
pairs – 12 teams per cohort**

- Faculty/Mentors – community and academic partners
- Experiential action learning theory
- Year-long structured learning opportunities
- In-person course provides foundation – relationship building



# Evaluation Purpose, Approach, & Methods

Enhance CBPR capacity, skills, and knowledge, in partnership with communities; and increase participation of researchers from under-represented groups in CBPR.

- **Participatory and Formative**
- **Process Evaluation**
- **Impact Evaluation**
- **Mixed Methods**



# Multiple Data Collection Methods

## Component

- **Week-long Course**
  - Ongoing learning forums
  - Mentoring
  - Partnership grant & project
  - Mid-year assessment
- 
- **Overall program, impact**  
(competence, efficacy, intention, continuation, accomplishments)

## Methods

3 open-ended questions, Questionnaire  
Short surveys after each  
Documentation, post  
Documentation, post  
Feedback and discussion

Pre- and post- questionnaires (Qualtrics)  
Selfie-videos of advice to next cohort  
Reflection activity at final forum  
Documentation

Periodic feedback, interpretation, and application of results by all involved.

# 36 Teams from 18 States and 2 Tribal Nations

## ★ Cohort 1

- Florida
- Illinois (2)
- Massachusetts (3)
- New York (2)
- North Carolina
- Oregon
- Washington

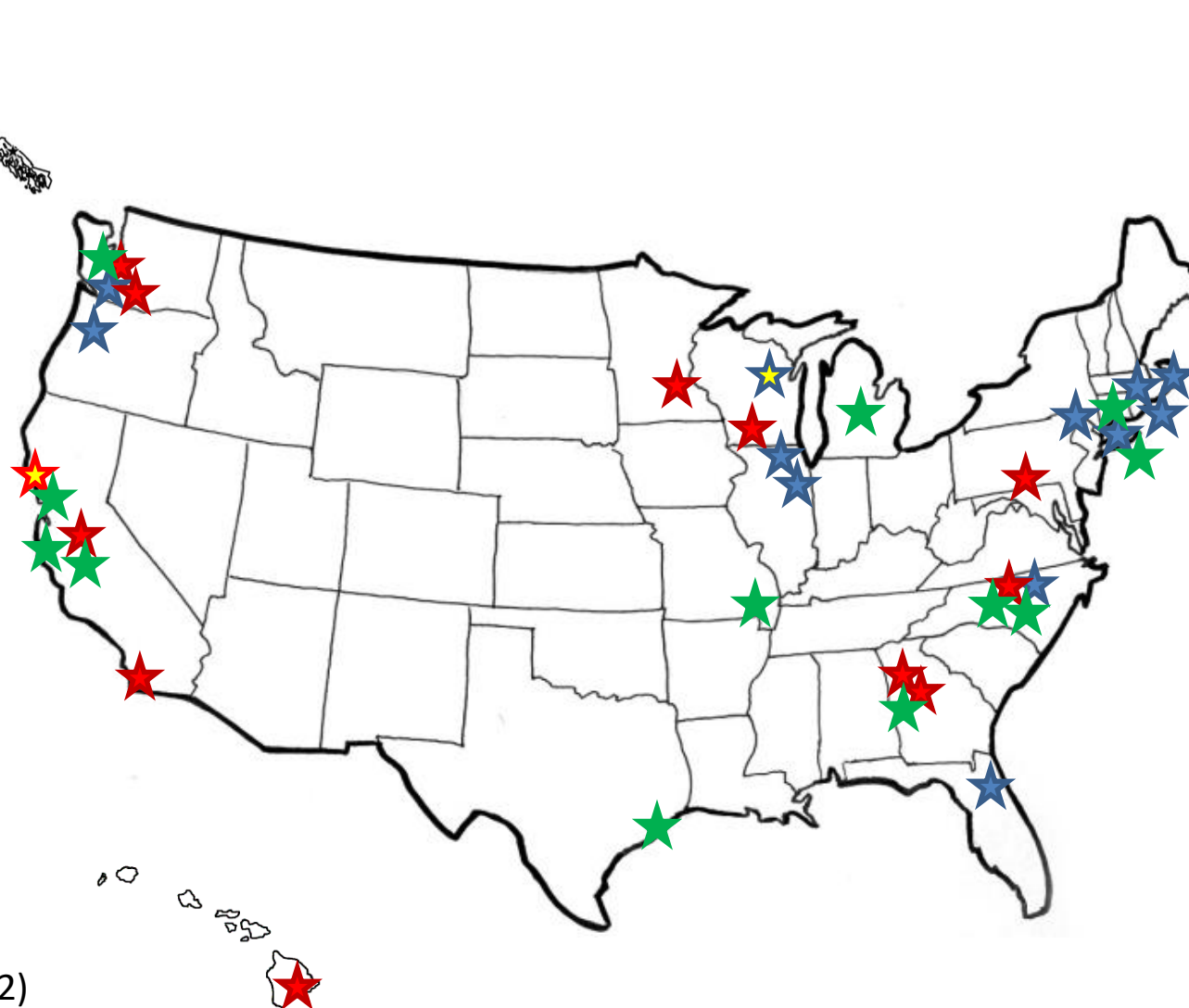
- ★ Oneida Nation (WI)

## ★ Cohort 2

- California (3)
- Connecticut
- Georgia
- Michigan
- Missouri
- New York
- North Carolina (2)
- Texas
- Washington

## ★ Cohort 3

- California (3)
- ★ Kasha Tribe of Pomo Indians
- Georgia (2)
- Hawaii
- Minnesota
- North Carolina
- Pennsylvania
- Washington (2)
- Wisconsin



# Week-Long Course - Content, Material, and Instruction

Please indicate your level of agreement about the overall course material and instruction:  
Mean on scale of 1-5, Strongly disagree to Strongly agree

Question	Cohort 1	Cohort 2	Cohort 3
Overall course content and structure was well-organized	4.0	4.7	4.8
Teaching and class learning materials were effective	3.7	4.6	4.6
Course instructors demonstrated expertise in the subject matter	4.7	4.8	4.9
Learning resources (binder, book, resource list) will be useful to me in the future	4.7	4.6	4.8
Interactive exercises and questions were at an appropriate level	3.5	4.2	4.7
Opportunities for partnerships to work together on specific tasks were valuable	NA	4.7	4.7

# Week-Long Course: Key Qualitative Findings (3 cohorts)

## Most valuable/beneficial:

- Gained a true understanding of CBPR from the knowledge, examples, and expertise of Detroit URC partnerships. Knowledgeable, experienced instructors modeled CBPR.  
*“A huge appreciation for the need to spend time on processes of a good, solid, equitable partnership as well as the research goals of a partnership.”*
- Relationships strengthened, partners learned together in co-learning environment.  
*“...we got to know one another much better, learned together, strengthened our partnership, and were able to talk through our questions and ideas.”*
- Detroit trip pulled everything together. linked classroom to what CBPR really looks like, its impact, and the ongoing role of community partners in their communities.  
*“It was the highlight of the week...The community partners are doing the work they are doing not because of the academic partners...but in concert with the academic partners, and that makes all the difference.”*

# Week-Long Course (cont.)

## Least valuable/beneficial

- More than half said nothing – everything was valuable”
- Not enough time to process so much information, go deeper
- Would have liked more activities, less presentation and sitting,
- Amount/level of research content didn't always match needs of both community and academic partners

## Recommendations

- More time for small group discussion, to work on team projects, and networking
- Visit Detroit earlier/later in the week, spend more time with the community or hold sessions in Detroit



# Ongoing Learning Activities



Overall satisfaction with the session

*95% agreed*

Facilitators fostered a co-learning environment *95% agreed*

## Most valuable:

- Supportive connections with others
- Seeing how others are tackling similar situations and how they found solutions.
- Getting peer feedback that was thoughtful and constructive.

## Challenges:

- Difficult to coordinate schedules across 24 people and 4 time zones
- No funding to reconvene everyone in person

# Mentoring from Community & Academic Experts



“We greatly appreciated the support and guidance provided to us by our mentors. They showed great care in understanding the issue... and provided extremely valuable insight from their vast experience. We are so appreciative...”

# Grant Proposal & Hands-on Development of a CBPR Partnership

- We really enjoyed the process of first receiving written feedback, and then having an opportunity for a lengthy discussion.
- Through the partnership development project, I was able to really experience the day to day work that is necessary, and not always welcomed by all members of each of our institutions.



# Outcomes: Increased Competence Pre- to Post-Academy (cohorts 1&2)

## CBPR Competencies

$p < 0.001$

Form a CBPR partnership

Assess community strengths and dynamics

Design and conduct research

Analyze data and interpret research findings

Apply findings to interventions and policies

Disseminate to diverse audiences

Evaluate and sustain the work of a partnership

# Outcomes: Increased Confidence in using CBPR (all 10 phases)

## Self Efficacy

- Confidence that you are able to...

## Team Efficacy

- Confidence that your partnership, working together, is able to...



# Selected Accomplishments reported at 3 months from end of year-long program (Cohorts 1 & 2)

- 25 Grant proposals submitted
- 15 Proposals funded – range of \$5,000 - \$1 million
- 13 CBPR training/workshops conducted
- 12 Presented to academic audiences
- 15 Presented the partnership's work to community audiences
- 15 Incorporated CBPR into teaching
- 3 Articles submitted for publication



# Impact: Enhancing CBPR Capacity

- All academic partners completed the year-long program
- 68% from underrepresented racial and ethnic groups
- 81% of researchers are woman

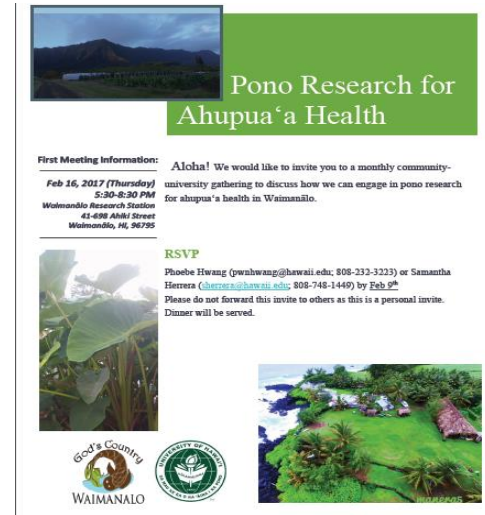
“I was awarded \$800,000... to implement our health leadership project utilizing a CBPR approach. I know that really highlighting my participation in the CBPR Partnership Academy played a role in getting funded!”

- Academic partner, 9 months post-Academy

# Supplemental Year – 2018-19

Extended year among all 3 cohorts

- **Pilot grant funding** to develop/implement research projects resulting from the program, to provide pilot data.
- **Mentoring** – additional year
- **Online Forums**
- **CBPR Partnership Academy Symposium** – in Detroit
- **CBPR Partnership Academy Network**
- **Evaluation and Dissemination** – training products, models, methods, and results to multiple audiences.

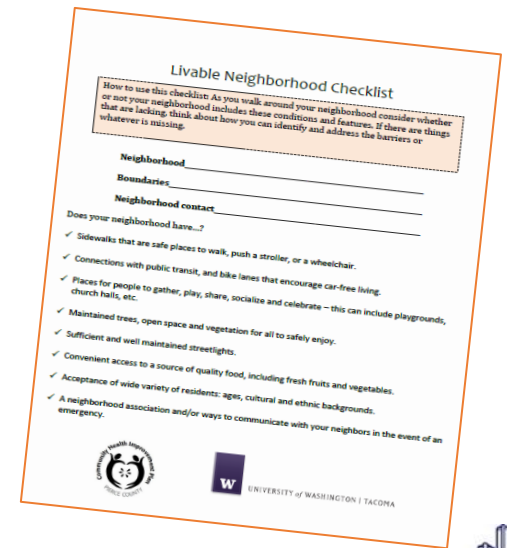





**Pono Research for Ahupua'a Health**

**First Meeting Information:**  
Feb 16, 2017 (Thursday)  
5:30-8:30 PM  
Waimanalo Research Station  
43-608 Ahiki Street  
Waimanalo, HI 96795

**Aloha!** We would like to invite you to a monthly community-university gathering to discuss how we can engage in pono research for ahupua'a health in Waimanalo.

**RSVP**  
Phoebe Hwang (phwang@hawaii.edu; 808-232-3223) or Samantha Herrera (sherrera@hawaii.edu; 808-748-1449) by Feb 9th  
Please do not forward this invite to others as this is a personal invite. Dinner will be served.





**Livable Neighborhood Checklist**

How to use this checklist: As you walk around your neighborhood consider whether or not your neighborhood includes these conditions and features. If there are things that are lacking, think about how you can identify and address the barriers or whatever is missing.

Neighborhood \_\_\_\_\_  
Boundaries \_\_\_\_\_  
Neighborhood contact \_\_\_\_\_

Does your neighborhood have...?

- ✓ Sidewalks that are safe places to walk, push a stroller, or a wheelchair.
- ✓ Connections with public transit, and bike lanes that encourage car-free living, church halls, etc.
- ✓ Maintained trees, open space and vegetation for all to safely enjoy.
- ✓ Sufficient and well maintained streetlights.
- ✓ Convenient access to a source of quality food, including fresh fruits and vegetables.
- ✓ Acceptance of wide variety of residents: ages, cultural and ethnic backgrounds.
- ✓ A neighborhood association and/or ways to communicate with your neighbors in the event of an emergency.



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# Lessons Learned

- Create a team-based co-learning environment.
- Academic-community instructor/mentor teams contribute to supportive learning environment and model equity.
- Begin with an intensive in-person learning experience.
- Engage participants in integrated activities to apply learning locally over a year.
- Enroll diverse participants to ensure richness of knowledge and perspectives.
- Emphasize the importance of building strong, equitable relationships.





# CBPR Partnership Academy

