

Capacity Building for Developing Equal Community-Academic Partnerships: The Community-Based Participatory Research Partnership Academy

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Presenter Disclosure

- Ricardo Guzman
 - Barbara A. Israel
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- (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: 22 Years of CBPR Partnership

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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.



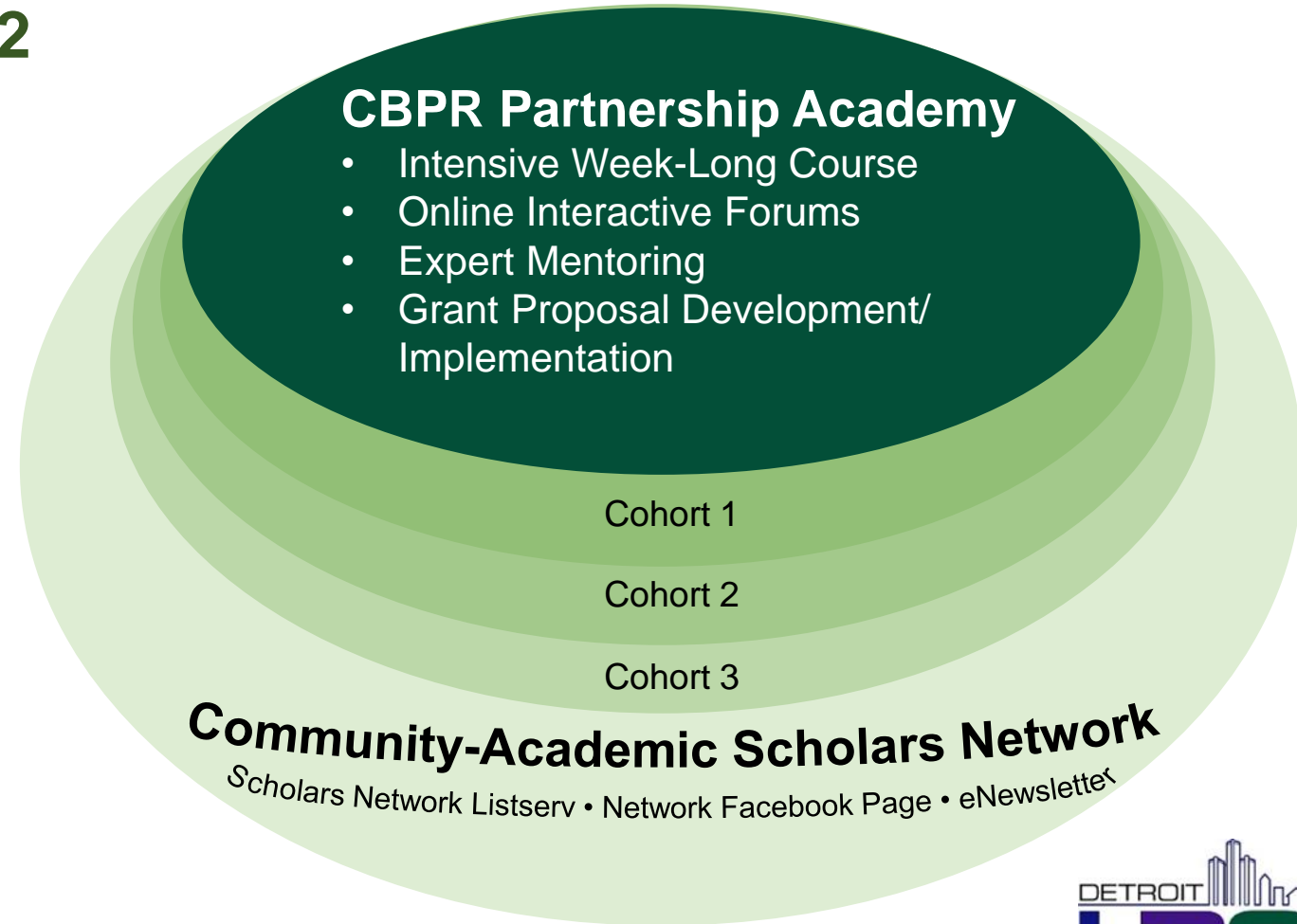
CBPR Partnership Academy: Overarching Goal and Process

- Overarching goal: To enhance capacity, knowledge and skills for creating, implementing and maintaining successful CBPR partnership
- Aims to increase participation of researchers from underrepresented racial and ethnic groups
- Conducted by experienced Detroit URC community and academic partners

Partnership Academy Year-Long Process

Integrated year-long learning for 12 Community + Academic Partner teams per year (3 cohorts)

- Week-long Intensive CBPR Course
- Online Interactive Forums
- Community-Academic Mentoring
- Grant Proposal Development/Implementation
- Community-Academic Scholars Network



Program Eligibility and Recruitment

- Teams of 1 academic and 1 community partner
- Newly forming CBPR partnership
- Support from applicants' organization or institution to participate in the year-long program



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



Evaluation Purpose, Approach, & Methods

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



Week-Long Intensive Course in CBPR

- Team-building kick-off dinner
- CBPR principles, partnership development, cultural humility
- Qualitative, quantitative and mixed methods using CBPR approach
- Responsible conduct of research



Week-Long Intensive Course (continued)

- Joint interpretation, application, and dissemination of results
- Evaluation of CBPR partnerships
- Trip to Detroit with community partners
- Final partnership celebration

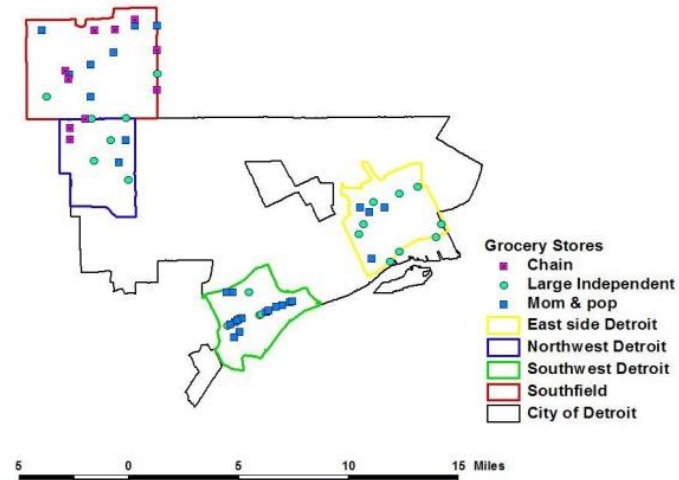


Ongoing Learning Activities

- Learning Forums
- CBPR Partnership Academy Network (through an online community)
- Small Planning Grants
- Peer Exchange/Feedback



Hands-On Development of a CBPR Partnership



Zenk, S.N., Schulz, A.J., Israel, B.A., James, S.A., Wilson, M.L. "Spatial distribution of food stores shapes availability, quality, and cost of fresh produce in four Detroit area communities." Presented at the Annual Meeting of the American Public Health Association, San Francisco, CA, November 18, 2003.



Mentoring from Community & Academic Expert Pairs



Facilitating Factors

- Modeling a CBPR approach in every aspect
- Community-Academic teams – both instructors and participants
- All together, face-to-face, for a week
- Cohort diversity across multiple dimensions
- Year-long program that integrates mentorship and partnership development activities



Challenges

- Range of experience, expertise, knowledge, and learning needs
- Desire to do *project* development before *partnership* development
- Scheduling & logistical challenges
- Time, time, time....



NEXT STEPS

- Carry out ongoing learning activities with 3rd cohort
- Disseminate learning model to multiple audiences and venues
- Submit grant proposal to expand the program
- Continue to develop the cross-cohort interaction through Community-Academic Scholars Network





**Thank
you!**

