

Community Engaged Research

“Best Fit” with HBCUs

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By

Kim Dobson Sydnor, PhD

Department of Behavioral Health Sciences

Morgan State University School of Community Health and Policy

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Overview

- Defining community engaged research
- Argument for Best Fit:
 - University vision and mission
 - Historic community relationships
 - Faculty composition and commitment
 - Student composition and commitment
 - Shaping the research
- Challenges and Rewards

Community Research

- ❑ **Community based/placed versus**
- ❑ **Community focused versus
Community based participatory**

Defining Community Based Participatory Research

(From the W.K. Kellogg Foundation Community Health Scholars Program)

[CBPR] is a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community and has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities

Community Health Scholars Program goals and competencies. Ann Arbor (MI): University of Michigan School of Public Health; [cited 2007 Mar 12]. Available from: <http://www.sph.umich.edu/chsp/program/index.shtml>.

Principles of CBPR

- Promotes co-learning and empowering process
- Integrates knowledge and action for mutual benefit of partners
- Disseminates findings and knowledge gained to all partners
- Recognizes community as a unit of identity
- Builds on strengths and resources within the community
- Facilitates collaborative, equitable involvement of partners
- Addresses health from positive and ecological perspectives
- Involves a long-term commitment by all partners
- Involves a cyclical and iterative process

Israel, B.A., Lichtenstein, R., Lantz, P., McGranaghan, R., Allen, A., Guzman, R., Softley, D., Maciak, B. The Detroit Community-Academic Urban Research Center: Development, implementation and evaluation of a community-based participatory research partnership. *Journal of Public Health Management and Practice*, 7(5): 1-19, 2001.

Intended Consequence: Building Community Capacity

- the characteristics of communities that affect their ability to identify, mobilize, and address social and public health problems and
- the cultivation and use of transferable knowledge, skills, systems, and resources that affect community- and individual-level changes consistent with public health-related goals and objectives.

Goodman, R.M., Speers, M.A., McLery, K., Fawcett, S., Kegler, M., Parker, E., Smith, S.R., Sterling, T.D., & Wallerstein, N. , 25:258(1998) **Identifying and Defining the Dimensions of Community Capacity to Provide a Basis for Measurement** *Health Educ Behav*, 25:258- 278
<http://heb.sagepub.com/cgi/reprint/25/3/258>

Necessary Skills: Cultural Competence

- “Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations ...
- Competence implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by **consumers and their communities**. (Adapted from Cross, 1989).”

Source url: <http://www.omhrc.gov/templates/browse.aspx?lvl=2&lvlID=11>

Why Community Engaged Research at HBCUs?

- origin and history
- relationship to communities
- commitment of faculty and students
- familiarity with community resources and culture

Historic Purpose

- creating a “separate but equal” public system of higher education,
- providing a venue for educating black students who, by and large, were not able to receive advanced training in majority institutions.
- explicitly committed to the provision of service to and improvement of black communities

(LeMelle, 2002; Allen, 2007)

Community Relationships

- many historically black institutions have pre-existing and generally long standing relationships with communities.
- mirror the longevity referred to in the last of the listed principles of CBPR, "Involves long-term commitment by all partners."
- where no relationships exist, HBCU history can give a "leg up", especially in African American communities.

Faculty Commitment

- faculty at HBCUs tend to do so out of a sense of personal commitment and service; many have been educated at HBCUs

(Gasman et al, 2007; Lockett, 1996; Perna, 2001)

- HBCU faculty tend to develop strategies that link community service with faculty responsibilities
 - 1) creating course experiences that brings together the community and student
 - 2) designing field experiences that foster ties to community for students

(Brotherton, 2002; Campus Compact, nd)

Students at HBCUs

- students who attend historically black institutions tend to be motivated to engage in similar type of civic responsibility and/or to re-engage with their cultural roots
- translates into interest in community-focused projects

(Freeman and Thomas, 2002; McDonough and Antonio, 1997).

Why at Delaware State?

Vision Statement

- Delaware State University will be a diverse, selective teaching, research and service university in the **land-grant tradition**, serving the people of the state of Delaware and the region. It will be a university of first choice for students from the state.

It will: ...

- *Provide an important engine for research and economic development in Delaware, especially in Kent and Sussex counties.*

A Look at Delaware State

Highlight:

College of Health and Public Policy

- * Community Health Nursing*
- * Social Work*
- * Sports Sciences*

With emphasis on community based programs

Potential Rewards?

- Funding for the institution
- Expansion of resources for graduate programs
- Enhance recruitment; \$ to attract students
- Capacity to evaluate effectiveness of community service and engagement
- Advance and generate knowledge
- Enhance community capacity

CAUTIONS!

- Being an HBCU doesn't guarantee a degree of competence when engaging African American communities - not for faculty or students
- Community-engaged research takes time
- HBCU history can cut both ways
- Expectations may differ for African Americans working in African American communities

How to move forward?

- Start small
- Start with resources in hand
- Work in teams
- Partner with faculty at other institutions – look to sister HBCUs
- Build incentives around research
- Capitalize on the inherent strengths
- Capitalize on current funding trends