Understanding Community and Academic Priorities and Interest for Community Engagement in Research (CEnR)

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Objectives

Objectives for Session

1. Describe the need to gather information from a variety of sources regarding Community Engagement in Research (CEnR)
2. Acquire information on preferences and priorities from conference participants on CEnR through the use of an audience response system
3. Determine next steps in the process to improve knowledge in CEnR
What is in a name?

- Community Engagement in Research (CEnR)
- Community Engagement in Research (CER)
- Community Based Participatory Research (CBPR)
- Community Academic Partnership (CAP)
- Community Based Research (CBR) (Canada)
- Community Based Participatory Action Research (CBPAR)
- Dialogue Research
- Involved Research (UK)
- Community Engaged Research (CER)
- Community Engaged Scholarship
- Action Research (AR)
- Participatory Action Research (PAR)
- Empowerment Research


Basis of Community Engagement in Research

- Acknowledge community as a unit of identity
- Build on the strengths of the community
- Facilitate a collaborative, equitable partnership in all phases of research
- Foster co-learning and capacity building among all partners
- Integrate and achieve a balance between knowledge generation and intervention for the mutual benefit of all partners
- Focus on the local relevance of public health problems and on ecological perspectives
- Involve systems developed using an iterative approach
- Disseminate results to all partners and involve them in wider dissemination and discussion
- Involve a long-term process and commitment to sustainability from within the community

Need for Gathering Information at this Conference

- Bi-directional nature of gathering information
- Academic perspective - lack of training and experience in CEnR
- Community perspective - need for understanding readiness
- Need for understanding of community interest
- Need for understanding the unique context(s) of each community

Question Development

- A variety of sources were utilized
- Developed a master list of 30 questions
- Reviewed and critiqued by community and academic partners -
  - Narrowed to 15 questions
- Further refinement
- Not a complete list; but, part of a process…
Next Steps

- Discussion and recording of audience response, questions, and critique of questions
- Tabulate results
- Begin developing outline for future curriculum
- Further refinement and gathering of other audience responses

1. How do you define community?

   A. Geographic Area
   B. Demographic groups
   C. Local organization
   D. Governmental organization
   E. Academic/research institutions
2. How would you describe the level of collaboration between your site (as defined in the previous question) and the leadership of **colleges or universities**?

   A. Very highly collaborative  
   B. Collaborative  
   C. A little collaborative  
   D. Not at all collaborative  
   E. Not Applicable

3. How would you describe the level of collaboration between your site (as defined in #1) and the leadership of your **medical schools**?

   A. Very highly collaborative  
   B. Collaborative  
   C. A little collaborative  
   D. Not at all collaborative  
   E. Not Applicable
4. How would you describe the level of collaboration between your site (as defined in #1) and the leadership of **federally qualified health centers (FQHC)** in your area?

   A. Very highly collaborative  
   B. Collaborative  
   C. A little collaborative  
   D. Not at all collaborative  
   E. Not Applicable

5. Please identify the most important “best practice” listed below.

   A. How to think broadly about how to define community and identify community partners  
   B. How to re-focus the research agenda to include primary care and prevention  
   C. How to include community partners in the earliest stages of research planning  
   D. How to be culturally smart when approaching and working with communities  
   E. Other
6. Please identify the topic that you feel is most important in the partnership development process.

A. Effective communication strategies
B. Understanding personality differences
C. Conflict resolution
D. Multi-cultural training
E. Other training/competence

7. How important is it to demonstrate that community engagement has improved your population's health outcomes?

A. Very important
B. Important
C. Somewhat important
D. A little important
E. Not important
8. How important is it for faculty who participate in CEnR to have training in partnership development?

A. Very important
B. Important
C. Somewhat important
D. A little important
E. Not important

9. How important is it for faculty who participate in CEnR to have training in the evaluation?

A. Very important
B. Important
C. Somewhat important
D. A little important
E. Not important
10. How important is it for faculty who participate in CEnR to have training in the understanding of funding issues and processes?

A. Very important
B. Important
C. Somewhat important
D. A little important
E. Not important

11. How important is it for community partners to have training in the partnership development?

A. Very important
B. Important
C. Somewhat important
D. A little important
E. Not important
12. How important is it for community partners to have training in the evaluation?

A. Very important  
B. Important  
C. Somewhat important  
D. A little important  
E. Not important

13. How important is it for community partners who participate in CEnR to have training in the understanding of funding issues and processes?

A. Very important  
B. Important  
C. Somewhat important  
D. A little important  
E. Not important
14. Please choose one of the following that would hold the greatest personal interest to you in your professional development.

A. Occasional seminars for CEnR
B. CEnR certificate program
C. CEnR degree program
D. Certificate in Public Health
E. Other

15. How important is it for IRB (Institutional Review Board) to have training in CEnR?

A. Very important
B. Somewhat important
C. Important
D. A little important
E. Not important
Audience Discussion…

- Thank you for your time and input – at this time we would like to hear your thoughts on this session along with further suggestions

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