Capacity Building for CBPR Partnerships in Detroit and Beyond: Addressing Social Determinants of Health and Promoting Healthy Communities

Enrique W. Neblett, Jr., PhD
Professor, University of Michigan, School of Public Health

Angela G. Reyes, MPH
Executive Director and Founder, Detroit Hispanic Development Corporation

Co Authors: Chris M. Coombe, Barbara A. Israel, Zachary Rowe, Amy Schulz, Ricardo Guzman, Barbara Brush, Carol Gray, Eliza Wilson-Powers, Katie Corbit, Lidia Reyes-Flores, Linda Little, Donna Givens

Annual Meeting of the American Public Health Association

October 26, 2020

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Presenter Disclosures

Enrique W. Neblett, Jr.

Angela G. Reyes

The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

No Relationships to Disclose

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Detroit URC 5 Goals

1. Foster and strengthen CBPR partnerships toward promoting health equity.
2. Enhance capacity to conduct and promote CBPR
3. Enhance capacity to engage in policy advocacy processes
4. Translate research findings to advance policy at all levels
5. Maintain, enhance, and sustain the Detroit URC

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Enhancing CBPR Capacity to Promote Health Equity

- Community Rights in Research: Collaborative Research Workshops for Community- and Faith-based Organizations (since 2011)
- CBPR Partnership Academy (since 2015)

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Community Rights in Research: Collaborative Research for Community- and Faith-Based Organizations

- Developed curriculum for training community-based organizations about collaborative research
- Conducted workshops with CBOs on engaging in and understanding the benefits and challenges of collaborative research
- 2019: Adapted specifically for faith-based assemblies in Michigan.

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

CBO Training Goals

- **Facilitate understanding of collaborative research** and how it can benefit CBOs

- Develop knowledge for deciding **whether** and **how to engage in a research partnership**

- **Familiarize participants with community-based participatory research** – an approach to collaborative research

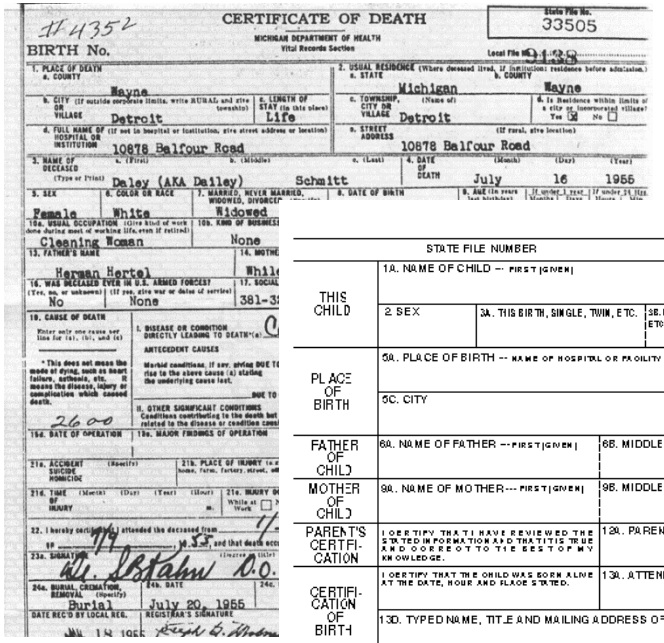
25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Part 1: Communities & Research

What is research and what's in it for my community?

25 YEARS DETROIT URC COMMUNITY - ACADEMIC URBAN RESEARCH CENTER

Why is research important and how is it used?


CERTIFICATE OF DEATH

BIRTH No. 33505

MICHIGAN DEPARTMENT OF HEALTH
Vital Records Section

1. PLACE OF DEATH — a. COUNTY: Wayne; b. CITY OR VILLAGE: Detroit; c. LENGTH OF STAY: Life
2. USUAL RESIDENCE — a. STATE: Michigan; b. COUNTY: Wayne; c. TOWNSHIP, CITY OR VILLAGE: Detroit; d. STREET ADDRESS: 10878 Balfour Road
3. NAME OF DECEASED: Daley (AKA Dailey) Schmitt
4. DATE OF DEATH: July 16 1955
5. SEX: Female
6. COLOR OR RACE: White
7. MARRIED, NEVER MARRIED, WIDOWED, DIVORCED: Widowed
8. DATE OF BIRTH
10a. USUAL OCCUPATION: Cleaning Woman
10b. KIND OF BUSINESS: None
13. FATHER'S NAME: Herman Hertel
14. MOTHER'S NAME: White
16. WAS DECEASED EVER IN U.S. ARMED FORCES?: No
17. SOCIAL SECURITY NO.: None
18. CAUSE OF DEATH: 381-3
19. DISEASE OR CONDITION DIRECTLY LEADING TO DEATH: 2600
ANTECEDENT CAUSES
II. OTHER SIGNIFICANT CONDITIONS
19a. DATE OF OPERATION
19b. MAJOR FINDINGS OF OPERATION
20a. ACCIDENT SUICIDE HOMICIDE
20b. PLACE OF INJURY
20c. TIME OF INJURY
20d. INJURY OCCURRED WHILE AT WORK
22. I hereby certify that I attended the deceased from 19 to 19, and that death occurred
23a. SIGNATURE: W. J. Kahn D.O.
24a. BURIAL, CREMATION, REMOVAL: Burial
24b. DATE: July 20, 1955
24c. REGISTRAR'S SIGNATURE
DATE REC'D BY LOCAL REG.: JUL 18 1955

CERTIFICATE OF LIVE BIRTH
STATE OF CALIFORNIA
USE BLACK INK ONLY

STATE FILE NUMBER

THIS CHILD
1A. NAME OF CHILD — FIRST | 1B. MIDDLE | 1C. LAST
2. SEX | 3A. THIS BIRTH, SINGLE, TWIN, ETC. | 3B. IF MULTIPLE, THIS CHILD 1ST, 2ND, ETC. | 4. DATE OF BIRTH — MM/DD/YYYY

PLACE OF BIRTH
5A. PLACE OF BIRTH — NAME OF HOSPITAL OR FACILITY | 5B. STREET ADDRESS — STREET, NUMBER, OR
5C. CITY | 5D. COUNTY

FATHER OF CHILD
6A. NAME OF FATHER — FIRST | GIVEN | 6B. MIDDLE | 6C. LAST | FAMILY

MOTHER OF CHILD
9A. NAME OF MOTHER — FIRST | GIVEN | 9B. MIDDLE | 9C. LAST | MAIDEN

PARENT'S CERTIFICATION
I CERTIFY THAT I HAVE REVIEWED THE STATED INFORMATION AND THAT IT IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.
12A. PARENT OR OTHER INFORMANT — SIGNATURE

CERTIFICATION OF BIRTH
I CERTIFY THAT THE CHILD WAS BORN ALIVE AT THE DATE, HOUR AND PLACE STATED.
13A. ATTENDANT OR CERTIFIER — SIGNATURE — DEGREE OR TITLE
13D. TYPED NAME, TITLE AND MAILING ADDRESS OF ATTENDANT | 14. TYP

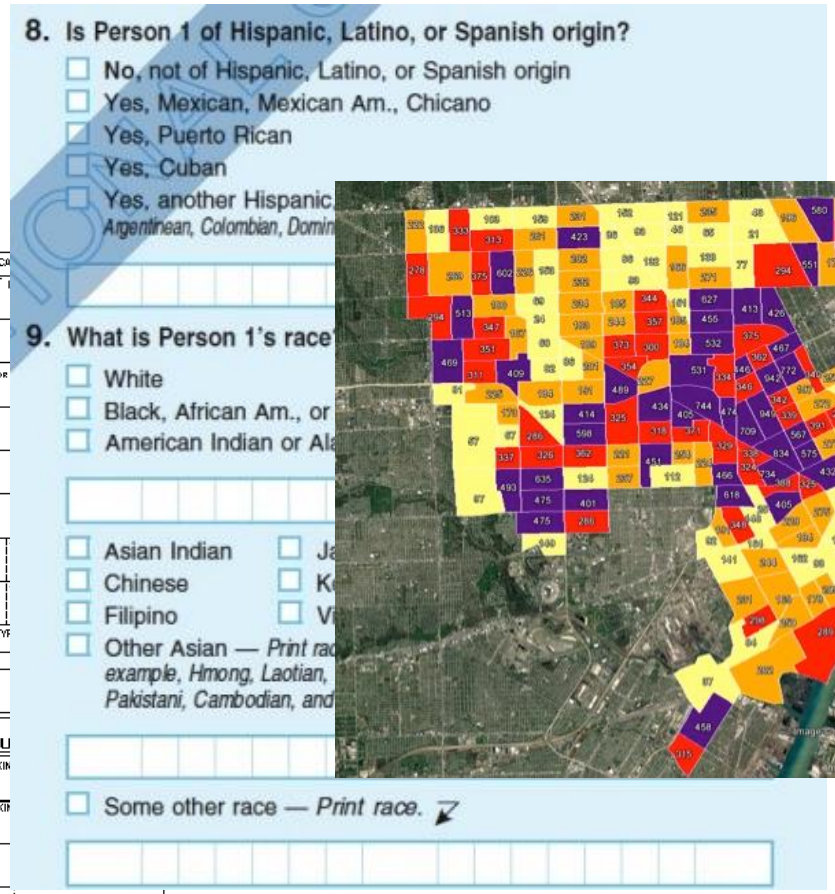
LOCAL REGISTRAR
15A. DATE OF DEATH | 15B. STATE FILE NO. | STATE USE ONLY | 16A. LOCAL REGISTRAR — SIGNATURE

Sample

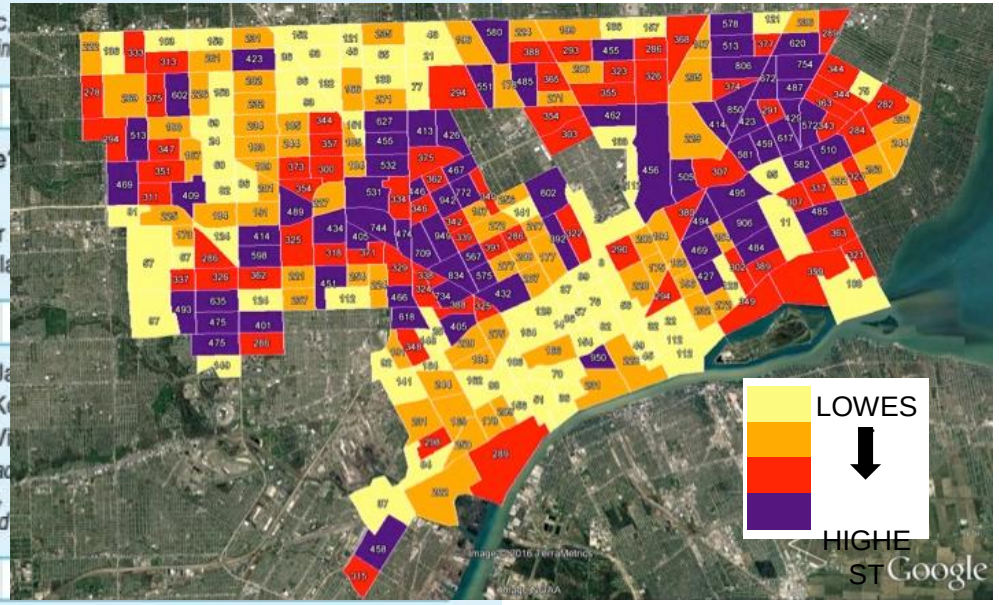
CONFIDENTIAL INFORMATION FOR PUBLIC HEALTH U

FATHER
18. RACE | 19. HISPANIC | 20A. USUAL OCCUPATION | 20B. USUAL KIN

MOTHER
21. RACE | 22. HISPANIC | 23A. USUAL OCCUPATION | 23B. USUAL KI
24A. RESIDENCE — STREET, NUMBER, OR LOCATION
24C. CITY | 24D. STATE | 24E. ZIP CODE


8. Is Person 1 of Hispanic, Latino, or Spanish origin?
- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic
Argentinean, Colombian, Domin

9. What is Person 1's race
- White
- Black, African Am., or
- American Indian or Al
- Asian Indian
- Chinese
- Filipino
- Other Asian — Print ra
example, Hmong, Laotian,
Pakistani, Cambodian, and
- Some other race — Print race.



25 YEARS DETROIT URC
COMMUNITY - ACADEMIC URBAN RESEARCH CENTER

Part 2:
Ready for Collaborative Research
Establishing Equitable Research Relationships

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Ensuring Community Power, Participation, and Influence

- Getting started – who initiates
- Ready for research? Questions to ask before getting involved
- Community rights in research
- Tools for negotiating equitable research relationships

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

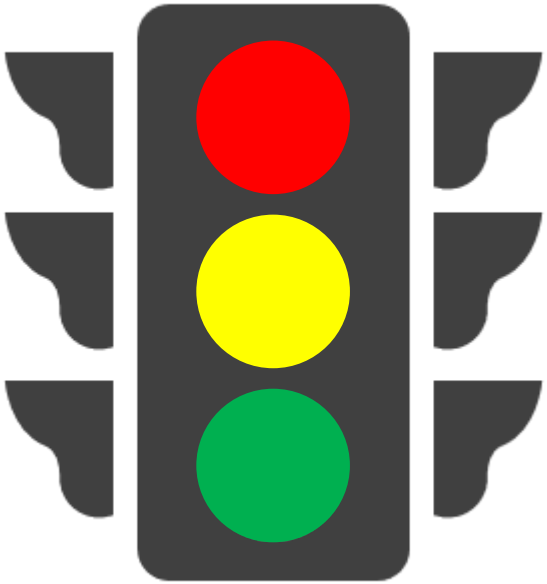
Community Rights in Research

- Shared power and decision-making
- Equity in sharing of resources, including funds, knowledge, networks, and social/political influence
- Collaboration in a framework of mutual respect
- Attention to community's cultural, language, political and historical context
- Beneficial to the community (risks – benefits)
- Access to and ownership of data
- Co-learning

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Responding to a Research Request: Reading the Signals

You have been approached by a university researcher about potential involvement in a research project.



- **Would you get involved with this research project?**

25 YEARS DETROIT URC
COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Part 3: Community-Based Participatory Research in Action:

The Detroit Urban Research Center

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

CBPR in Action: Neighborhoods, Air Quality, Health, & Equity in Detroit

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Collaborative Research Capacity Building Workshops for Faith Assemblies

Building Faith Collaboratives to Address Public Health

Evaluation Results (2012 – 2019)

	Participants who agreed (N = 208)
I found the training/workshop useful.	94%
I learned new skills in the activities.	80%
I will be able to use what I learned.	88%

Most valuable/beneficial:

- *"Understanding that the work that I do matters; community involvement is crucial; community has rights as related to research, and building a solid relationship (collaboration) with researchers is important to get positive outcomes."*
- *"Knowledge is power. Thank you for the skills today that I can use in my church."*

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

CBPR Partnership Academy: Enhancing CBPR Capacity to Promote Health Equity

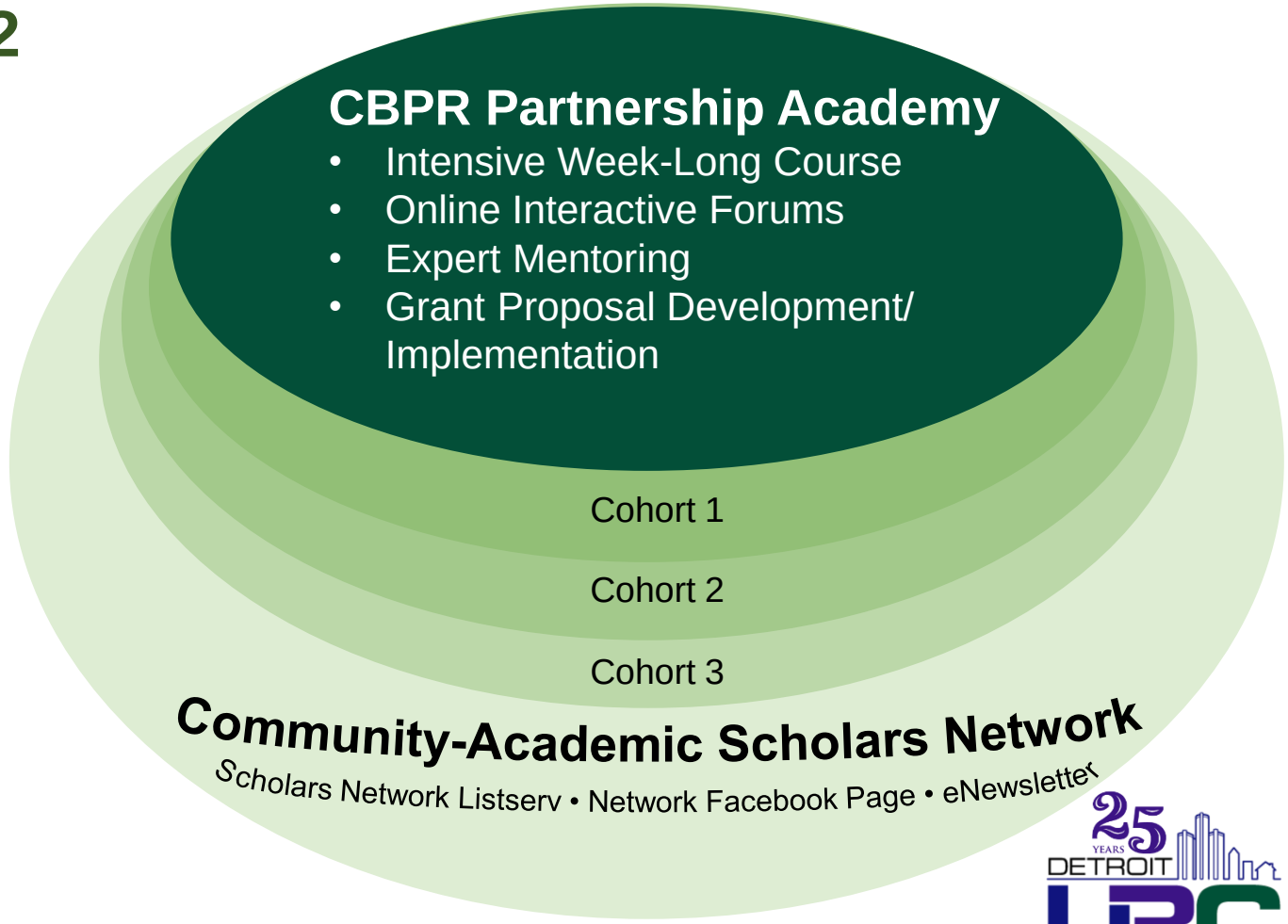
- Four-year initiative funded by NIH to enhance use of CBPR in social and behavioral sciences to improve health
- Overarching goal: Enhance capacity, knowledge and skills for creating, implementing, and maintaining successful CBPR partnerships
- Aims to increase participation of researchers from underrepresented racial and ethnic groups
- Conducted by experienced Detroit URC community and academic partners

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

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



25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

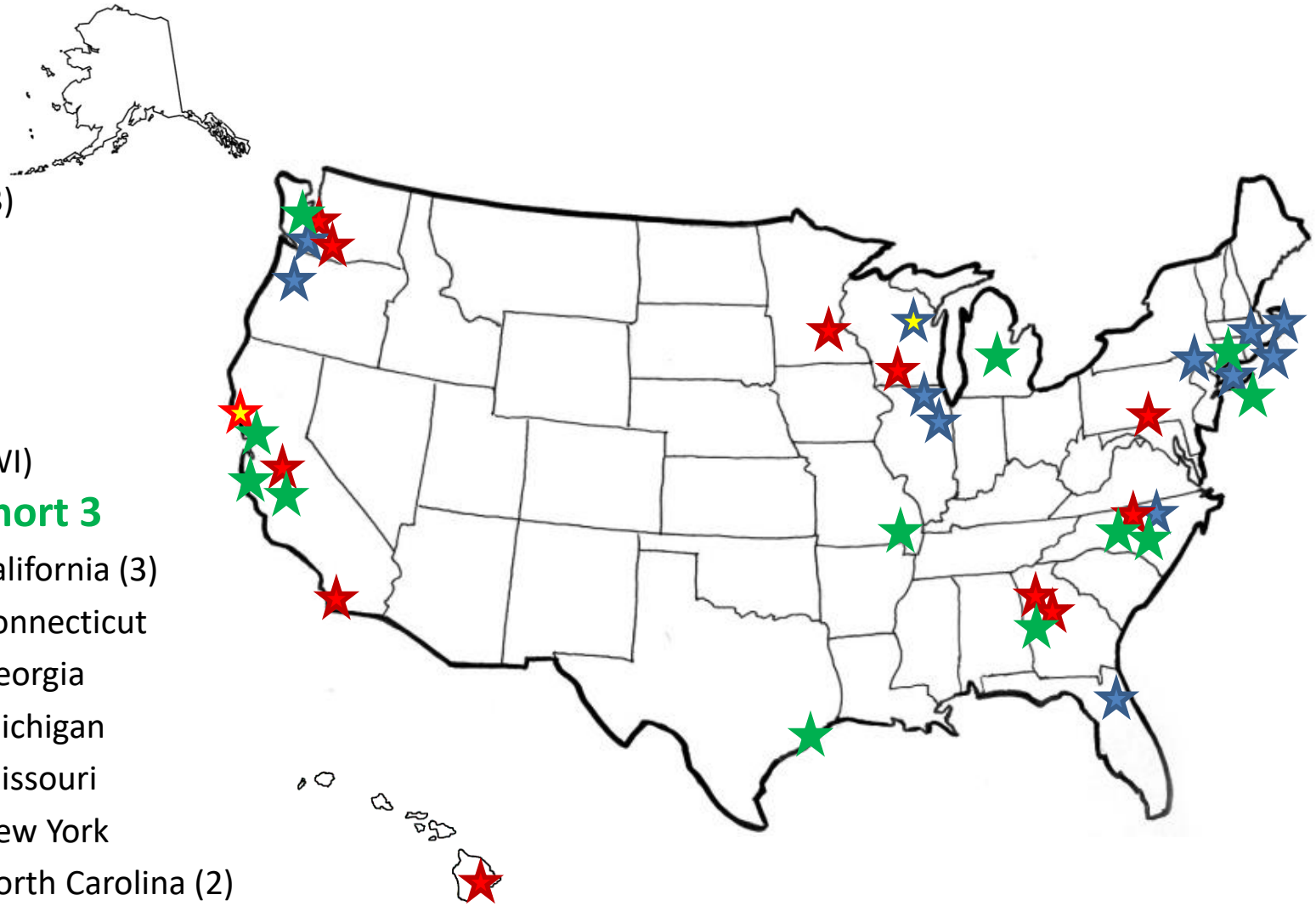
36 Teams from 18 States and 2 Tribal Nations

Cohort 1

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

Cohort 3

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



Cohort 2

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

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Postcourse Assessment (Cohorts 1 and 2)

%Agree	Cohort 1	2
Overall course was well organized.	73%	100%
I can define CBPR/explain its rationale.	100%	100%
I am confident I can sustain a partnership.	82%	96%

Most valuable/beneficial:

- *"I now feel I have a family across the country that I can lean on when things aren't going as I planned or when things are going great and I can celebrate with them. Two words – energy and synergy." – Community partner*
- *"In the type of research I've done in the past, the community piece has usually come in at the level of recruitment or disseminating research findings. But through this course, I really learned HOW to engage the community from the beginning and how to craft research questions together and design the study together, from start to finish." – Academic partner*

Coombe et al., 2020, *Health Promotion Practice*

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Partnership Academy Key Barriers and Challenges

- Range of experience, expertise, knowledge, and learning needs
- Desire to do *project* development before *partnership* development
- Balance hands-on, applied learning with knowledge
- Scheduling & logistical challenges
- Time, time, time….
- Sustainability/maintaining funding

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Partnership Academy Key Lessons Learned

- A highly diverse group brings an essential dimension.
- Value of in-person sharing of experiences, strategies, perspectives
- Engaging Community-Academic teams both as instructors and participants integrates CBPR and equity.
- Focus on relationship-building in all activities throughout the year.
- Continuing connections beyond the year fosters a network of peers and co-learners committed to equity.

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Plans for Future Detroit URC Capacity Building Efforts

- *New grant funded by NIEHS to continue the Partnership Academy for 4 years*
- Continue to conduct Community Rights in Research workshops
- Continue to develop the cross-cohort interaction through Community-Academic Scholars Network
- Expand focus to address capacity building and change at institutional level
- Submit grant proposals to expand these and other capacity building efforts
- Disseminate learning model to multiple audiences and venues

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER

Conclusion:
CAPACITY BUILDING CAN…

- Increase community organizations' control and ownership
- Foster mutual trust and respect
- Enhance the ability of community organizations and academic partners to envision and implement future projects
- Lead to effective solutions that promote health equity

www.detroiturc.org

25 YEARS DETROIT URC COMMUNITY-ACADEMIC URBAN RESEARCH CENTER