The CBPR Protocol: Building Partnership Teams Between Community and Multiple Academic Disciplines

On the Border: Addressing Environment, Public Health and Social Justice
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Let’s take a minute and get right to it - identify 4 statements relevant to CBPR [Source: One Day On Earth]
Four themes relevant to CBPR and team research:

- brothers and sisters from multiple communities making significant differences together
- one community working separately ignores the value and potential of communities working together
- Interconnecting different minds, views, thoughts
- millions of untold stories revealed and connected

[In April 2010, prompted by interest from the United Nations and the international educational community, One Day on Earth moved to a social networking platform that could serve as the eventual sharing site for the GROWING COMMUNITY.]
Community-based PARTICIPATORY research
NOT a self-contained methodology

(rather, it has an affinity and openness to multiple disciplines and mixed methodologies)
CBPR IS A PROTOCOL

(a philosophical, action and ethical framework informing and shaping the design, implementation and uses of research)
Basic principles - CBPR:

1. recognizes community as a unit of identity

2. builds on strengths and resources within the community (researching from the inside out)

3. facilitates collaborative, equitable partnerships in all phases of the research

4. promotes co-learning and capacity building among all partners mutual benefit of all partners

5. integrates and achieves a balance between research and action for the mutual benefit of all partners

6. emphasizes local relevance of problems and ecological perspectives

7. involves systemic partnership development through a cyclical and iterative process

8. widely disseminates findings and knowledge gained to all partners and involves all partners in the dissemination process

9. involves a long-term process and commitment
Core Values of CBPR -

Reciprocity & Transparency

**Academic Partners**
agree to exchange openly with community partners
expertise in *general knowledge and research structure and process*

**Community Partners**
agree to exchange openly with academic partners
expertise in *local knowledge and local structures and processes*

in the interests of...
creating and sustaining partnerships out of which emerges valid, reliable knowledge suspended between and comprehensive of ‘local’ knowledge and ‘generalized’ knowledge
Figure 1. PAR logic model.

CBPR Enhances and Amplifies Research Value, Power and Inclusiveness

1) Expanding the epistemological parameters of research (collaborative creation of knowledge helps rectify tendency toward reductionism in “knowing”)

2) Fostering greater procedural democracy (inclusion engages previously excluded voices - enriches science)

3) Extending awareness and reach of distributive justice: (broadening awareness of who’s at risk and the local assets and needs)

4) Exploiting grassroots strategies and leveraging research networks, boosting effectiveness & efficiency

So, what have we learned by doing CBPR?
Relational Lessons Learned
types of possible relationships between researcher and community

a. cooperate
b. coordinate
c. collaborate
d. partners*

(place in context of unidisciplinary, multidisciplinary, interdisciplinary and transdisciplinary team science)
Cannot do sustainable CBPR without building strong partnerships

- Partnerships: [Source: Turning Point]
  - Practice **tolerance for process that isn’t linear** and at times may seem like it is on the verge of spinning out of control;
  - Privilege **a maturity** allowing others their legitimate say in decision making;
  - Require **sharing credit and the blame - avoiding the blame game**;
  - Recognize when to **subordinate individual needs and wants to the those of the group/team**.
• Engage critical reflection with respect for and to others;
• deals with conflict up front and openly;
• Thrive on diversity of opinions and therefore enable speaking and listening across boundaries;
• Practice respectful self- and other-assessment;
• Include multiple forms of power and share those powers;
• Require seeing and listening to others’ points of view;
• Actively and continually seek and work at building trust;
• Mitigate dichotomous relationships, e.g. researcher/subject, researcher/informant, expert/lay, professional/amateur, research discipline/research discipline.
Procedural Lessons Learned

(how we work at achieving the relational lessons)
• Formal peer-to-peer invitation to participate;

• Orientation/training in collaboration;

• Getting buy-in from all players;

• Clear expectations, from the get-go explicitly stating (e.g. a MOU) what expected from each partner individually and all partners collectively.
• Formal and transparent selection/appointment of community and academic researchers;
• Careful blending of academic and non-academic team members, including a clear communication plan;
• Time: scheduling work sessions
• Have a specific person from both non-academic and academic partners who serve as partner-managers of the process.
The CBPR protocol applies not only to partnering between academic and community partners; it also has relevance when adding multiple academic partners and community partners (CBPR-grounded team science).

Here’s what I am intending - think CBPR protocol as you listen to these comments: “What collaboration readiness factors should I be mindful of for my team?”
Team Science Core Competencies:

1. Respect for the perspectives of other disciplines (2)

2. Read outside of his/her discipline (4)

3. Communicate regularly with scholars [community partners] form multiple disciplines (3,9)

4. Share research...in language meaningful to an interdisciplinary team (4,8)

5. Modify work or research agenda as a result of interactions with colleagues from fields other than his/her own (6)

6. Present [in] venues representing more than one discipline (8)

7. Engage colleagues from other disciplines to gain their perspectives on research problems (4, 6)

8. Interact in training exercises with scholars from other disciplines (7)

9. Collaborate respectfully and equitably with scholars from other disciplines to develop interdisciplinary research frameworks. (2,3,7)

CBPR Curricula

- Wellesley Institute
  [http://www.cbprcurriculum.info]
- U of Minnesota
  [http://blog.lib.umn.edu/acadweb/engagingu/2011/03/professional_development_commu.html]
- Turning Point - Kellogg
  [http://turningpointprogram.org/Pages/modules_description.html]
- El Paso Capacity Building Project
  [May and Law, 2008]
- Camp Boot: Community Engaged Research Training Curriculum for Lay Researchers
Discussion
Other Science of Team Science
Modules of Interest

• Are there different types of team science? (Stokol - good - find by going to “Menu” then to “All Topics”)

• What’s exciting about team science? (Stokol - good - find same as 2)

• How do you know if a project is best for collaboration? (Contractor - good - if discussion about possibilities of doing team research)

• Why has team science grown so much? (Uzzi - good - if want to know ‘why focus on team science’)
Enhancing Engagement in Community Research with Theater of the Oppressed: Mobilizing Knowledge for Reflexive Analysis & Action in Community Research Practice

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