

TALC – Tribal Accreditation Learning Center

December 11, 2015

A Participatory Approach for Meaningful Community Engagement

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THE UNIVERSITY of
NEW MEXICO

College of Education
Health, Exercise & Sports Sciences Department



UNM | SCHOOL of MEDICINE
Center for Participatory Research

Who I am in my Community

I am a Navajo
woman

- Granddaughter
- Daughter
- Mother
- Four children
- Grandmother

Live on the
reservation

- Live a
traditional life
style
- Lambing,
castration &
shearing

Who I am in the academy

Undergraduate –
Biology

10 years – Navajo
Nation

MPH,
Epidemiology
concentration

PhD, Health
communication
concentration

Assistant
Professor, Health
Education
Program, COE

- RWJ Center for
Health Policy, &
NM CARES
Senior Fellow

Who I am in my Community

I am a Jicarilla

Apache woman

- **Granddaughter**
- **Daughter**
- **Sister**
- **Aunty**

**Family still lives
on the rez**

- **Home for
holidays,
family events,
ceremonies,
feasts, hunting**

Who I am in the academy

**Undergraduate –
Ecological Studies**

**2 years – Jicarilla
Apache Nation**

**MCRP - Masters in
Community Regional
Planning**

**MWR – Masters in
Water Resources**

**9 years – University of
New Mexico**

**Associate Scientist III,
Center for Participatory
Research**

The University of New Mexico Center for Participatory Research (UNM-CPR) was established in 2009.

UNM-CPR supports networks of research with community partners addressing health inequities, through a participatory and partnered approach.

Our Goals:

- Research Support and Technical Assistance
- Educational
- Practice Service in Partnership
- Our Values

Research Support and Technical Assistance

- 1R01NR015241-01A1, 2015-2010, CBPR Study: Advancing CBPR Practice Through a Collective Reflection and Measurement Toolkit
- 5R01DA037174-02, 2014-2019, Family Listening Program: Multi-Tribal Implementation and Evaluation
- 1R34DA030680-01A1, 2012-2015, RezRIDERS Project
- US Department of Justice , 2016-2016, RezRIDERS Project
- NCAI Policy Research Center, Dissemination & Implementation to Reduce AI/AN Health Disparities Project
- Healthy Native Community Fellowship, 2005-Present

Dr. Nina Wallerstein

Dr. Lorenda Belone

Greg Tafoya

Rebecca Rae

Mingma Sherpa

Anslem Omeh

Valerio Di Fonzo

Alex Parr

Community Based Participatory Research



“ 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 with the aim of combining knowledge and action for social change to improve community health and eliminate health disparities.”

W.K. Kellogg Community Scholar’ s Program (2001)

CBPR Principles

- Recognizes community as unit of identify
- Cooperative and co-learning process
- Systems development & local capacity building
- Long term commitment
- Balances research and action (Israel et al, 1998 and 2008)

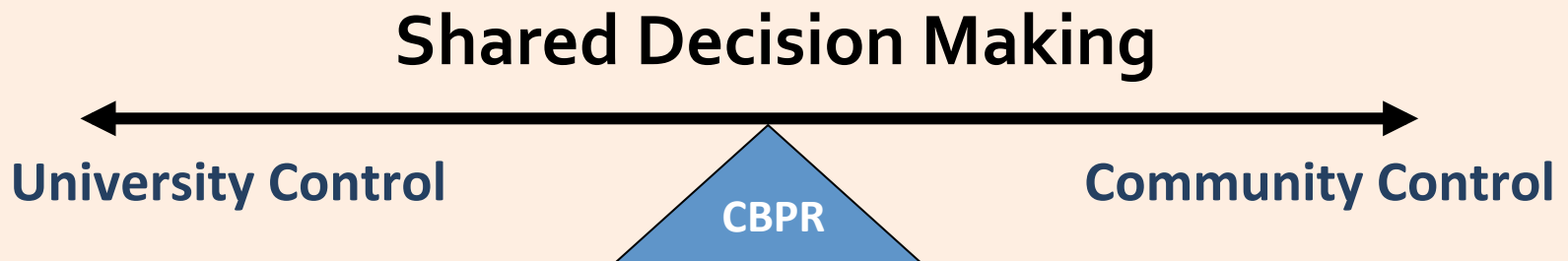
CBPR Principles for Tribes

- Tribal systems shall be respected and honored
- Tribal government review and approval
- Tribally specific data shall not be published without prior consultation; data belongs to tribe
- Core Values: trust, respect, self-determination, mutuality of interests, perspective taking, reciprocity



NM CARES Health Disparities Center, 2011

- It is Participatory involving a Partnership
- Capacity Building and Mutual Learning of All Partners
- Supports Community Ownership
- A Balance Between Research and Action



CBPR: What it is and isn't

- CBPR is an approach to research
 - Changes the role of researcher and researched
- CBPR is **not** a method or set of methods
 - Typically thought of as qualitative
- CBPR goal is to influence change in community health, norms, systems, programs, policies.

CBPR Relevance

- Counters historical research abuse
- Complex health and social problems ill-suited to “outside expert” research
- Increasing community and funder demands for community-driven research/collaboration

Elders' Focus Group Discussions

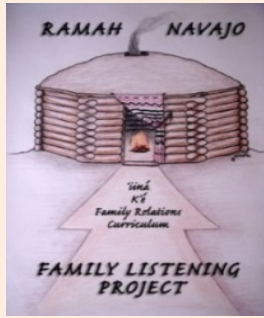
- Local community church
- Medicine man
- Former council delegate
- Retired police officer
- Community health provider
- Well known community members

- Importance of the home (hogan) and the teachings on the traditional ways of life (e.g. clanships)
- Personal histories and stories
- Importance of education, respect and discipline

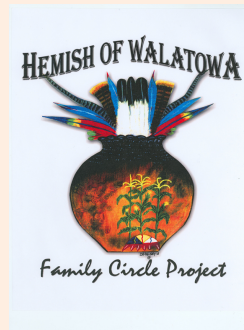
Decolonizing approach

- Native language
- No time constraints
- Used appropriate ways of communicating





Artist Nataani T. Platero



Artist Robert Shendo

Tribal Specific Family Curriculum



1. Welcoming
2. Tribal History
3. My Family
4. Tribal Way of Life
5. Tribal Vision
6. Community Challenges
7. Communication, Help Seeking
8. Problem Solving
9. Recognizing Types of Anger
10. Managing Anger
11. Being Different
12. Positive Relationships
13. Building Social Support
14. Making a Commitment & Presentation of Projects



Decolonizing Approach

- Locally produced artwork, stories, video & activities
- Included importance of sharing a meal
- Developed culturally appropriate activities

Community Action Project



You are invited to the:

**Fitness Trail
Community Clean Up!**

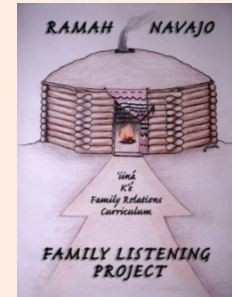
Sunday, May 24, 2015
10:00 am until ???

If possible:

- Bring a side for potluck to follow.
- Bring extra tools and gloves.

**Let's all pitch in to get our Fitness Trail
looking nice and usable for the summer!**

Organized by participants of the Family Listening Program.
Contact: Benelda C. Belone 505-775-3271 x303



Artist Nataani T. Platero



Ways to Engage Your Community

Invite Community Members to Share their Voice

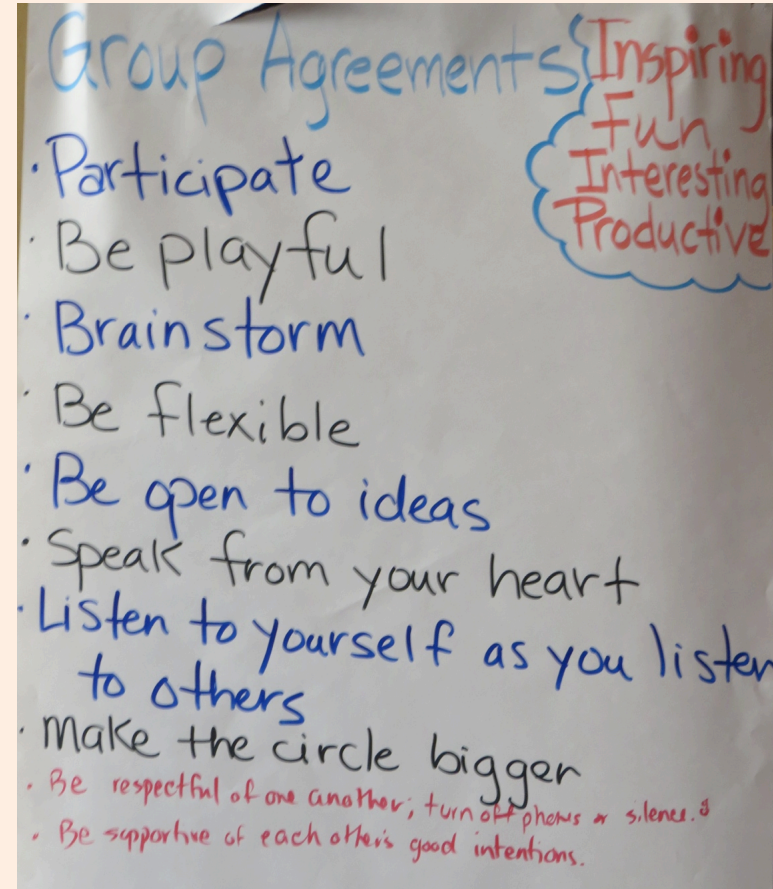
Ideas For Getting The Word Out:

- *Special Invitation Cards or Flyers to Organizations and groups in your community.*
- *Personalized E-Mail Invitations*
- *Post flyers Up in Laundromats, Senior Citizen Centers, Head Starts, Notices to Go Home with Kids to Parents From Schools, and other community gathering places*
- *Announcements through the radio, community bulletin boards, community newspapers or Tribal newsletters*

Ways to Engage Your Community

Ideas for starting your meeting:

- Begin by setting group agreements.
- Ask the group to suggest ways that the group can have a **fun**, **productive**, **interesting**, and **inspiring** workshop/meeting.
- Write the suggestions on a flipchart ...



Ways to Engage Your Community

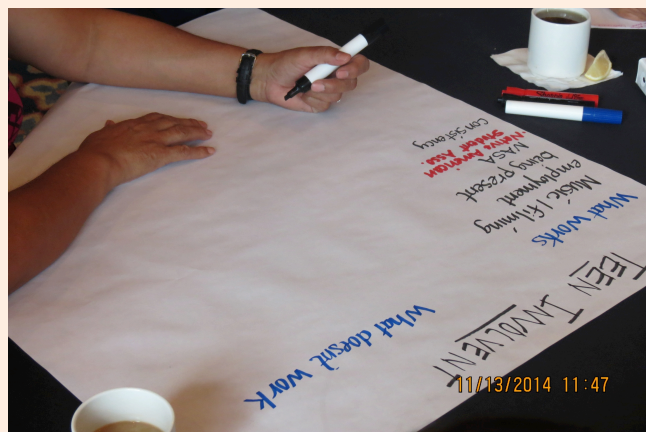
Incorporate Ice Breakers:

HAVE U EVER:

- Have enough spots for every participant except for one. Usually the no-square person is the facilitator until after instructions are given. Basic Rules are: Have one person stand in the middle of the circle. They must come up with a phrase that completes the fragment, Have you Ever.. Whoever in the group that has performed the same task that was called out must leave their spot and try to find another spot other than the one next to them on either side. You cannot move to a spot next to you, it will have to be away from you or one over. Alternative to this is “Have you Never?”
- **Example:** Have you ever gone mountain Biking? All those people who have gone mountain biking before would leave their spot in hopes of finding another spot. The last person not finding a spot becomes the person in the middle to come up with a new Have You Ever phrase. A fun get to know the people in your group and for identifying strengths.
Safety Concerns: Stress the no body checking rule when there are two people going for the one spot. You can have it be a fast walking pace if you think running will be a safety concern.

Host a Rez Café

- *The purpose of a Rez café is to engage and listen to community voices. This activity is a fun and engaging way for community members to hold a conversation about what matters to them.*



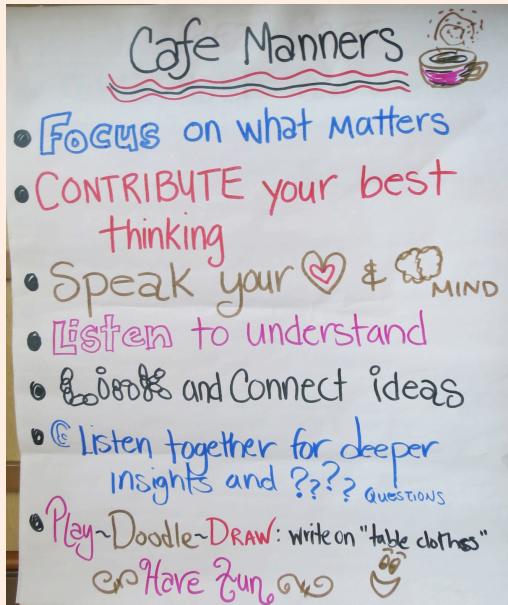
Café Conversations at a Glance

- ☞ Seat **four or five people at small Café-style tables** or in conversation clusters.
- ☞ Set up **progressive** (usually three) **rounds of conversation** of approximately 20-30 minutes each.
- ☞ **Questions or issues that genuinely matter** to your life, work or community are engaged while other small groups explore similar questions at nearby tables.
- ☞ Encourage both table hosts and members to **write, doodle and draw key ideas** on their tablecloths or to note key ideas on large index cards or placemats in the center of the group.
- ☞ Upon completing the initial round of conversation, ask one person to remain at the table as the “host” **while the others serve as travelers or “ambassadors of meaning.”** The travelers carry key ideas, themes and questions into their new conversations.
- ☞ Ask the table host to welcome the new guests and briefly share the main ideas, themes and questions of the initial conversation. Encourage guests to **link and connect ideas** coming from their previous table conversations—listening carefully and building on each other's contributions.
- ☞ By providing opportunities for people to move in several rounds of conversation, **ideas, questions, and themes begin to link and connect.** At the end of the second round, all of the tables or conversation clusters in the room will be *cross-pollinated* with insights from prior conversations.
- ☞ In the third round of conversation, people can return to their home (original) tables to **synthesize their discoveries**, or they may continue traveling to new tables, leaving the same or a new host at the table. Sometimes a new question that helps **deepen the exploration** is posed for the third round of conversation.
- ☞ After several rounds of conversation, initiate a period of sharing discoveries and insights in a **whole group conversation**. It is in these town meeting-style conversations that patterns can be identified, collective knowledge grows, and possibilities for action emerge.

Once you know what you want to achieve and the amount of time you have to work with, you can decide the appropriate number and length of conversation rounds, the most effective use of questions and the most interesting ways to connect and cross-pollinate ideas.

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Write Café Manners on flipchart



Create focus questions for table conversations.

Example: What does a Healthy Community Look Like to You?

Set time for each table to have a discussion on 1st question, 20- 30 min per round. Encourage participants to write or draw on the flipcharts



Have participants move to a new table and begin second discussion round. Have one person remain at the table as the host to share previous discussion

Example: How do you think Community Participation Contributes to a Healthy Community?

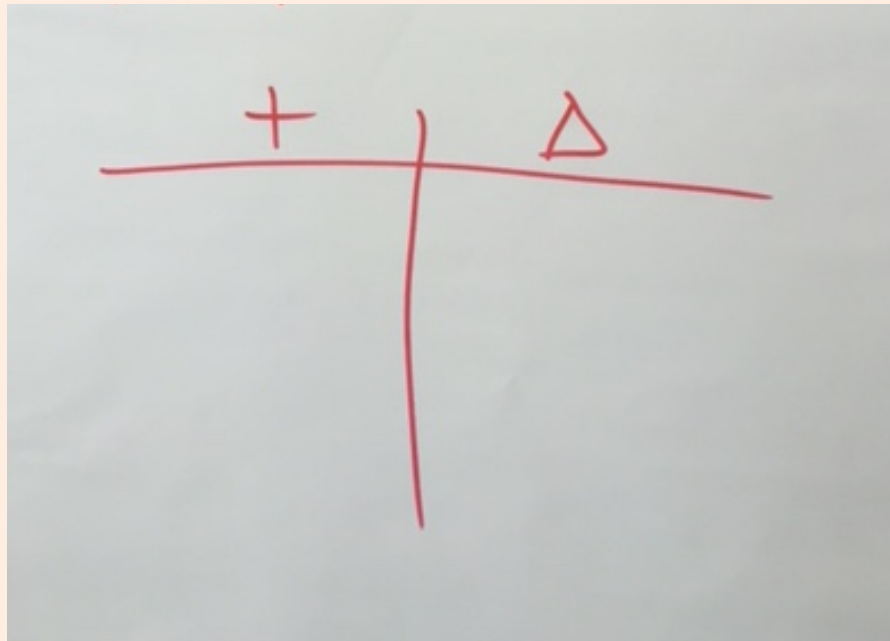
Debrief the Activity Using Plus Delta:

Directions:

On this flip chart we're going to write down the things that went well – under the “Plus” – and the things that could have gone better – or should be changed in order to do better – under the “Delta”.

Plus (+) - What worked well today for you?

Delta (Δ) - What could have gone better? What changes would you recommend for next event?



???? Questions ????

Research Teams:

- Ramah Navajo: Benelda Cohoe-Belone
- UNM Team: Lorenda Belone, Nina Wallerstein, Rebecca Rae, Mingma Sherpa, Greg Tafoya, Anslem Omeh, Gill Woodall, Matt O'Nuska, Kamila Venner, Orrin Myers, and Alex Parr



- Belone, L.,** Oetzel, J. G., Wallerstein, N., Tafoya, G., Rae, R., Rafelito, A., . . . Thomas, A. (2012). Using participatory research to address substance use in an American-Indian community. In L. R. Frey & K. M. Carragee (Eds.), *Communication Activism: Struggling for social justice amidst difference* (Vol. Three, pp. 403-434). New York, NY: Hampton Press, Inc.
- Belone, L.,** Tosa, J., Shendo, K., Toya, A., Straits, K., Tafoya, G., Rae, R., Noyes, E., Bird, D., & Wallerstein, N. (In press) Evidence-based psychological practice for ethnic minorities:: Culturally-centered informed research and clinical strategies. In N. Zane, F. Leong & G. Bernal (Eds.), *Culturally Informed Evidence Based Practices*.

Summer 2016 UNM Summer Institute in Community Based Participatory Research For Health



COMMUNITY BASED PARTICIPATORY RESEARCH INSTITUTE: INDIGENOUS AND CRITICAL METHODOLOGIES

PUBLIC HEALTH PROGRAM, SCHOOL OF MEDICINE, UNIVERSITY OF NEW MEXICO
(2 or 3 graduate credits: Registration will open in March, 2016)
Contact Gayle at GarciaG@salud.unm.edu to put your name on the wait list.

FACULTY:

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Lorenda Belone, PhD, MPH, LJoe@salud.unm.edu
Victoria Sánchez, DrPH visanchez@salud.unm.edu

Co-Sponsors: Center for Participatory Research; Institute for Indigenous Knowledge and Development;
Robert Wood Johnson Center for Health Policy at UNM; HSC Offices of Diversity and Community Health;
Community Engagement, CTSC; NM CARES Health Disparities Center, University New Mexico.

2016 SUMMER DATES (7TH ANNUAL INSTITUTE):

On-site: Tuesday, May 31st, 1-6 pm; Wednesday June 1st-Saturday June 4th, 8:30 - 5 pm
Off-site: TBD (within a few weeks): 3-hour Webinar for CBPR project presentations
Public Speaker: Thurs: 3:30-5 TBA

(Image Credit: "God Gives the World to Arapahoe Children" by America Meredith [http://www.ahalenia.com/america/]. Image reproduced by permission of the artist.)

INVITATION TO PARTICIPATE:

For graduate students, post-doctoral fellows, faculty, community partners, academic-community teams, and others. This will be an intensive co-learning institute to explore how CBPR intersects with indigenous and critical methodologies, including the challenges for academics and community members to co-construct knowledge for improved community health. Students enrolled for 2 credits are expected to participate in readings, discussions, and journal-writing; for 3 credits, requirements include a CBPR paper based on one's own research project. Enrollment is limited to 45 participants. For credit, UNM tuition (or tuition waivers) plus \$40.00 fees. If not enrolled for credit: \$700 for faculty or researchers; and \$250 for community members or non-credit students.

INTRODUCTION TO INSTITUTE:

CBPR, and related-Participatory Action & Community-Engaged Research, is defined as a "collaborative approach that equitably involves all partners in research...with the aim of combining knowledge and action for social change to improve health and eliminate health disparities" (Kellogg Foundation). Not simply a set of research methods, CBPR or community-engaged research (CErR) fundamentally changes the relationship between researchers and researched.

For this Institute, we use a **broad** definition of **Indigenous**, as the knowledge that is an "exercise in self-determination" (Doxtator, 2004), referring to values, beliefs, traditions, and environmental relationships that are deeply embedded within the economic, political and cultural-social contexts in which they have been developed (Ball & Simpkins, 2004; Briggs, 2005). **Indigenous methodologies** are "those approaches to research that privilege indigenous knowledges, voices, and experiences" (Smith 2005). **Critical methodologies**, grounded in Paulo Freire's philosophy and cultural studies, are approaches to inquiry that are socially-constructed, emancipatory and empowering, and seek social justice for communities.

READINGS:

- 1) Minkler, M., and Wallerstein, N. (editors), Community Based Participatory Research for Health: From Process to Outcomes, 2nd edition, S.F. Jossey-Bass, 2008; and 2) Reading Packet on LEARN at UNM.



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- Hicks S, Duran B, Wallerstein N, Avila M, Belone L, Lucero J., Magarati, M., Mainer, E., Muhammad, M., Oetzel, J., Pearson, C., Sahota, PI, Simonds, V., Sussman, A., Tafoya, G., White Hat, E., Evaluating community-based participatory research to improve community-partnered science and community health. *Progress in Community Health Partnerships: Research, Education, and Action* 2012; 6(3): 289-99.
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- Muhammad, M., Wallerstein, N., Sussman, A., Avila, M., Belone, L. Reflections on Researcher Identity and Power: The Impact of Positionality on Community Based Participatory Research (CBPR) Processes and Outcomes, Critical Sociology, published first online 30 May 2014, DOI: 10.1177/0896920513516025.
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- Wallerstein N, Duran B. Community-based participatory research contributions to intervention research: the intersection of science and practice to improve health equity. *American Journal of Public Health* 2010;100 Suppl 1:S40-6.
- Wallerstein N, Oetzel J, Duran B, Belone L, Tafoya G, Rae R. What predicts outcomes in CBPR? In: Minkler M, Wallerstein N, editors. *Community Based Participatory Research for Health: From Process to Outcomes*. 2nd ed. San Francisco: Jossey-Bass; 2008. p. 371-392.