

May 15th, 9:00 AM - 9:30 AM

# OPENING SESSION PART 1—Authentic Community Engagement: A Success Story and Vision for the Future

Steven H. Woolf

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**Location**

VCU ASPIRE, 835 W. Grace St., Richmond VA

**Disciplines**

Higher Education

**Presenter Information**

Steven H. Woolf

# Authentic Community Engagement: A Success Story and Vision for the Future

Community-Engaged Research Institute  
Virginia Commonwealth University  
May 15, 2015

Steven H. Woolf, MD, MPH  
Center on Society and Health  
Department of Family Medicine and Population Health  
Virginia Commonwealth University



# Introduction

- Early lessons from quality improvement
  - Engage the front-line worker
  - The affected party may know more than the professors
- The misdirection of investigator-initiated research
  - Neglect of priority questions
- The mistake of ignoring the customer

# A new culture

- Human subjects vs. coinvestigators
- Respect
- Trust
- Disadvantaged groups and the “town-gown” schism
- Relationship-building

# Civic engagement

The community and other stakeholders cannot be excluded to properly:

- Set priorities
- Elicit interest
- Align incentives
- Implement successful solutions

# The trend toward deeper engagement of the affected party

## CLINICAL SETTING

- Patient-centered care
- Shared/informed decision-making
- Patient-centered outcomes research
- PCORI

## COMMUNITY

- (Community-based) participatory research
- Community engaged research
- CTSA-CEC: CEnR

# What passes for engagement?

- Reviewer; consumer/public representative on committee
- Cognitive/usability testing
- Key informant interviews
- Focus groups





Patient-Centered Outcomes Research Institute

# Building a Patient-Centered Research Community

See how researchers and their patient partners are doing research differently

[MORE DETAILS](#)



# Stages of research

- Defining the question
- Study design
- Grant proposal
- Data collection
- Data analysis and interpretation
- Preparation of manuscript(s)
- Presentation of results

# Engaging the Community in Research



# Engaging Researchers in the Community



# Collective Impact

## The Five Conditions of Collective Impact

<b>Common Agenda</b>	All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
<b>Shared Measurement</b>	Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
<b>Mutually Reinforcing Activities</b>	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
<b>Continuous Communication</b>	Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.
<b>Backbone Support</b>	Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

Kania and Kramer, *Stanford Social Innovation Review*, Jan 21, 2013

Live Well San Diego website brought to you in Beta. Do you have ideas about how to make the site better? We would love your feedback. [Click here](#)



COLLABORATING WITH PARTNERS TO CREATE  
**HEALTHY CHANGE IN  
OUR COMMUNITIES**

[Get to Know our Partners](#)

*Live Well San Diego* is an initiative of the **County of San Diego** to **improve health, safety and well-being** for all residents. It represents a shared vision that can only be accomplished through collaboration with partners in every sector. This vision also calls on every resident to take action to improve their own health, safety and well-being, as well as that of their families and neighbors.



Live Well San Diego Partners and  
County Employees Host Expo  
Celebrating a Successful Year of



# How Progress Will Be Measured



LIVE WELL  
SAN DIEGO



# COLLECTIVE ACTION TO COMMUNITY IMPACT



## *Actions We Take Collectively Across Sectors*

County & City Governments

Business

Community & Faith-Based Organizations

Schools

Healthcare & Technology Providers

Law Enforcement & Courts

Active Military/Veterans

Other Local Jurisdictions

## *Results We Seek for Community Impact*



HEALTH



KNOWLEDGE



STANDARD  
OF LIVING



COMMUNITY



SOCIAL



# RECOGNITION OF PARTNERS



- Nearly 100 Recognized Partners
- Taking action in their respective “lanes”—across multiple sectors
  - Changing policies, systems, and environments for residents
  - Conducting activities that impact outcomes
- Collaborating and sharing knowledge with, learning from, County and other partners



# Community Engagement at CSH

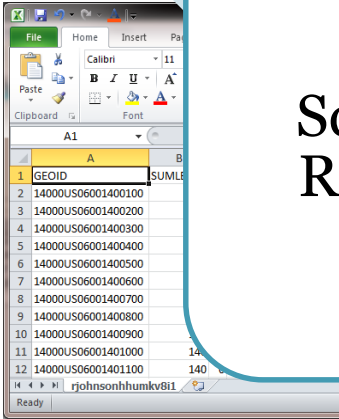




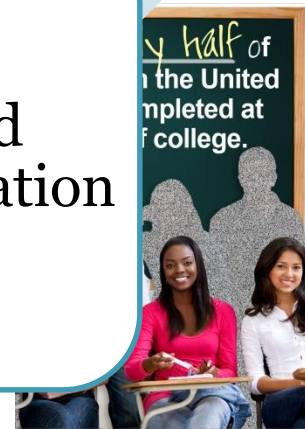
Community  
Engagement



Policy  
Connections

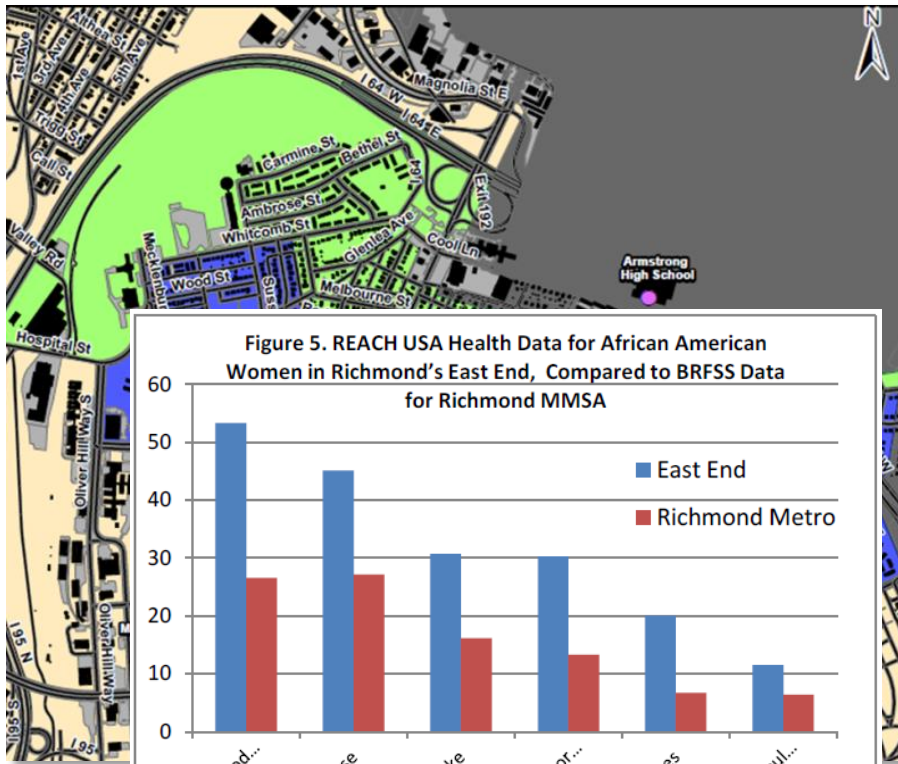


Scholarly  
Research



Targeted  
Communication

# The Setting: Richmond's East End



# Building Authentic Relationships

## Coalition Membership

- Richmond Promise Neighborhood
- 7th District Health and Wellness Initiative

## Policy Impact

- Resulting logic models adopted by Richmond Promise Neighborhood Coalition as guiding framework for future initiatives

## Early Outcomes

- Completed a community needs assessment
- Determined issues of priority for community and future research
  - Workforce development
  - Parental involvement
  - Mental health

Engaging Richmond, Parental Involvement Action Plan

Inputs	Strategies	Outputs	Knowledge (Short-term)	Outcomes (Long-term)	Conditions (Long-term)
-Parental engagement		<b>1. Outreach and Resident Engagement:</b> Contact concerned citizens to engage with staff to develop inter-generational workshops.	<b>1. Increased knowledge about opportunities for parental engagement, parent skills, and how to best support children of all ages.</b>	<b>1. Increased use of parental skills, community advisors and workshops.</b>	Parents engaged in children's lives (in and out of school); a functioning and reliable community of parents  Improved educational experiences and success of children  Strong families, good role models and citizens  Research continually informs policy and practice to promote parental engagement
-Children and youth engagement		<b>2. Create Working Partnerships:</b> Identify and recruit staff, parents, local organizations, and school staff to develop, plan, and implement programs for parents and children.	<b>2. Increased connections among parents, school staff and local organizations in developing and activities for parental engagement.</b>	<b>2. Strengthened collaboration among parents, school staff, and staff from out of school programs.</b>	
-Service provider network		<b>3. Programs, Services, and Initiatives:</b> Develop knowledge, resources, and services that will engage parents, school staff, and local community organizations.	<b>3.4. Increased educational knowledge about opportunities and programs that support academic, professional, and personal development, successful and healthy children of all ages.</b>	<b>3.4. Adults: More parents participating in school and out of school activities.</b>	
-Continual funding		<b>4. Infrastructure:</b> Identify effective practices, resources, funding sources, staff, space, facilities, equipment, policies and personnel support, private and public sector, local, federal, state, and national.	<b>4. Increased knowledge about opportunities for parents' involvement in and out of school, educational supports for parents, organizations, and their own resources to become more involved.</b>	<b>4. Children: Better educational experiences, better school success, graduation rates, more lifetime success for children.</b>	
-Faith communities		<b>5. Policy:</b> Develop and evaluate regional and organizational policies that encourage and encourage parental involvement.	<b>5. Children: Increased knowledge of when children need more support and monitoring to and out of school to address a positive way.</b>	<b>5. Children: More physically and mentally healthy children, better academic outcomes, less substance abuse, violence, and lifetime success.</b>	
-Engaged policy makers		<b>6. Future Research:</b> Continuously assess needs to develop, re-evaluate and evaluate plans.	<b>6. Increased knowledge of about policies that can be changed to address parental engagement.</b>	<b>6. Changes made to specific policies.</b>	
			<b>6. Increased research which engages community partners and assess community-identified priorities related to parental engagement.</b>	<b>6. Research findings are disseminated to become usable to students, service providers, and policymakers.</b>	
<b>Assumptions:</b> Children's needs and situations change as family circumstances change and children grow older. Parental engagement and learning how to parent is a life-long process that requires that parents evolve and learn more as children grow.			<b>External Factors:</b> -Substance Abuse    -Incarceration    -Digital/technological divides -Transportation -Weak economy    -Lack of parental education    -Mental health issues		

# COMMUNITY-BASED PARTICIPATORY RESEARCH: INVOLVING RESIDENTS IN QUALITATIVE CODING



Emily Zimmerman, PhD, Amber Haley, MPH, Chanel Bea, Marco Thomas, Albert Walker, ThM

Supported by NIH - NCATS - 8UL1R000058; Supplement of NIH - UL1RR031990

**Objective:** To create a community-university partnership to engage the Richmond community as partners in ranking locally important social and environmental contributors to health outcomes and disparities

**Study Design:** Community-Based Participatory Research (CBPR) is a method that engages residents and other stakeholders in order to learn about community conditions and develop and implement action plans that reflect the priorities of the local community. This study engaged community partners in all stages of the research including coding of qualitative data

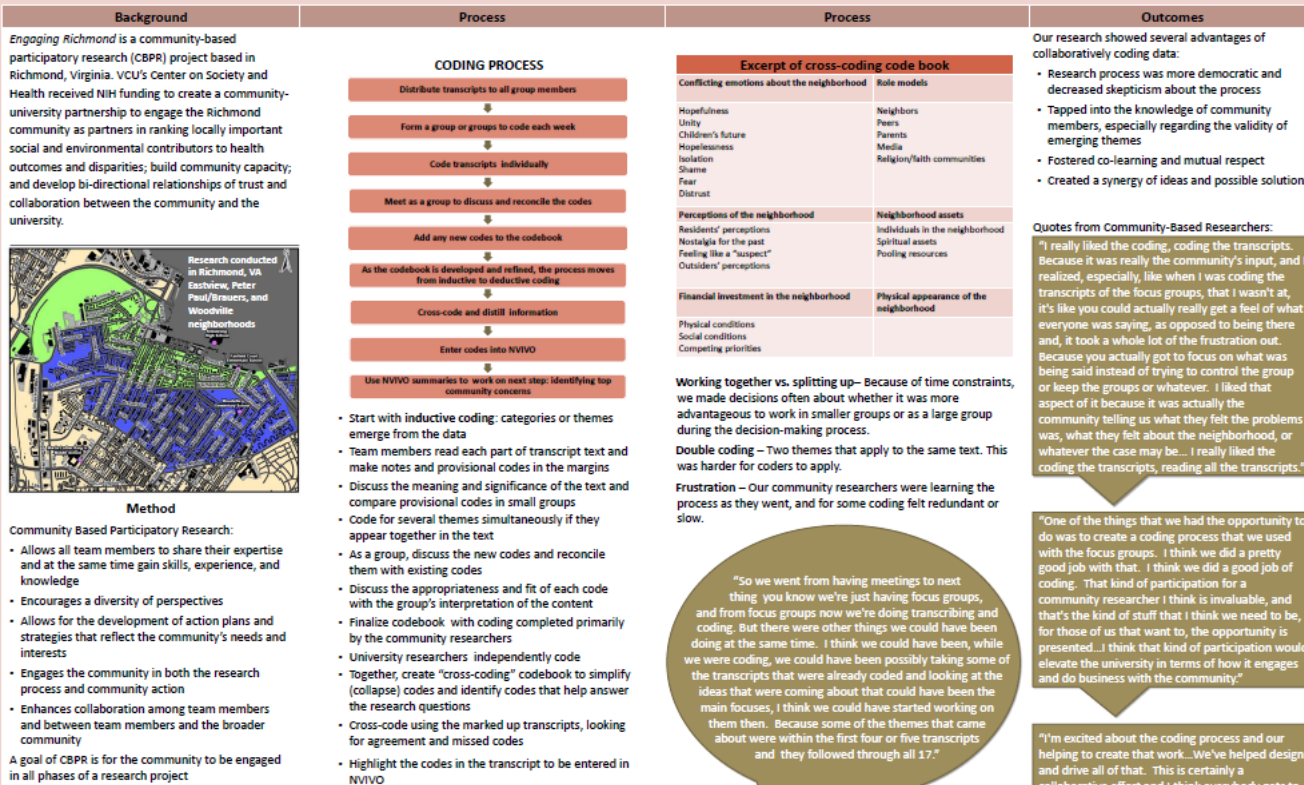
**Population Studied:** Focus groups were conducted and information was collected from 195 community residents and area service providers including men, women, parents, seniors, homeless, employed, and unemployed residents

**Conclusions:** Qualitative data analysis is enhanced by community-based expertise in understanding local conditions and cultural influences

**Implications for Policy, Delivery or Practice:** CBPR team members with no prior qualitative coding experience can contribute meaningful analysis and insights to the research process when given the opportunity to review and code transcripts and discuss the meaning of participant comments and the appropriateness of proposed codes

**Research Team:** Chanel Bea, Amber Haley, Brenda Kenney, Rebeca Johnston, Chimere Miles, Sara Moore, Valerie Burrell Muhammad, Andrea Robles, Chelsea Ryan, Tanya Scott, Marco Thomas, Darrell Tyler, Albert Walker, Dionne Wheeler, Breana Wingo, Emily Zimmerman

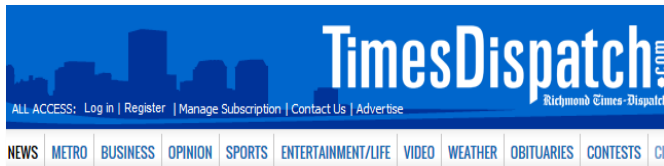
**Partners:** VCU Center on Society and Health, George Mason University Center for Social Science Research (CSSR), Richmond Promise Neighborhood, VCU Center for Clinical and Translational Research



# Presentation of research evidence



# Media coverage



Richmond, VA 71° F Friday, Nov. 1, 2013

## Local Richmond-area News

### Project engages East End residents in discussions on improving health

Story Comments Print Font Size: + -

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 [Tweet](#) 4
 [+1](#) 1
 [Pinterest](#) 0
 [Share](#) 5



Daniel Sangjib Min/TIMES-DISPATCH

Brenda Kenney (left) and Chimere Miles are members of the Engaging Richmond team. Kenney lives in Whitcomb Court and recruited women to participate in focus groups on East End needs.

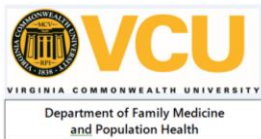
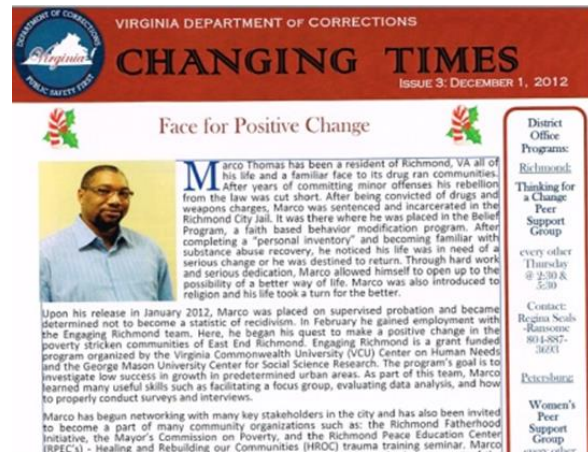
Posted: Sunday, January 27, 2013 12:10 am

BY TAMMIE SMITH  
Richmond Times-Dispatch

There is sometimes tension when people in struggling communities and those who want to help differ on what the problems are and how to fix them.

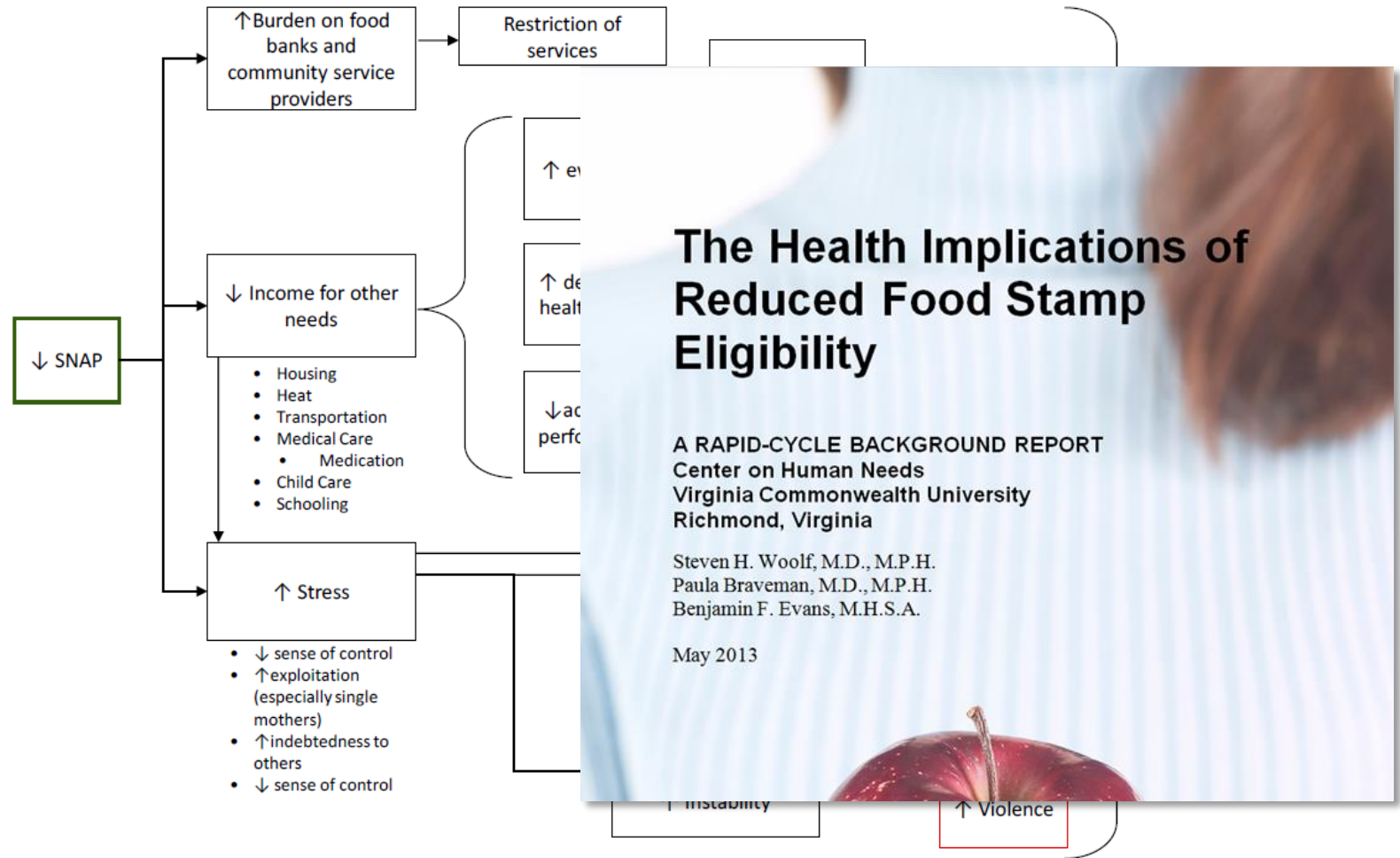
“These people need to be like us” can sometimes be the subtext of well-intended efforts.

People who live in the stressed






# Contextualizing the Lived Experience



# Education and Health Initiative

**Center on Society and Health**



## Education: It Matters More to Health than Ever Before

Americans with fewer years of education have poorer health and shorter lives, and that has never been more true than today. In fact, since the 1990s, life expectancy has decreased for people without a high school education, especially white women.

Education is important not only for higher paying jobs and economic productivity, but also for saving lives and saving dollars.

January 2014

VCU  
Robert Wood Johnson Foundation

This issue brief, created with support from the Robert Wood Johnson Foundation, is aimed at helping those working in education and those working in health understand the connections between the two. More detailed information, including references, is available on our website at [www.societyhealth.vcu.edu](http://www.societyhealth.vcu.edu).

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ROCK BRIDGE  
ROCK BRIDGE  
ROCK BRIDGE  
JANUARY 2014  
SEPTEMBER 2014





## Why Education Matters to Health: Exploring the Causes

Americans with more education live longer, healthier lives than those with fewer years of schooling (see [ISSUE BRIEF #1](#)). But why does education matter so much to health? The links are complex—and tied closely to income and to the skills and opportunities people have to lead healthy lives in their communities.

APRIL 2014



Robert Wood Johnson Foundation

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## Research & Results

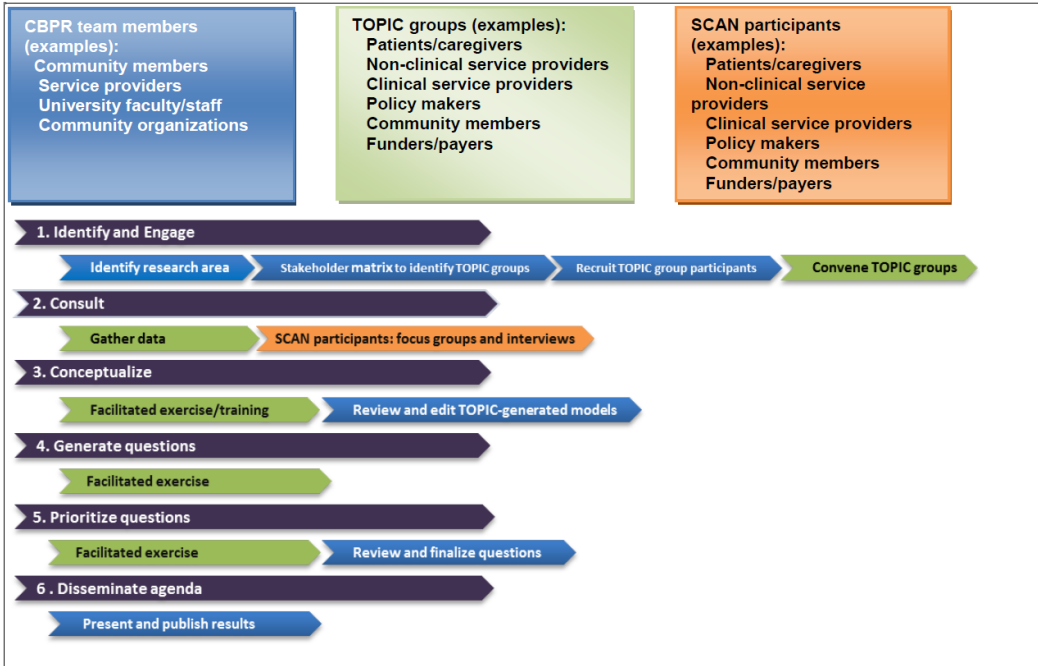
OUR PROGRAMS

RESEARCH WE SUPPORT

# The SEED Method for Stakeholder Engagement in Question Development and Prioritization



**Principal Investigator:**  
 Emily Zimmerman, MS, PhD



**Center on Society and Health**

## The SEED Method for Stakeholder Engagement in Question Development and Prioritization

Funded by the Patient Centered Outcomes Research Institute (November 2014 – October 2017)

**Purpose**  
 VCU's Center on Society and Health is conducting a study in Richmond City of a new methodology for actively engaging diverse stakeholders—such as patients, caregivers, advocates, and health professionals—in identifying important factors surrounding diet compliance for those with diabetes, hypertension, and other chronic, diet-sensitive conditions.

**Project Goals**

- To generate a relevant research agenda of prioritized research questions that addresses the concerns, needs, and values of diverse stakeholder groups
- To disseminate the research agenda to the community, researchers, policymakers, funding organizations and those in power to affect change

**Study Steps and Processes**

**February - April 2015:** Identify and recruit stakeholder participants  
**April - June 2015:** Recruit participants and conduct focus groups and interviews  
**July 2015:** Facilitate meetings with stakeholder groups to create conceptual models  
**July - August 2015:** Facilitate meetings with stakeholder groups to develop research questions  
**August 2015:** Facilitate meetings with stakeholder groups to prioritize research questions  
**September - October 2015:** Disseminate research agenda

**Identify and Engage** → **Consult** → **Conceptualize** → **Generate questions** → **Prioritize Questions** → **Disseminate Agenda**

# Engaging Richmond (continued)

“You know parents—  
they’re afraid to let their  
kids out to play...”



 Center on Society and Health

## Photovoice: The Cost of Firearms Violence

This project, conducted by Engaging Richmond and funded by Urban Institute, explores the physical, financial, and emotional costs of gun violence. Engaging Richmond is a community-university partnership comprised of community researchers and Virginia Commonwealth University (VCU) Center on Society and Health staff that was formed to bring a community

perspective to projects addressing the connections between social factors and health. Members of the Engaging Richmond team conducted thirteen interviews with individuals affected by firearms violence. To create a visual representation of the themes, we used a process called Photovoice. The following themes and images surfaced in the interviews and Photovoice.



 Center on Society and Health

## Informed Neighbors Corps

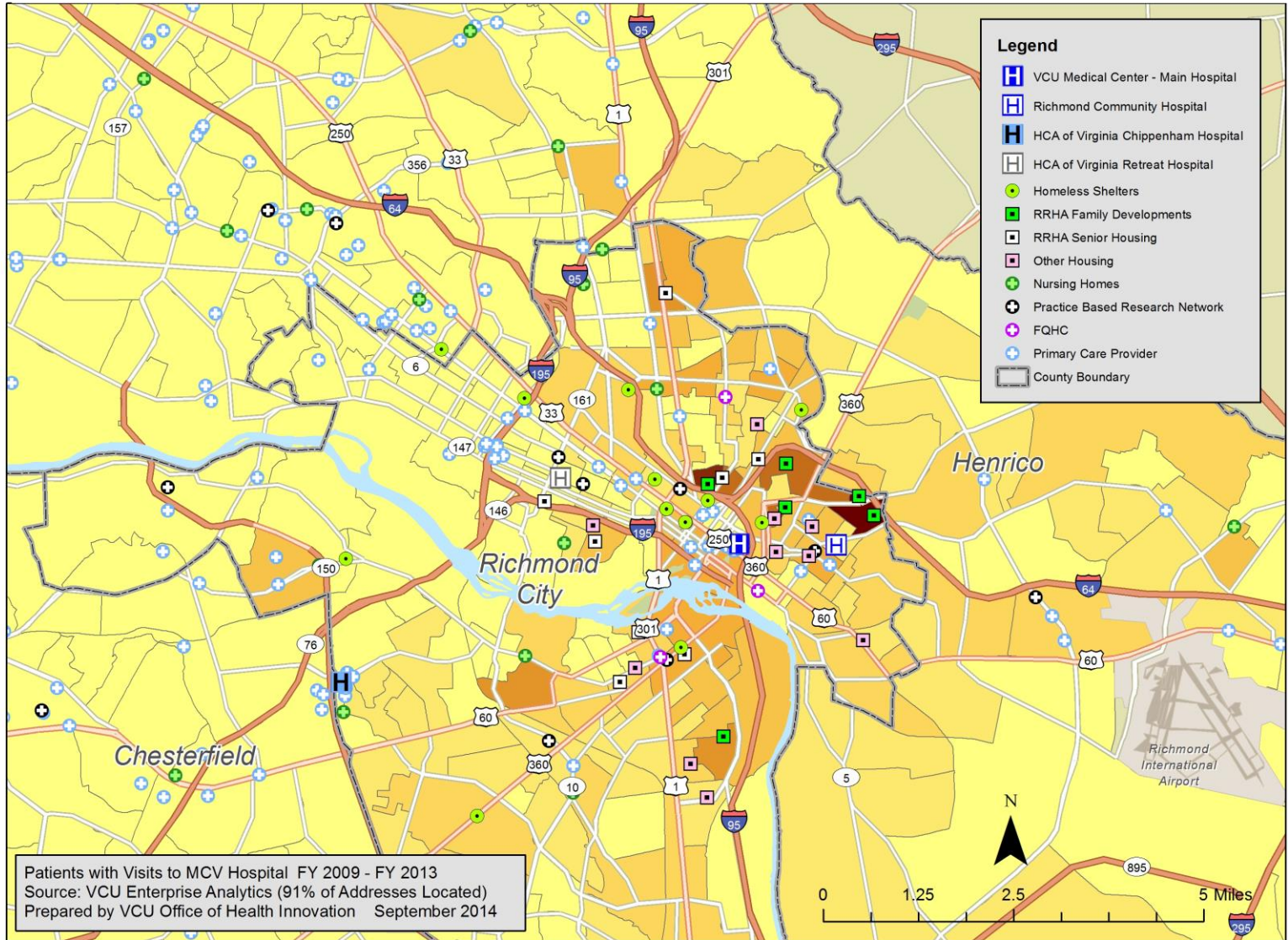
The Center on Society and Health partnered with Richmond Promise Neighborhood to bring together a core group of Creighton Court residents (Informed Neighbors Corps) to increase transparency and clear communication in the redevelopment of Creighton Court.



### Purpose

The goals of the Informed Neighbors Corps are (1) to encourage transparency of the redevelopment process from the Master Developer—The Community Builders (TCB), The City of Richmond, and Richmond Redevelopment and Housing Authority (RRHA) and (2) to promote resident leadership in the housing redevelopment process.

# Total Emergency Department Visits by Census Block Group



# Conclusions

- The community provides a lens (and source of data) unlike any other and a basis for ground-truthing
- The power of trust and coequal partnerships
- Transition from human subjects to coinvestigators
- It's all about relationships
- Partnership is valuable throughout the life course of an investigation
- Implications for academic research

# Contact Information

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**Center on Society and Health**

- Education and Health Initiative
- Life Expectancy Maps
- Place Matters
- Health Impact Assessments
- The California Poverty Study
- Project on Societal Distress
- **Engaging Richmond**
  - Team Members

Join the discussion on our BLOG >>

### Engaging Richmond

Funded in August 2011 by the National Institutes of Health, Engaging Richmond (ER) is a community-university partnership that was formed to identify and address the health priorities of residents in Richmond's East End. Its mission is to explore social determinants of health through mixed methods research in order to find and propose community-based solutions. Click [here](#) to learn about our team members.

The research team, comprised of community researchers and VCU Center on Society and Health staff

