

# Promoting Scholarship That is Community Engaged

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David Schmitz MD  
Friday, March 24, 2017



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FAMILY PHYSICIANS

## **Participants will be able to:**

- Describe a variety of methods in community engaged research (CEnR)
- Articulate the principles of community-based participatory research
- Identify opportunities for CEnR in their residency program

# Community Engaged Scholarship?

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## Box 4 | Community Engagement, Scholarship, and Community-Engaged Scholarship: Defining Terms

*Community-engaged scholarship* is scholarship that involves the faculty member in a mutually beneficial partnership with the community. Community-engaged scholarship can be transdisciplinary and often integrates some combination of multiple forms of scholarship. For example, service-learning can integrate the scholarship of teaching, application, and engagement, and community-based participatory research can integrate the scholarship of discovery, integration, application, and engagement.

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[CCPH: Linking Scholarship and Community, 2005](#)

# Community Engaged Scholarship?

- ...mutually beneficial partnership
- ...can be transdisciplinary
- ...some combination of multiple forms of scholarship - the scholarship of discovery, integration, application, and engagement.

## Traditional Research

Research Question?

Literature review

Methods

IRB

Gather data (e.g. from a community of subjects)

Interpretation and conclusion


Publish

# Community Based Participatory Research

" ... A 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, has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities."

WK Kellogg Foundation Community Health Scholars Program  
[Community-Campus Partnerships for Health \(CCPH\)](#)

# Community APGAR



Community APGAR Project: Comparing Results in Region E

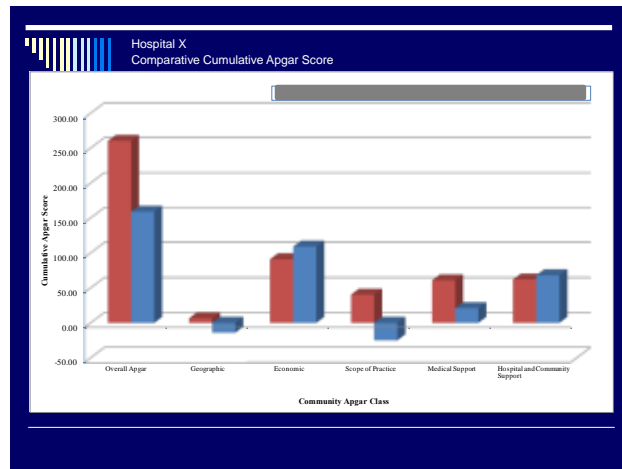
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Presented to:  
Office of Rural Health Policy  
State Offices of Rural Health  
Region E Grantee Meeting

Date: August 16, 2012

# Community APGAR



# Community APGAR



Terry DR, Baker E, Schmitz DF. Community assets and capabilities to recruit and retain GPs: the Community Apgar Questionnaire in rural Victoria. *Rural and Remote Health* 16: 3990. (Online) 2016.

# Sustaining Engagement



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# Sustaining Engagement



Longenecker R. "Sustaining Engagement and Rural Scholarship," J of Higher Education Outreach and Engagement, Fall 2002/Winter 2003; 8(1):87-97.



## Community "In Concert"

Community-Based Action Evaluation of a Rural Family Practice Residency Program  
Randall Longenecker MD, Mad River Family Practice, The Ohio State University Rural Program



### What?

•As a member of this community, what benefits do you hope to receive from this residency program?



#### Consensus Goals:

- 
- Increase the number of family physicians practicing wholistic health care in Logan County
- Improve the quality of care provided in Logan County
- Grow, continually improve, and sustain the residency program
- Enhance the perception of the quality of local health care among community members and student applicants

### Why?

Why do you hope to receive these benefits; why are they of value to you?



February 2002 - Introduction, Letter of Intent  
May 2002 - Sharing the Why's  
August 2002 - Negotiating the What's  
February 2002 - Constructing an Action Plan

19 participants representing patients, community leaders, hospital staff, residency personnel, and others

### How?

•How can we demonstrate to you that we are making progress toward this goal?

- Insert in Hospital Annual Report with graphic trends and visual summaries
- Patient satisfaction surveys
- Monitor practice quality indicators
- Annual reconvening of "In Concert" group
- Monitor community quality of care indicators
- Graduate surveys
- Civic organization membership requirement



Reflective practice; participatory action evaluation and monitoring; cooperative inquiry; action research; community-based medical education; scholarship of engagement

Special thanks to Tara Wagner (Residency Coordinator and staff assistant for this project), the cooperative inquiry group participants, and the Arts Group for training and assistance



# CBPR Principles

- **Recognizes community as a unit of identity**
- **Builds on strengths and resources within the community**
- Facilitates collaborative, equitable involvement of all partners in all phases of the research
- Integrates knowledge and intervention for mutual benefit of all partners
- Promotes a co-learning and empowering process that attends to social inequalities
- **Involves a cyclical and iterative process**
- Addresses health from both positive and ecological perspectives
- Disseminates findings and knowledge gained to all partners
- **Involves long-term commitment by all partners**

Israel et al. Review of community-based research, ARPH 1998

## Community Based Participatory Research

Define the community

**Engage the community as co-investigators**

Generate a question?

Make a plan (methods)

Literature review; Apply for IRB

Gather data (with a cadre of community participants)

Interpret with the aid of the community

**Repeat**, eventually publish

# Community Based Participatory Research



<https://online.manchester.ac.uk>

## CBPR Exercise

Define the community  
Engage the community  
Generate a question?  
Make a plan (methods)

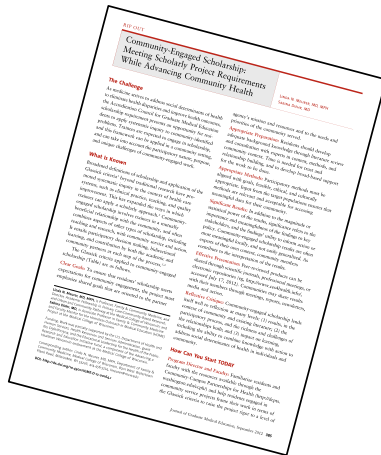
# Community Engaged Scholarship

What does this look like in your shop?

# Community Engaged Scholarship

- Convene a community group – e.g. patients of the practice, or the Rotary Club – and generate community relevant research questions from which the residents can choose, partner with a community champion and a faculty member, and proceed with one or more cycles; in fact, the next year, if appropriate, another resident can pick it up and continue

# Community Engaged Scholarship



Meurer LN, Diehr S. Community-Engaged Scholarship: Meeting Scholarly Project Requirements While Advancing Community Health. *Journal of Graduate Medical Education*, September 2012;385-386.

## ***Rural PREP***

The collaborative for Rural Primary care  
Research Education and Practice:  
Building a National  
Community of Practice and Capacity in Rural  
Health Research and Education

## ***Rural PREP*** mission

- Our mission is to improve the health and healthcare of rural communities by engaging patients and rural primary healthcare professionals in generating and using new knowledge to advance clinical education and practice.

Collaborative for Rural Primary care Research, Education and Practice

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## **Aim 3 – A Community of Practice**

We are building a scholarly community of practice through ***Rural PREP*** that is evidence-based, community-engaged, and practice-informed, leveraging existing collaborative relationships and adding new ones. We bring together educators, researchers, and practitioners to create a platform for sharing evidence-based practices, generate new ideas for research and evaluation on rural primary care training, promote scholarly activity, and translate evidence into educational practice.

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## Aim 3 – A Community of Practice

A community of practice is an informal or organized learning community or space in which members demonstrate:

1. **Mutual engagement**
2. In a common endeavor or “*joint enterprise*”
3. Using and developing a “*shared repertoire*” of common language, styles and routines

Wenger E. *Communities of Practice: Learning, Meaning and Identity*. New York: Cambridge University Press. 1998.

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# ***Rural PREP***

Collaborative for Rural Primary care  
Research, Education, and Practice

2016-2021



UW Medicine  
SCHOOL OF MEDICINE



**The RTT Collaborative**



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**The RTT Collaborative**

## **Aim 3 – A Community of Practice**

- Directory of rural programs
- Community Based Participatory Research strategy and workshops
- Design and Dissemination Studios
- Monthly “Rural Grand Rounds” and quarterly faculty development

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## **Aim 3 – A Community of Practice**

Community Based Participatory Research strategy and workshops

- The RTT Collaborative Annual Meeting, April 19, 2017, in Anderson, SC
- First day of the NRHA Annual Conference, May 10, 2017, in San Diego

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## **Aim 3 – A Community of Practice**

Design and Dissemination Studios, intended to:

1. strengthen research proposals,
2. increase the relevance of the research to a community of practice,
3. improve recruitment and retention of research participants,
4. build a cadre of research-engaged stakeholders, and
5. make research more community centered, culturally relevant, and accessible to potential research participants

Modeled after the Meharry-Vanderbilt process for community-based participatory research in oncology

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## **Aim 3 – A Community of Practice**

### **Design and Dissemination Studios**

1. Presentation of at least one completed research study, and its subsequent implementation in educational practice (“One thing old”)
2. Presentation of at least one ongoing study (“One thing now”)
3. Presentation of at least one proposed study (“One thing new”)
4. Diverse audience interaction and generation of new research ideas

Modeled after the Meharry-Vanderbilt process for community-based participatory research in oncology

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## **Aim 3 – A Community of Practice**

Monthly “Rural Grand Rounds” and quarterly faculty development

Team Based Learning (TBL) like strategy, with the eventual option of both synchronous and asynchronous participation

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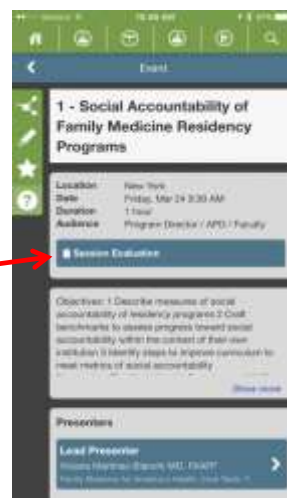
# Discussion & Questions

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Please...

Complete the  
session evaluation.

Thank you.



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