

# Community Assessment and Community-Based Participatory Research (CBPR)



## OBJECTIVES

At the end of this unit, participants will be able to:

- Explain the organic relationship between principles, methods, and outcomes in Community-Based Participatory Research (CBPR), using the “Tree of CBPR” metaphor
- Identify project design and implementation methods that foster an environment of equity and participation
- Identify how CPBR principles could be used in their work as CHWs
- Know how to involve the community in assessing a program/intervention’s impact on clients, organizations, and the community



## INSTRUCTIONS

1. Before the session, distribute the Pre-session: Practice CBPR Assessment handout and ask participants to complete it in advance of the session. Give participants at least 1 week prior to the session to complete the assessment.
2. Review PowerPoint and handouts. Arrange chairs in a circle to encourage participation and sharing.
3. Welcome participants and review the objectives (slide 2). Let participants know that we will reference their completed CBPR assessment throughout the session.
4. Review CBPR definition and how it is different from other types of research, facilitating discussion (slides 3–5).
5. Introduce the CBPR tree metaphor (slide 6). Distribute the From the Roots to the Fruits handout.
6. Review CBPR principles, and how they align with popular education and cultural humility principles, and facilitate discussion (slides 7–10).
7. The trunk: Discuss the role of the environment in CBPR, inviting participants to answer questions based on the assessment they conducted (slides 11–12).
8. The branches: Discuss how information was gathered during the assessment (slide 13).
9. The fruits: Discuss impact, referencing questions from the assessment (slide 14).
10. Wrap up. Ask, “How might you share back with your team or co-workers what you learned from your assessment and from this webinar about CBPR? How might you incorporate CBPR principles and practices into the work of the clinic?” (slide 15)



## Related C3 Roles

Implementing individual and community assessments; participating in evaluation and research; providing culturally appropriate health education and information; building individual and community capacity

## Related C3 Skills

Capacity building skills; evaluation and research skills; individual and community assessment skills; education and facilitation skills; knowledge base



## Method(s) of Instruction

Pre-work activity; group discussion

*Facilitator’s note: A trainer experienced in research or Community-Based Participatory Research (CBPR) should facilitate this session.*



## Estimated time

90 minutes



## Key Concepts

Community-based participatory research, CBPR, community assessment



## Materials

- Computer with internet connection and projector
- Power Point slides

## Handouts

- Pre-session: Practice CBPR Assessment
- From the Roots to the Fruits: Using CBPR in Diverse Communities



## Resources

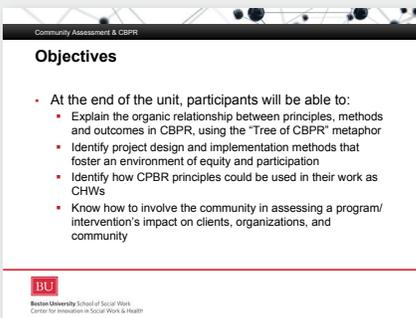
WK Kellogg Foundation: <https://www.wkkf.org/news-and-media/article/2009/01/an-effective-approach-to-understanding-communities>

Wallerstein, N., & Duran, B. (2010). Community-based participatory research contributions to intervention research: the intersection of science and practice to improve health equity. *American Journal of Public Health, 100*(S1), S40–S46.

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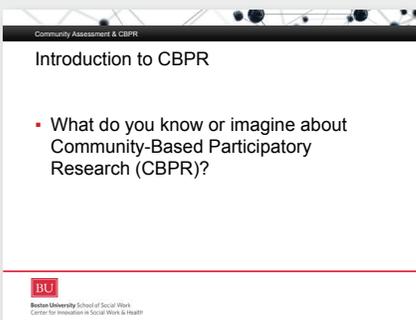


## SLIDE 1



## SLIDE 2

Review the objectives.



## SLIDE 3

Ask for a volunteer to read the question on the slide and facilitate a group discussion around participants responses.



## SLIDE 4

Ask for a volunteer to read the definition.

After the definition is read, ask, "What words/phrases stand out to you from this definition?"

# Community Assessment and Community-Based Participatory Research (CBPR)

Community Assessment & CBPR

### How is CBPR similar/different from other types of research?

- Community participates and leads all aspects:**
  - Community is the leader
  - Identifying the area of study & questions to be answered
  - Designs and gathers information to address the issue
  - Analysis and interpretation of results
- Expert driven:**
  - Community is a "participant/subject"
  - Community may help advise or approve area of study & research questions
  - Experts design & gather information; community members may be involved, usually in collection
  - Analysis and interpretation of results; experts may bring to community for input

Use results to inform and direct change

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## SLIDE 5

Ask for a volunteer to read the slide.

Ask, "From your understanding and experience, how is CBPR similar/different from other types of research? When you think of conventional research or evaluation, what comes to mind? Have you personally participated in a research study? What did you do? Were you a participant? Did you ever participate in a survey or focus group? What was the experience like? Is research conducted in your work setting? Who conducts the research? What differences do you notice?"

CBPR and other types of research (clinical research, intervention research, implementation research, and program evaluation all have the ultimate goal of producing results to inform change. However, most research tends to be expert driven. CBPR is driven by the community it. Ask, "Is there one you identify more in your experience and in your work setting?"

Community Assessment & CBPR

### CBPR Tree

Fruit: Impacts  
Branches: Methods  
Trunk: Environment  
Roots: Principles

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## SLIDE 6

We will use a metaphor of a tree to help us understand the different components of Community Based Participatory Research (CPBR).

- The roots of our tree are the principles of CBPR.
- The trunk of our tree consists of the ways in which we embody these principles, or put the principles into action, throughout a project (i.e., the "how").
- The branches of the tree are methods of collecting data and conducting an intervention in CBPR projects (i.e., the "what").
- The fruits are the outcomes or the applications of CBPR projects.

We will go over each section of the tree in more depth, starting with the roots, or principles.

Community Assessment & CBPR

### CBPR Principles- Roots

- The roots are the principles that sustain good participatory research.
  - 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 ecologic perspectives
  - Disseminates findings and knowledge gained to all partners
  - Involves long-term commitment by all partners

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Israel, B. A., Schultz, A. J., Parker, E. A., & Becker, A. B. (1998). Review of community-based research: assessing partnership approaches to improve public health. *Annual Review of Public Health, 19*(1), 173-202.

## SLIDE 7

Ask for a volunteer to read through the list of CBPR principles.

# Community Assessment and Community-Based Participatory Research (CBPR)

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## CBPR Principles

Think about the people that you interviewed.

- What do you think are their core values or priorities?
- Do you see their core values or priorities reflected in the goals of CHW work?

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## SLIDE 8

Ask the participants the questions on the slide.

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## Popular Education Principles

Popular Education: Just, Equitable & Democratic Society

Critically examine the world around us	Start with what people know or do	Honor lived experience	Everyone is a teacher and a learner	Create space to reflect on personal experience
Build trust	Learn the skills to work together	We learn with our heads, heart and bodies	Develop grassroots leadership	Take collective action

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## SLIDE 9

Inform participants that we are using two frameworks to think about Community Assessment and Community Based Participatory Research.

One framework is Popular Education, which is focused on principles such as starting with what people know, honoring lived experience, and creating spaces where everyone can learn from each other and critically reflect on their personal experiences.

Community Assessment & CBPR

## Cultural Humility Principles

A Venn diagram with three overlapping circles. The top-left circle is labeled 'Critical self-reflection & lifelong learning'. The top-right circle is labeled 'Recognize & challenge power imbalances'. The bottom circle is labeled 'Institutional accountability'.

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## SLIDE 10

The other framework is cultural humility.

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## Cultural Humility Principles

A Venn diagram with three overlapping circles. The top-left circle is labeled 'Critical self-reflection & lifelong learning'. The top-right circle is labeled 'Recognize & challenge power imbalances'. The bottom circle is labeled 'Institutional accountability'.

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## SLIDE 11

In order to put the principles into practice and to facilitate participatory data collection, we need to create a climate of equity and participation when we are designing and implementing our CBPR projects. The things that characterize how we work to create that climate form the trunk of our tree.

Invite participants to answer the questions based on the assessment that they conducted.

# Community Assessment and Community-Based Participatory Research (CBPR)

Community Assessment & CBPR

## Key Aspects of the Environment

- **Participants**
  - Are all voices from the community are present?
  - If some couldn't attend, what is the plan to follow up with them?
- **Open space for conversation**
  - Participants can see each other to promote conversation (i.e. sit in circle)
- **Refreshments**
- **Resources (child care, transportation support)**

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## SLIDE 12

Review the slide with participants.

Ask if participants have any additional ideas (e.g. incentives?)

Community Assessment & CBPR

## CBPR Principles- Branches

Think about how you gathered information to do your work.

- How did you gather the information? Why did you choose that/those methods?
- What worked well and were there any challenges with how you collected the information?
- What follow up questions did you ask and why?

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## SLIDE 13

We are going to move on to the branches of our tree. Just as branches grow from the trunk of a tree, participatory data collection and evaluation grow out of a solid foundation of participation and equity.

And just as we hope you were able to see how the principles, or roots, of CBPR can be put into practice in the design of the project (the trunk), we'd like to demonstrate how those principles extend throughout the branches, and what this looks like in practice.

The branches refer to the evaluation/data collection methods, which may be the first thing people think of when they hear the phrase "Methods of CBPR."

Invite participants to answer the questions based on the assessment that they conducted.

Ask if participants have any additional ideas.

Community Assessment & CBPR

## CBPR Principles- Fruits: Impacts / Outcomes

The fruits are the results, impacts, and outcomes of the research.

Based on your interviews:

- What were the impacts?
- How did the responses compare/contrast with your views of the impacts and HRSA's goals?

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## SLIDE 14

We have finally arrived at the fruits of our tree. A healthy tree should yield fruit, and a healthy CBPR project should yield positive impacts for our communities.

There are many impacts of CBPR that we would hope to see from our efforts.

Invite participants to answer the questions on the slide based on the assessment that they conducted.

Ask if participants have any additional ideas.

Community Assessment & CBPR

## Next Steps and Questions?

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## SLIDE 15

Group discussion:

- Did you share the results of what you did?
- How might you share back with your team or co-workers what you learned from your assessment and from this unit about CBPR?
- How might you incorporate CBPR principles and practices into the work of the clinic?

# Pre-session: Practice CBPR Assessment

In preparation for the CBPR unit, please complete the following activity. You will be asked to share aspects of the assessment during the unit so that we can learn from one another.

**Assessment instructions:** Conduct a short assessment about the role of CHWs in the HIV Care Continuum. The main question is, “From your perspective, what are the impacts of having a CHW as part of the healthcare team?” You may ask follow up questions if you like.

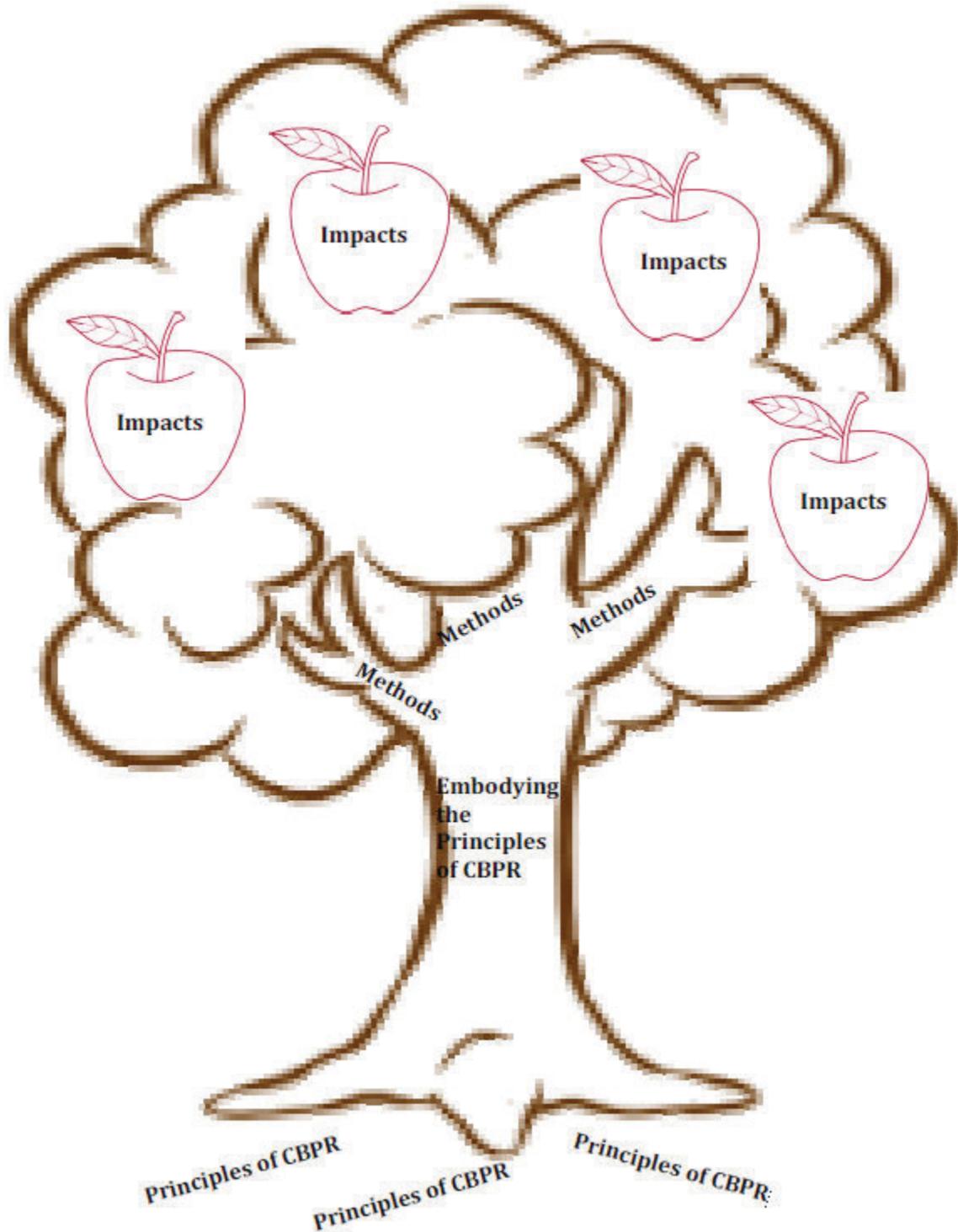
**Who to interview:** You can meet with your healthcare team, a community partner, or a client to gather information. Please reach out to at least one person.

**How to do the assessment:** You can do the assessment on your own or in teams with other CHWs, with your supervisor, etc. Choose a way of collecting information that you think will work best for the person/people you are interviewing (e.g. in-person, phone call, email, etc.).

**Reflection:** After your conversation, please respond to the following questions. We will ask you to share your answers during the CBPR unit.

1. Where did the meeting take place?
2. Who did you invite? Who attended? Did you invite anyone who didn't attend? Who would you have liked to invite?
3. Were there any challenges in setting up the meeting (e.g. transportation or childcare needs, finding a convenient time, finding a comfortable space)?
4. What (if any) follow up questions did you ask and why?
5. How did you collect the information? Why did you choose that method? What worked well and were there any challenges with how you collected the information?
6. How did the responses compare/contrast with your views of the impacts and HRSA's goals?

# From the Roots to the Fruits: Using CBPR in Diverse Communities





**ROOTS:** The roots are the principles that sustain good participatory research.

- 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 ecologic perspectives
  - Disseminates findings and knowledge gained to all partners
  - Involves long-term commitment by all partners
- (Israel B., 1998)

**TRUNK:** The trunk of our tree consists of how we embody the principles of CBPR, creating a climate of equity and participation when we are designing and implementing our CBPR projects. The methods we use to design and implement CBPR projects may differ from project to project, depending on the community with whom we are working and the topic, and may include:

- Shared facilitation of meetings
- Food
- Opportunity to receive academic credit when participating
- Integrating and using two or more languages for all project activities
- Starting meetings with prayer

**BRANCHES:** The branches of the CBPR tree are the methods we use to design a program or collect data (for research or evaluation), and again, will look different from project to project. Just as branches grow from the trunk of a tree, participatory data collection methods grow out of a solid foundation of participation and equality.

**FRUITS:** Finally, the fruits of CBPR refer to our intended or actual outcomes of CBPR projects. Just as a tree yields fruit, a healthy CBPR project should yield outcomes for communities. The potential impacts of a successful CBPR project are countless, and may include:

- Increased awareness among non-community members
- Community identifies and solves problems
- Increased knowledge
- Community empowerment
- Social justice
- Better health

Credit: Community Capacitation Center, 2016.

# Acknowledgements

This curricula draws from and is adapted from other training curricula for peer educators and community health workers, such as the Building Blocks to Peer Success (<https://ciswh.org/resources/HIV-peer-training-toolkit>) and the Community Capacitation Center, Multnomah County Health Department (<https://multco.us/health/community-health/community-capacitation-center>)

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