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### Constructing Health Together: Validating Knowledge in the Implementation of Community Health Initiatives

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# Constructing Health Together:

Validating Knowledge in the  
Implementation of Community Health  
Initiatives

**Allison Wolf**

# Introduction



# Cultural and Societal Significance

- Treatment vs. Prevention
  - “Just over half of recommended health care practices are implemented, and the situation may be even worse for prevention and health behavior change interventions” (Glasgow & Emmons 2007)
- Informational Black Hole
  - “There is a time lag of some 17 years for 14% of research evidence, including much that never gets published, to be translated into practice” (Ammerman et al. 2014)

# Definitions

- Community-Based Participatory Research
  - Normally utilized in academic and community partnerships
  - “requires the continuous exchange of knowledge, skills, and resources and a commitment to having a sustained impact in the community where the research is being conducted” (Ahmed et al. 2004)

# Definitions

- Community
  - “generally to localities, but also to groups that have a common interest or cause even if they do not share a common location” (Green, Daniel, and Novick 2001)
- Knowledge
  - “facts, information, and skills acquired by a person through experience or education” (Collins 1991)

# Theoretical Application



# Theoretical Influences

- Social Conflict Theory
  - “emphasizes the role of coercion and power, a person’s or group’s ability to exercise influence and control over others, in producing social order” (Andersen & Taylor 2011:20)
- Patricia Hill Collins
  - Black Feminist Thought
  - “commonplace taken-for-granted knowledge...[grows] from our everyday thoughts and actions” while “experts or specialists who participate in and emerge from a group produce a second, more specialized type of knowledge” (Collins 1991)



# Thesis



# CBPR and Knowledge Validation

- “CBPR may be the ultimate form of translational research...moving discoveries bidirectionally from bench...to organizations and policy makers” (Horowitz pg. 2634)
- Knowledge is separated
  - “Researchers are influenced by their backgrounds and values when they come into a community to do research,” just as individuals call on their own personal experiences in everyday living (Christopher et. al 2008)

# Case Studies

Real Life Application of CBPR Methods



# Case Study #1 - Angeleno African American Nutrition

- Sloane et al. 2003
- Community Health Councils, Inc.
- Evaluate the availability of quality nutritious foods in three areas
- Findings shown that “the number of supermarkets and other grocery stores per population differed dramatically” based on area demographics, specifically African American (2003:571)

## **Outcomes**

- Trust building amongst community and researchers
- Hard data to advocate for policy- and development- based changes

# Case Study #2 - *Nationally-Dispersed Autistic Self Advocates*

- Nicolaidis et al. 2011
- Academic Autistic Spectrum Partnership in Research and Education (AASPIRE)
- Create partnership between autistic and academic communities
- Each “project is co-led by an academic and a community principal investigator, and includes a team of both academic and autistic research partners (Nicolaidis et al. 2011:3)

## **Outcomes**

- Trust and community building
- Strengthening personal confidence and ability

# Case Study #3 - *New Orleanian Women's Wellness Seminars*

- Hendricks et al. 2014
- Common Ground Health Clinic
- Develop a series of classes that would motivate women to be well
- Continuation of classes sustained long after plans ended

## **Outcomes**

- Trust and community building
- Strengthening personal confidence and ability
- Leadership development

# Acknowledgement of Short-Comings

- After participation in CBPR initiatives, health impacts are elusive (Wallerstein & Duran 2006)
- Continuous knowledge transfer (Hacker et al. 2012)
- Sustained funding mechanisms (Glasgow & Emmons 2007)

# Suggestions for Future Application





# Future Application/Developments

- Educational Reform
  - Value teaching of CBPR in institutions (Ahmed et al. 2004:144)
  - Investments in collaborative research (Sullivan et al. 2001:140)
  - Reclassification of tenure and promotional practices (Calleson et al. 2005:318)
- Social Movements
  - Wide dissemination of issues and solutions (Green, Daniel, and Novick 2001:22)
  - Policy development (Wallerstein & Duran 2006:317)

# Conclusion





Questions?



Thank you for  
coming!

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