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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 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

Conflicts + CBPR = Collaboration
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!
References


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