CBPR: An innovative approach for practice based research networks

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Outline

- Key principles of CBPR
- CBPR in South Africa
- CBPR in Cleveland
- PBRN and CBPR
- Challenges
Relevance of CBPR to PBRN

- PBRN can expand research and knowledge base by incorporating a CBPR approach (Macaulay, 2006)

- Expand the researcher-clinician partnership to include broad-based community stakeholders (patients and other stakeholders)
Key principles of CBPR

- Collaboration
- Capacity Building
- It is about the research, the process, as well as the researcher
- Reduce distance between academic, clinician, and community
- Social Action
Context of “traditional” research

- Communities have often been colonized by researchers (Wallerstein & Duran, 2003)
- “helicopter research” (Deloria, 1992) or “hello-goodbye approach” (Huberman, 1991)
- CBPR researchers must take into account the historical context of how research has been conducted in marginalized communities
Participation

- Who represents the community?

- “There is a First World in every Third World community” (Ong, 1991)

- Participation means least to most powerful members of community must be included in the decision making process
Steps in the process

- Defining the research question
- Designing the research
- Implementing the research design
- Analyzing the research data
- Reporting the research results
- Acting on the research results
CBPR in South Africa

Background

- Placement in Case Comprehensive Cancer Center
- Interest in Community-based research
- Connection to South Africa
- Researchers’ interest in cervical cancer
- Access to resources, time, epidemiological data
Defining the research question

• A chance to use power for good

• Lay the groundwork

• Jointly develop and agree on ground rules
Working backwards

• “Start where the people are” (Nyswander, 1956)

• Listen to “hidden transcripts” of the community

• Recognize and begin with community strengths
The journey from cervical cancer to cervical health

- Walking and “windshield” tours
- Key formal and informal interviews
- Frame question within lived context
Designing the research

• Community Advisory Board

• Jointly decided on the methodology

• Developed focus group questions with team

• Conducted focus groups with key stakeholders (girls, boys, educators, school staff, mothers, service providers)
Implementing the research design

• Focused on capacity building

• Hired, trained community members

• Develops ownership of project

• Informal “research ambassadors”
Analyzing the research data

- Trained researchers in South Africa to analyze data
- Trained researchers in US to analyze data
Reporting the research results

• Data dissemination
• Returned to stakeholders
• Workshops
• Reports/Co-authorship
Acting on the research results

- Action that benefits the community
- Policy implications
- Sustainability
CPBR in Cleveland

- The research question

- Research Design

- Data Collection
Data Analysis

- Research Assistants
- Community Research Team
Research in Action

- Data Dissemination
- Mother-daughter health communication day
PBRN and CBPR¹

- Bottom-up not top-down
- Recognizes the importance of the lived experience
- Recognize the assets of people
- Driven by local needs

Challenges

- Deciding who the relevant stakeholders are and how to engage them in a meaningful process
- Will community voices truly be heard or is it just camouflage?
- Meeting the needs of researchers, clinicians, and community members
- Time consuming
Questions?
Comments
Discussion

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