



Community-Based Research: Implementation Models

*“Access to Education,
Opportunity to Serve”*



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Agenda

- **CBR: Definition & Need**
- **Case Studies**
- **Discussion**
- **Resources**

CBR:

Definition & Need



Community-Based Research: Definition

- CBR is a collaborative enterprise between academic researchers (professors and students) and community members.
- CBR has as its goal social action and social change for the purpose of achieving social justice.

Strand et al. 2003. *Community-Based Research and Higher Education: Principles and Practices*. Jossey-Bass. p. 8



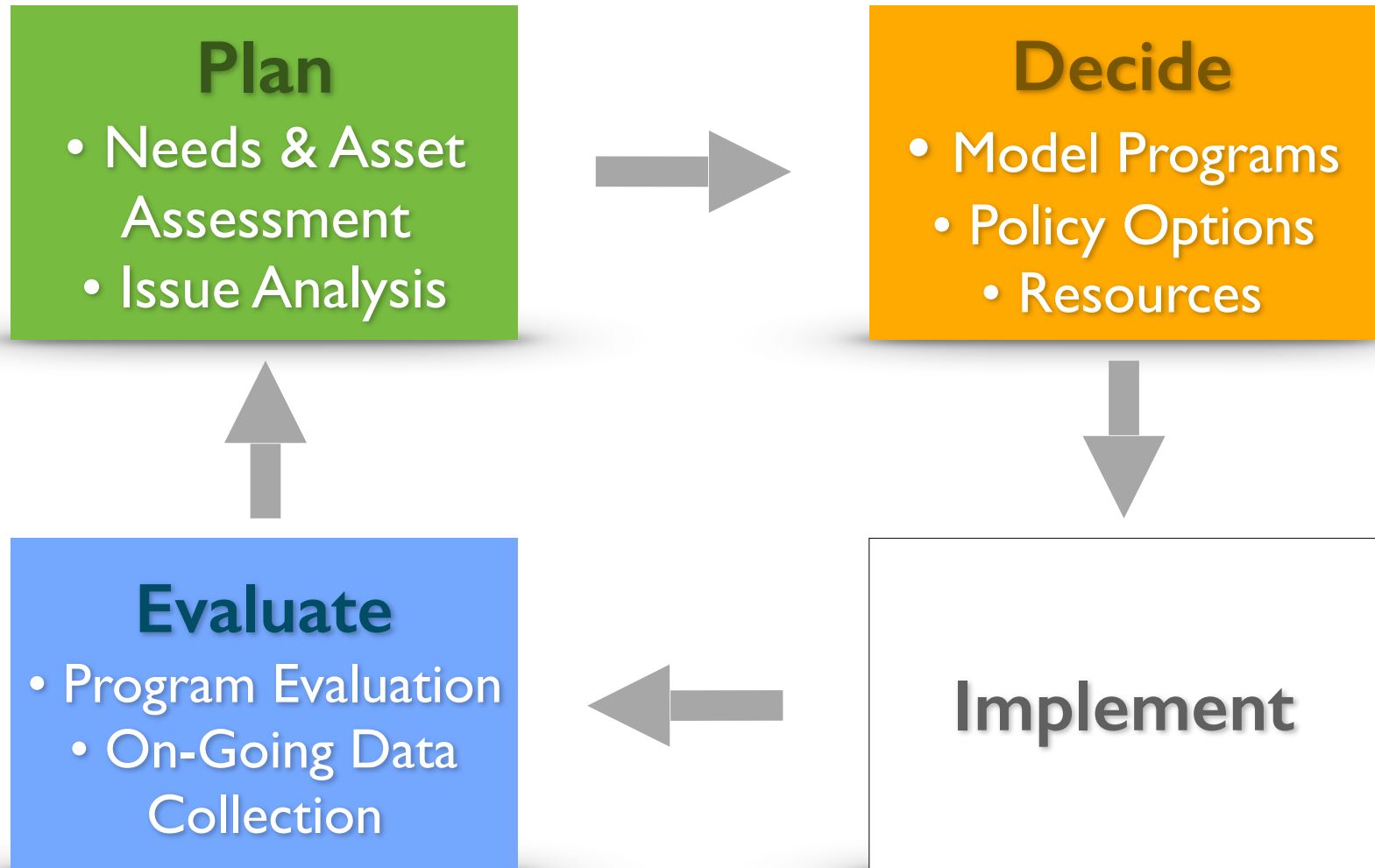
Community-Based Research: Examples of Project Types

- Program evaluation
- Data compilation
- Needs assessment
- Asset mapping
- Oral history
- Policy research
- Risk assessment
- Promising practices
- Short films
- Business planning
- PR campaigns
- Grant writing
- Literature reviews
- Curriculum development
- Archival research
- Case studies

See Cooke and Thorne 2011. A Practical Handbook for Supporting Community-Based Research with Undergraduate Students.. Council for Undergraduate Research, Washington, D.C.



Community-Based Research: Context



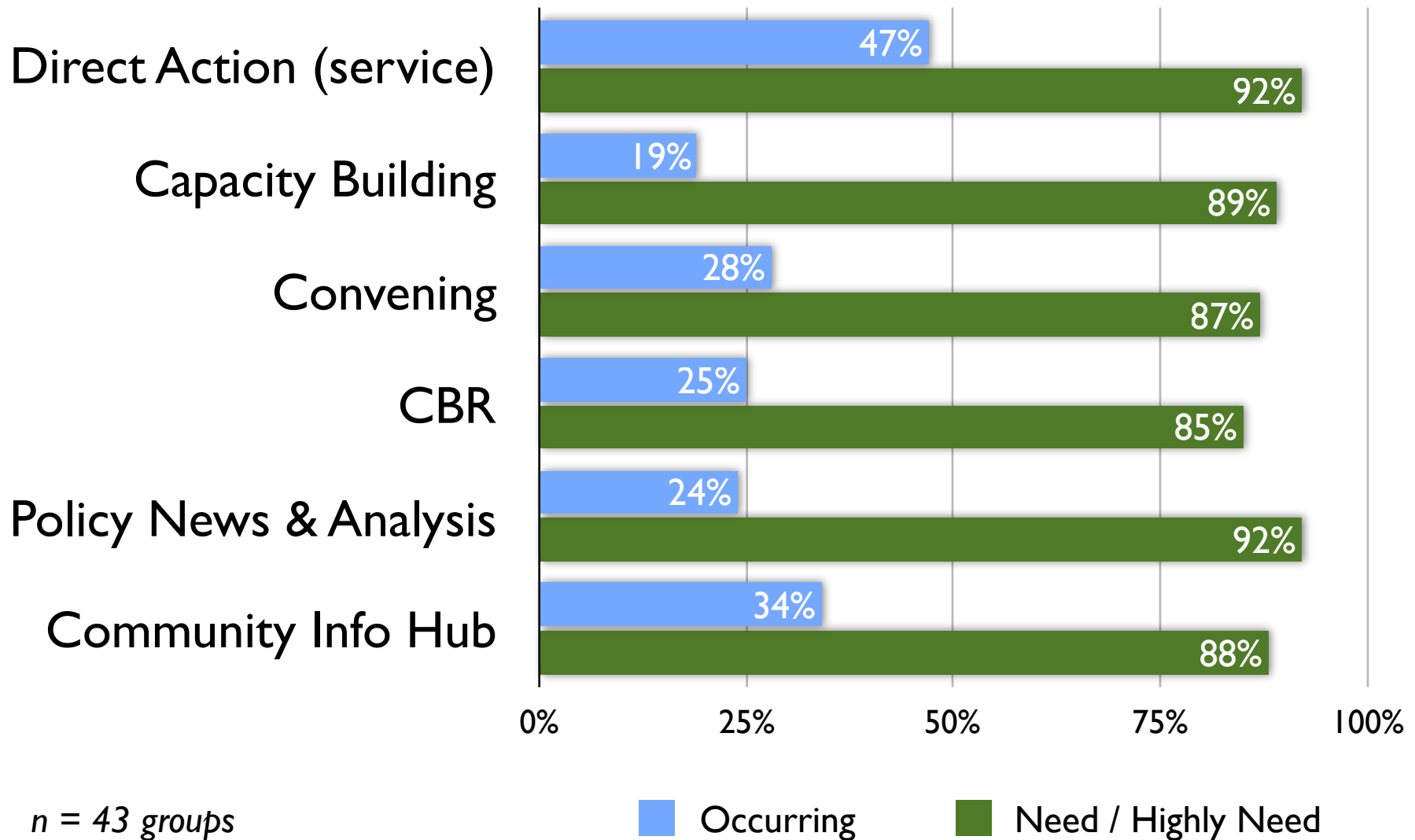


Community-Based Research: Principles of Practice

- Research need(s) defined by community
- Research is action-oriented
- All stages of process involve all partners equitably (faculty, students, and community)
- Strengths and knowledge of all partners appreciated and utilized
- Findings disseminated in accessible way



Partner Need Survey: Need vs Occurring



Case Studies



Community-Based Research: General Learning Outcomes

- Academic skills
- Educational experience
- Civic engagement
- Professional experience
- Personal growth



Community-Based Research: Settings

- in *courses*
- in *internships* (summer or during the term)
- as an *independent study*
- for their *senior thesis or capstone*
- as part of a *faculty-led CBR project*
- as part of their *service or volunteer work*



Four Case Studies

	Course		Independent Study	Academic Internship
Research Topic	Need for Assistive Technology	Youth development workshops & assessment	Point in Time Homelessness Study	Issues Briefs & Focus Groups-range of topics
Community Partner	Rockbridge Area Occupational Center	Millhill Child and Family Development Center	Project Horizon & 14 other groups	11 NGO's & 2 Networks
Campus Partner	W&L's Kacie D'Alessandro, Professor of Engineering	TCNJ's He Len Chung, Professor of Psychology	W&L's Krzysztof Jasiewicz, Professor of Sociology	TCNJ Profs, including Stuart Roe (Ed), & CEL&R Staff
# Students	7	15	3	7



W&L Engineering Course: **Assistive Technology Development**

- **Who is the Community Partner?**
 - ✓ The Rockbridge Area Occupational Center
- **What is the on campus structure?**
 - ✓ Developed in partnership with Kacie D'Alessandro, Professor of Engineering
- **How were students recruited?**
 - ✓ Project was integrated into existing course syllabus



W&L Engineering Course: Assistive Technology Development

- **What training/support was provided?**

- ✓ Project Development
- ✓ connecting students with the partner,
- ✓ facilitating bi-weekly meetings with the student researchers and the community partner
- ✓ Drafting MOU's
- ✓ helping to field student questions throughout the term

- **How did it go?**

- ✓ Students completed their evaluation of the need for assistive technologies and completed the 3-D printing of one
- ✓ Students in the fall section of the course next year will continue this work, as will one student from the previous section in the form of an independent study.



W&L Sociology Independent Study: Point in Time Homelessness Study

- **Who is the community partner?**
 - ✓ Project Horizon
 - ✓ 15 other local agencies that participated in the collection of data and dissemination of resources.
- **What is the on campus structure?**
 - ✓ This project was developed in partnership with Professor Krzysztof Jasiewicz from sociology as an independent study.
- **How were students recruited?**
 - ✓ Students were recruited based on past service experiences through Bonner and the Shepherd Program Internships
 - ✓ Professor recommendation.



W&L Sociology Independent Study: Point in Time Homelessness Study

- **What training/support was provided?**
 - ✓ Rather intensive CARA Support
 - ✓ MOU development
 - ✓ Preliminary communication with all involved agencies,
 - ✓ Attendance at state mandated HUD Meetings.
- **How did it go?**
 - ✓ As a direct result, Project Horizon has used the data from this study to apply for \$50,000 in prevention money expected to come from the state this July.



Takeaways/Best Practices

- Website/Database to advertise projects
- Faculty recruitment through existing programming (ie: faculty academy)
- IRB support/relationship development
- Thorough MOU outlining expectations of all involved
- On-campus training on ethical dimensions of CBR/Community Engaged Learning
- Platform for presentations/dissemination
- Basic training on poverty/community issues for students not typically engaged in this type of work
- Strong partnership development and maintenance throughout



TCNJ Psychology Course/Research Lab:

3 semester course sequence with one partner

- **Who is the community partner?**

- ✓ Millhill Child and Family Development Center's Trenton PEERS Program
(Performing, Educating, and Engaging about Responsible Strategies)

- **What is the on campus structure?**

- ✓ Partnership with He Len Chung, Professor of Psychology.
 - ✓ Collaboration across three semesters with two different courses: (1) Collaborative Research (8-10 students), and (2) Counseling and Clinical Seminar: Poverty, Mental Health, and Well-Being (15-20 students).

- **How were students recruited?**

- ✓ Professor Chung integrated projects into her syllabus before the start of the term, and students were able to make their course selection based on their desire to participate in the project.



TCNJ Psychology Course/Research Lab:

3 semester course sequence with one partner

- **What training/support was provided?**

- ✓ TCNJ Bonner staff supported Professor Chung in developing the projects and connecting students with the partner, and by providing transportation.

- **How did it go?**

- ✓ Spring 2014: 20 students from the “Counseling and Clinical Seminar: Poverty, Mental Health, and Well-Being” course developed workshops on topics that the PEERS program did not already address (mental health awareness, self-esteem development).
- ✓ Fall 2014: Professor Chung continued the collaboration with 8 students in a different course (Collaborative Research). Based on feedback from the community partner, students began to enter and conduct preliminary analyses of program assessment data.
- ✓ Spring 2015: Professor Chung continued the fall 2014 project with 15 new students in a different section of “Counseling and Clinical Seminar: Poverty, Mental Health, and Well-Being.” Students completed data entry and analysis of 8 PEERS workshops and presented summaries to representatives of the partner organization, including PEERS educators and directors of the PEERS program.



Takeaways/Best Practices

- Training on ethical dimensions of CBR/Community Engaged Learning
- Basic training on poverty/community issues for students not typically engaged in this type of work
- Strong partnership development and maintenance throughout
- Dissemination of work products via websites (academic institution and community partner)
- Dissemination of work via academic conferences (co-authors include faculty, students, and community partner representatives)
- Continuity of collaboration (and projects) across semesters/courses



TCNJ Academic Internship & Volunteers:

Policy Options Issue Briefs & TPPB Focus Groups

- **Who were the partners?**
 - ✓ 11 different non-profits and 1 network (Trenton Prevention Policy Board)
- **What is the on campus structure?**
 - ✓ This model included two teams—Policy Options & TPPB Focus Groups
 - ✓ Policy Team-Led by ACEL Internship Coordinator & 2 PT Program Leaders
 - ✓ Each PO PT Program Leader met with PO interns once a week
 - ✓ TPPB Focus Group Team-Led by Prof. Roe
 - With support from Policy & Collective Impact Coordinator
- **How were students recruited?**
 - ✓ ACEL Internship Coordinator created a packet of internship opportunities
 - ✓ Internship packet sent to gatekeepers (i.e. chairs, Bonner staff)
 - ✓ PO Internship students guided to find their own academic advisor-obtain credit
 - ✓ Professor Roe recruited TPPB Focus Group intern from class



TCNJ Academic Internships & Volunteer: PolicyOptions Issue Briefs

- **What training/support was provided?**
 - ✓ Pre-service orientation and trainings (PO and TPPB)
 - ✓ Weekly mini-lessons/trainings and feedback sessions (PO)
 - ✓ Monthly placement “check-ins” w ACEL Internship Coordinator (PO)
 - ✓ IRB approval (TPPB Focus Groups)
 - ✓ Focus groups organized with community partners
 - ✓ Modeling or Shadowing (TPPB Focus Groups)
- **How did it go?**
 - ✓ 7 issue briefs completed
 - ✓ Over 100 website entries uploaded
 - ✓ Students presented to TPPB (policy board)
 - ✓ 11 focus groups held
 - ✓ Briefs and focus groups helped set board agenda



Takeaways/Best Practices

- Orientations and regular “check-ins”
- Weekly meetings to provide context and guidance
 - ✓ *Combining two High Impact Practices—Internships & Service Learning*
 - ✓ *Focused/sustained engagement (intern hours v class project)*
- Dissemination to the public via PolicyOptions website
- Impacting policy/collective impact project v single Non-Profit Organization

Resources



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PRINCIPLES and PRACTICES

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