COMMUNITY ENGAGED SCHOLARSHIP FORUM

LOCAL CITIZENSHIP IN A GLOBAL WORLD

FRIDAY, MARCH 29, 2019
TWENTIETH CENTURY CLUB
THANK YOU!

The Academically Based Community Engagement ad hoc committee would like to thank all of the attendees, presenters, supporters, community partners, and long standing committee members who made possible the 2019 Community Engaged Scholarship Forum themed “Local Citizenship in a Global World.” A special thank you goes out to the sponsors: The Year of Pitt Global, Office of Community and Governmental Relations, Pitt Honors, Elsie Hillman Civic Forum, Study Abroad, School of Education, PittServes, School of Social Work, and CONNECT.

This report is dedicated to our close friends Dr. John Wilds and Tracy Soska without whom this exciting opportunity would not be possible. We acknowledge the immense work they have done in their tenures here at the University of Pittsburgh and hope to continue their legacy of engagement as they enjoy their well-earned retirements.

NEXT STEPS

After four years of the annual forum (called the ABCE Idea Exchange before it was named the Community Engaged Scholarship Forum), the Office of the Provost, together with Senior Vice Chancellor for Engagement have provided institutional support for this event. To this end, they are forming an advisory committee which ABCE Committee members and others across our campus community are invited to participate in.

The University of Pittsburgh has submitted its application to pursue the Carnegie Foundation's Classification for Community Engagement and will hear whether or not that 10 year classification was achieved by next year’s event (CESF20). If the classification is not achieved in 2020, Pitt will be eligible to resubmit their application in 2025.

The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments and requires substantial effort invested by participating institutions. The classification is not an award. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. In this way, it is similar to an accreditation process of self-study. The documentation is reviewed by a National Review Panel to determine whether the institution qualifies for recognition as a community engaged institution. (Brown University, Swearer Center, College and University Engagement Initiative)
LOCAL CITIZENSHIP IN A GLOBAL WORLD
March 29, 2019 at the 20th Century Club in Pittsburgh, PA

Attendance by the numbers

- 160 Total registrants/attendees
- 42 Students (grad and undergrad)
- 38 Faculty
- 53 Staff
- 28 Community Partners
- 6 presentations
- 20 posters

Summary

Pitt students, faculty, and staff were united with community members during the 2019 Community Engaged Scholarship Forum. Dr. Kathy Humphrey, Senior Vice Chancellor for Engagement and secretary of the Board of Trustees kicked the day off by conferring the first-annual Partnerships of Distinction awards. In presenting the awards, Dr. Humphrey stated “The reason we created this award is to help us lift up the truly outstanding partnership work that brings our teaching and research into communion with community goals. We know that developing partnerships takes time; that intersecting the University’s goals and benchmarks for success with the community’s goals and benchmarks for success is a complicated thing. But we also know that this is tremendously important.”

Six break-out sessions co-presented by University and community representatives demonstrated the breadth of community engaged scholarship happening at Pitt. Attendees participated by asking questions of the panel, exploring their own opportunities for partnership and learning best practices. These break-out sessions lead into a plenary session with participants moving from table to table and interacting with displays of community engaged work from across the University. This was an opportunity for culture-building discussion as participants gained valuable information from each other. But perhaps the most unique part of the new day-long structure was the addition of keynote speaker, Dr. Timothy K. Eatman of Rutgers University-Newark.

KEYNOTE SPEAKER: DR. TIM EATMAN

Dr. Eatman’s keynote was a charismatic presentation that facilitated lively discussion, giving participants a different perspective on the approach to University-Community partnerships.

Timothy K. Eatman, Ph.D. is an educational sociologist and publicly engaged scholar who serves as the inaugural dean of the Honors Living Learning Community (HLLC) and Associate Professor in the Department of Urban Education at Rutgers University-Newark.

Dr. Eatman’s experience includes time with Imagining America: Artists and Scholars in Public Life (IA) serving as Director of Research (2004 – 2012) and Faculty CoDirector (2012 to 2017); Urban Research Action Network (URBAN) and as board vice chair (chair elect) of the International Association for Research on Service Learning and Community Engagement (IARSLCE) which awarded him the 2010 Early Career Research Award. In January 2019 Tim was elected to The Association of American Colleges and Universities Board of Directors. A widely sought after speaker, workshop facilitator, and collaborator who has earned local, national and international recognition for his leadership in advancing understandings about the
multi-faceted impact of publicly engaged scholarship in the university of the 21st century. The core of Tim’s research takes up questions of equity in higher education and the larger society. 

Navigating a range of conversations and collaborations critical to the amelioration of higher education, Tim strategically focuses his energy to participate in important efforts like The Association of American Colleges and Universities (AAC and U) Summer Institute on High Impact Practices of which he has served as a faculty member since its inception in 2011. He sits on the editorial board of University of Michigan Press - The New Public Scholarship book series, Urban Education (Sage), Diversity, and Democracy (AAC and U), is a member of the National Advisory Committee for the Carnegie Engagement Classification for Community Engagement and the National Advisory board for Bringing Theory to Practice. Pursuing a rigorous scholarly and writing agenda, Tim serves as a reviewer for several scholarly journals, publications and conferences.

For more information please see his webpages at http://timothykeatman.com

PARTNERSHIPS OF DISTINCTION AWARDS

The Partnerships of Distinction Award annually recognizes outstanding partnerships that are exemplars of community engagement. In this inaugural year, 15 of the partnerships that are nominated will be listed in the University’s application for the Carnegie Classification for Community Engagement, including the 5 awardees and 10 honorable mentions. Below are descriptions of the 5 partnerships awarded at the forum.

THE JUST DISCIPLINE PROJECT AT WOODLAND HILLS
A collaboration between Pitt School of Social Work’s Center on Race and Social Problems, School of Education’s Motivation Center, and the Woodland Hills School District (WHIS). Together, project members designed a comprehensive school climate and discipline intervention that was installed in the WHIS beginning in the fall of 2017. The approaches implemented have proven more effective at managing student discipline and promoting student achievement than punitive discipline strategies. To date the program has demonstrated marked success at reducing punitive discipline and increasing student achievement.

AIDS FREE PITTSBURGH (AFP)
A collaborative public health movement to end the AIDS epidemic in Allegheny County by 2020 bringing government agencies, healthcare institutions, and community-based organizations, all that strive to support people affected by HIV/AIDS. Since AIDS Free Pittsburgh launched in 2015, the number of new HIV diagnoses in Allegheny County has declined in addition to expanding routine HIV screening, increasing access to PrEP for HIV prevention, and facilitating links to medical care.

MASCARO CENTER FOR SUSTAINABLE INNOVATION PARTNERSHIP WITH THE KINGSLEY ASSOCIATION
A collaboration between Kingsley Association, Pitt’s Civil and Environmental Engineering, and the Mascaro Center for Sustainable Innovation to design multi-generational, sustainable housing, energy assessments, and energy retrofits in Larimer. Peer to peer education approaches extended the transfer of knowledge from citizen to citizen.
Increasing community engagement, developing new plans for vacant land use, and generating opportunities for jobs are just a few of their accomplishments of this project.

BLACK GIRLS ADVOCACY AND LEADERSHIP ALLIANCE and BLACK GIRLS EQUITY ALLIANCE
The purpose of this collaboration, and of the Black Girls Equity Alliance (BGEA) more broadly, is to partner on research and advocacy to address the systemic inequities affecting black girls in our region. The Black Girls Advocacy and Leadership Alliance (BGALA) is a component of this collaborative work specifically focused on community-based participatory research to address these systemic inequities affecting black girls in our region and on engaging girls in participatory action research so that they can take a leading role in this work.

PARKS AND PITTSBURGH ECO SYSTEM
A collaboration with Pittsburgh Parks Conservancy started to address looming challenges about the role of water, soil, and vegetation in local ecosystems. The mission has grown to include the strategic use of Pittsburgh’s parks in addressing challenges ranging from combined sewer overflows to social equity. Through this work, researchers at the University of Pittsburgh have engaged the city to contribute to a growing body of literature on ecological processes in cities for the design of more sustainable urban systems.

BREAKOUT SESSIONS
Six breakout sessions occurred throughout the day. The executive summaries of the presentations are included at the end of this report.

POSTER PRESENTATIONS
Over 40 posters from students, faculty, and staff across campus highlighted the breadth of the University of Pittsburgh’s community engaged projects, programming, and scholarship.

FEEDBACK AND RECOMMENDATIONS
In their feedback, attendees of the event mentioned great conversation, learning great things happening in the community, and learning about new programs.

On tools for engagement and instruction:
“I learned about new tools for engagement and planning.”
“I learned more about integrating service learning into course work”
“I learned that as an institution we need to think critically about what it means to ‘teach’ our students.”

On reciprocity in engagement:
“From the workshop session that when we are working with stakeholders we need to be intentional with our work.”
“Community advisory boards are amazing and provide incredible opportunities for all”
“Reciprocity should lead to co-authorship collaboration”

On keynote:
“I appreciated the keynote’s take on asking adults to continue to have an open and imaginative mind”
Attendees also had recommendations for future events:

On technical issues:
Two cited technical issues such as audio/visual (make sure it is set up beforehand) and poster placement (make sure it’s easy to navigate and flow through).

On representation and marketing:
Many people commented on the demographics of the room and on the event marketing, they wanted:
- Stronger representation from community partners, including the suggestion of a “panel of awardees”
- More students
- More lifespan range of presenters (older and younger)

On timing of the schedule:
- More time for keynote
- Poster session should be earlier
- Award ceremony should be later

One networking:
Multiple responses asked for more time for networking. One example: “I wish that the lunch was more casual so that we could mingle more.”
**EXECUTIVE SUMMARY**

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<tr>
<th>PROJECT TOPIC</th>
<th>Fully Engaging Your Stakeholders: A Case Study of the Just Discipline Project</th>
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<tr>
<td>PREPARED BY</td>
<td>Shanté Stuart McQueen &amp; Rachelle Haynik</td>
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| OVERVIEW | Our workshop shares successes and obstacles that the Just Discipline Team has experienced in the effort to implement a place-based school climate and discipline initiative motivated by racial justice. The workshop includes an activity that guides participants in identifying strategies to more fully engage their stakeholders in their scholarship and practice. |

| WORKSHOP GOALS | • Participants will be able to justify why continuous stakeholder input is valuable to their program.  
• Participants will identify and classify their program’s stakeholders by interest and influence.  
• Participants will brainstorm strategies for engaging stakeholders and practice anticipating stakeholder needs and attitudes. |

| PROBLEMS AND SOLUTIONS | **Just Discipline Guiding Problem:** Under-resourced urban schools rely on punitive disciplinary actions, which leads to excessive rates of suspension. In urban and non-urban contexts, many schools disproportionately suspend Black students, which leads to opportunity gaps that continue through adulthood.  
**Just Discipline Guiding Solution:** Implement a research-practice partnership that provides human and research capital to a school partner to modify practice to reduce suspension and other exclusionary practices. |

| SUMMARY OF REPORT | Over the course of the Just Discipline Project, school community buy-in has waxed and waned. We have found that by engaging the entire school community, we can enhance the potential of simple policy changes to create lasting change in a school. These changes are then cumulative: a stronger school community decreases the need for punitive discipline policies, and more just discipline policies strengthen the school community. |

| PROGRAMS, PROPOSALS, AND POLICY CHANGES | Our 8-tiered Just Discipline and Climate Model includes three actionable areas in which participants can engage their stakeholders: 1.) build buy-in 2.) create a relational environment and 3.) change policies. All three of these areas must be collectively planned, implemented, and revised with partner organizations for optimal stakeholder engagement. |

| OBSTACLES AND OPPORTUNITIES | **Obstacle:** Organizational norms and structures can hinder the implementation of place-based school-university Partnerships like the Just Discipline Project.  
**Opportunity:** Develop staff positions that are dedicated specifically to implementing and supporting the initiative in context. In the case of the Just Discipline Project, we hired a Pitt Social Work alumnus to develop relationships with and between students, to support and train teachers, and to provide context-specific suggestions for tailoring the project to our partner school. We also convened a team of teachers who committed to regularly providing feedback on the progress of the Just Discipline Project and to engaging in the implementation and refinement of the initiative. |
| VISION AND RECOMMENDATIONS | Our vision for this work is that programs will self-evaluate their own guiding philosophies and engage their stakeholders in continued planning and re-planning. Engaged stakeholders will make this practice their own so that they can continue the effort autonomously after a pilot project is concluded. |
| CONCLUSION | The Just Discipline Project is a research-practice partnership that has earned its success through the implementation of a place-based school climate and discipline initiative. This workshop will focus on supporting participants in understanding the value of stakeholder engagement, as well as anticipating obstacles and opportunities and developing strategies to do so. |
| REFERENCES |  |
The main objective of the “Developing Global Competency” workshop as described in the proposal is to educate participants on how to integrate the global service learning model effectively to teach students about ethics and leadership. This session describes the Pitt Business global service learning model, presenting innovations in the process, assessment, and student experience. The intention is to create awareness among participants on ways to use the global service learning teaching model to promote students’ development of ethical and transferable skills necessary for a global workforce.

As an approach to experiential learning, the global service learning model gives students the opportunities to use their learned theoretical knowledge in dealing with real-life situations. This session describes how competency-based global service learning programs can help strengthen students learning, ethical decision making, and transferable skills. This session also presents recommendations for future research, program development, and career integration emphasizing the benefits of global service learning for business students.

Maintaining ethical partnerships are of primary importance in global service models. Presenters will highlight methods used to maintain good community partnerships, including staff involvement in project management, pro-bono consulting work, and additional resource allocation.

The mixed method used involved the collection of quantitative and qualitative data from business students enrolled in a global service learning course and Certificate Program of Leadership and Ethics at the University of Pittsburgh. The data analysis indicated significant gains in the global competency and ethical leadership skills of the students. Presenters will discuss the data collection and data analysis techniques used in this study.

The findings of the mixed methods research study indicate a significant gain in the global competency and ethical leadership skills of business students enrolled in a global service learning course and the Certificate Program of Leadership and Ethics at the University of Pittsburgh.

Planned activities:
To describe the background of global service learning and educational model
To describe the partnerships and method to maintain good partners
To describe the method used for data collection and analysis
To describe the research findings
To describe the student experience
To outline the training activities for the participants
Presentations:
Student presenters will discuss how the College of Business Administration allows students to integrate dynamic interest in civic engagement into their studies by developing meaningful partnerships with community organizations and maintaining a program structure that empowers the students to develop global competency. Students will then answer questions related to the framework and resources available for students to stay involved in their community engagement beyond the initial, semester-long project.

The session will provide an adaptable competency-based global service learning model. It starts by explaining best practices learned from our longitudinal mixed methods research project. Additionally, participants will work together in small groups to brainstorm and receive constructive feedback on how they can develop, implement, and assess competency-based global service learning.

At the end of the sessions, the participants will understand the concept of global service learning and the significance of global competency to students’ education and career integration.
# REPORT INTRO

Optimizing child and adolescent development in diverse communities is a primary goal of health care providers and public health professionals. Developing strength-based interventions requires pediatric measures of thriving that span developmental stages and settings and resonate with families and communities. Despite recognition of the importance of positive assets and well-being on child health, we lack a clear definition of child/youth thriving that accounts for diverse community perspectives and environments.

**Department/Community Affiliations:**
1. University of Pittsburgh School of Medicine, Division of Adolescent and Young Adult Medicine
2. University of Pittsburgh School of Public Health, Department of Behavioral and Community Health Sciences
3. Developing the Internal Gifts of God (D.I.G.G)

**Keywords:** concept mapping; community engaged research; child thriving; community strength

# BACKGROUND

The Pittsburgh Study, an Allegheny County-wide, community-partnered intervention study, is being developed to identify, implement, and optimize interventions that support child health and thriving. The Pittsburgh Study plans to enroll participants in six cohorts—pregnancy, infancy, early childhood, early school age, middle childhood, and adolescents—from across the County. The Study is jointly led by the University of Pittsburgh, the UPMC Children’s Hospital of Pittsburgh (CHP), and the Urban League of Greater Pittsburgh and is guided by nine scientific committees comprised of at least 50% community members representing diverse populations and community organizations, including the Allegheny County Health Department, Allegheny County Department of Human Services, family support centers, community non-profits, and local foundations. These partnerships are supported by funding for committee members’ time and input, encouraging the co-production of research goals and shared decision-making with University researchers. During the formative phase of The Pittsburgh Study, we engaged community members and other stakeholders in three diverse neighborhoods to help define child and youth thriving.

**Objectives/Aims:**

Aim 1: Identify and define constructs of thriving children in Pittsburgh.

Aim 2: Prioritize associated constructs and explore the relative importance of each construct.

Aim 3: Develop frameworks illustrating the pathways connecting the constructs and the relationship to child wellness.

Aim 4: Inform the development of associated metrics and measurement tools and recommendations about age appropriate interventions to enhance child wellness.
RESEARCH METHODS

Through concept mapping, a mixed-methods community-based research approach, this study explored neighborhood conceptualizations of child/youth thriving. Concept mapping is a participatory, action-oriented research method uniquely suited for developing group consensus about complex systems, illustrating relationships between concepts, informing the development of a coherent framework, and identifying intervention opportunities. We conducted a series of three stakeholder-partnered and structured steps (brainstorming; sorting and ranking; and interpretation) in three Pittsburgh communities and an online community to develop a framework of child thriving and identify potential measures and intervention opportunities.

CONCLUSIONS

A total of 48 participants completed the study: 19 community residents from three communities (Sheraden, East Hills, and Hazelwood) and 20 providers, policy makers, and academic researchers. Participants generated 250 items related to child/youth thriving that were consolidated into 104 unique items. On average, participants sorted the items into 7.5 clusters (range of 3 to 15 clusters). Based on analysis, the solution with the best fit had seven clusters: 1.) Community Resources & Outlets; 2.) Healthy Habits & Informed Families; 3.) Environmental Health & Wellness; 4.) Self-recognition, Self-worth, & Coping; 5.) Healthy Relationships & Support; 6.) Role Models for Socialization & Communication; and 7.) Community Activists & Assets. Participants used a 5-point Likert scale to rank the importance of each item for supporting children to thrive in Allegheny County and the likelihood of being able to make an impact on these items in your community. Items that ranked the highest in both importance and impact in the community were children having pride in themselves, having someone to talk to, and having hope for their future.

By incorporating diverse community input, this study significantly advances our understanding of how families view child and youth thriving and provides a definition and framework of this complex construct. Additional interpretation sessions with youth, pregnant women, and fathers in other neighborhoods will be conducted to refine the current concept map. This conceptualization will inform the design and interventions of the larger Pittsburgh Study.
## Executive Summary

**Project Topic**: Research for Equity and Power (REP): Developing a Community Engaged Research Partnership to address Community Identified Issues

**Prepared By**: Mary L. Ohmer, PhD and Shannah Tharp-Gilliam, PhD

**Date**: 3/29/2019

### Overview

Low-income neighborhoods across the country are facing increasing pressures from neighborhood change, with gentrification occurring at twice the rate of the 1990s (e.g., including critical affordable housing shortages and rapid increases in home values), and wealth inequality among neighborhoods is rising (Maciag, 2015; Pendall & Hedman, 2015). Pittsburgh is facing similar pressures, including a shortage of 17,241 affordable units and significant increases in monthly rents from $500 to $794 and average housing values from $76,700 to $120,000 since 2007 (Kepler, 2017). Given these pressures, engaging residents around equitable development is critical to ensuring that all residents participate in and benefit from Pittsburgh’s economic transformation, especially communities that have historically faced the greatest inequities (Treuhaft, 2016).

Sutton (2014) argues that equitable development is fostered through “revitalization:” neighborhood change done from the bottom up with residents. Citizen engagement strategies ensure residents have an active role in their communities, which can also positively influence their health and wellbeing (Choi, 2019). Engaging youth and adults can also increase trust, social cohesion and community improvement (Camino, 2005; Zeldin et al., 2013).

While research shows that community development improves health and wellbeing, inclusive and equitable community development takes time, and neighborhoods are changing more quickly than residents can adapt. Deliberate strategies are needed to equip residents with the tools they need to influence equitable development.

### Project Goals

The goal of our project is to actively engage youth and adult Homewood residents in a Community Based Participatory Research (CBPR) project to foster civic engagement in and influence over equitable development in Homewood.

### Problems and Solutions

In 2016, Neighborhood Allies and PolicyLink engaged community leaders to develop an Equitable Development Strategy for Pittsburgh (Treuhaft, 2016); however, they recognized the need to more deeply engage residents. Like other cities, Pittsburgh has developed plans with the best intentions for inclusion but have fallen short on implementation. In the meantime, development has not halted, and like other cities neighborhoods are changing more quickly than residents can adapt. This research aims to understand and foster youth and adult residents’ influence on equitable development and revitalization, including: (a) residents’ lived experiences, (b) neighborhood change (e.g., implementation of development plans, housing costs), and (c) perceptions of policy/decision makers regarding residents’ influence.

### Project Components

Our current Community Based Participatory Research (CBPR) project in Pittsburgh’s Homewood neighborhood is:

- engaging 30 youth and adult residents in gaining insight on residents’ perceived power to tackle equitable development issues through a series of eight structured Community Conversations
- empowering residents to develop an Advocacy Roadmap and Playbook that will guide how they can influence neighborhood change, and
- working with participants to develop and implement a Citizen Training Academy to train other residents.

We are using CBPR because it focuses on creating power among participants that can be used to direct resources and influence policies to benefit the community (Israel et al., 1988). Through structured conversations, residents will discuss ways to foster their own agency around equitable development and identify barriers to and facilitators of civic engagement around these issues. Further, we will produce relevant data on how residents can effectively influence policy/decision makers.
Our collaborative approach is threaded throughout the structure of our project: A resident-driven Community Advisory Board (CAB); a Community Researcher (a resident who was hired as part of our research team); and youth and adult resident researchers and advocates as our participants in the project. We are using CBPR principles and methods to advance our collaborative goals. The CAB and research team review and refine the research questions, design, and plans for analysis, interpretation, and dissemination, which is ensured through the careful planning of training around participatory research methods, an assessment of current capacity to analyze and interpret results, and training and support available to enable our team members to be the primary agents in this project.

In all the ways discussed here, the principles and goals of CBPR are threaded throughout the project (Hacker, 2013; Branom, 2012), including building on the strengths and resources in the community, cultural competence and humility, collaborative and equitable partnerships, co-learning, knowledge generation for mutual benefit and intervention, understanding the local relevance of the problem and the multiple social determinants of health that affect it.

This project uses CBPR principles and mixed methods to examine:

1. **Residents’ lived experiences**: In what ways does civic engagement around equitable development strengthen participants’ sense of agency, perceived empowerment, efficacy and perceived community well-being? (Methods: focus groups and pre-post surveys with residents engaged in Community Conversations and Citizen Training Academy)

2. **Neighborhood change**: How are residents influencing the implementation of equitable development, particularly in current plans? (Methods: data on the implementation of equitable development strategies and projects and neighborhood housing costs (two years prior and two years during the project).

3. **Inclusion in policy decisions**: How are residents influencing policymakers’ decisions on equitable development? (Methods: interviews on how resident civic engagement influences their decisions and actions).

Our research can advance knowledge on how residents can influence equitable development. Neighborhood and city-wide decision makers could use the results to advance healthier and more equitable communities. Our research could positively influence community development organizations and the implementation of equitable development goals, and those who influence equitable development policies (e.g., Neighborhood Allies; Pittsburgh Black Elected Officials Coalition; city and county agencies, etc.). Our research team will contribute to the evidence on the impact of resident citizen engagement for communities across the country struggling with how to influence neighborhood change in ways that benefit current residents.

Our project is funded by the Corporation for National and Community Service, the federal agency that funds Americorps and Vista. There are extremely limited federal funding sources that support Community Engaged and CBPR research projects. This is a huge challenge for community-oriented and engaged scholars, so more work needs to be done to advocate for resources and support for this type of research.

**REFERENCES**


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<tr>
<th>PROJECT TOPIC</th>
<th>Engaging Latino community members and students in a community health worker intervention</th>
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<tr>
<td>PREPARED BY</td>
<td>Patricia Documet, Sharon Ross, Maria Christophersen, William Louth, and Patricia Guevara</td>
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**OVERVIEW**

In this workshop, we will describe three ways of engaging community and students in Raices, a community health worker (CHW) intervention offering non-directive social support to improve healthcare access, physical activity, and intake of fruits and vegetables among Latinos in Allegheny County.

**PROJECT GOALS**

The specific topics for the workshop are: 1) culturally adapting a research ethics training for Latino community health workers; 2) eliciting Latino participants' life priorities and assisting them in generating their own SMART goals; and 3) engaging students in preparing project materials and training staff.

**PROBLEMS AND SOLUTIONS**

It is often hard to access communities that are isolated and may mistrust the health system and researchers. It is relevant that we worked in Pittsburgh, an emerging Latino community, which is rapidly growing yet is still small, about 2% of the population. In emerging communities, Latinos face social isolation and a health and social service system that is not linguistically or culturally prepared to serve them.

**SUMMARY OF REPORT**

1. **Cultural adaptation of a research ethics training:** Typically, ethics trainings focus on researchers and are not relevant nor prepared for lay persons. The University of Pittsburgh has a generic layperson ethical training, to train lay staff in the ethical principles of respect, beneficence and justice that we adapted for Latinos in three ways: 1) Translation, ensuring content integrity and plain Spanish, understandable for individuals from various Latin American origins. 2) Addition of Latino cultural values and references to the local context. 3) Pedagogical modifications to make it more interactive, such as role plays with examples of good and bad ethical decisions in research. We will discuss how CHW applied the ethics training in the “real world.” We will use one of the role-plays as an activity for attendees.

2. **Elicitation of participant life priorities and developing SMART goals:** CHW used an intervention tool, “A page of My Life,” that was prepared with input from a local community coalition, to elicit participants’ priorities. The tool assessed wellness in 8 areas of participants’ lives (e.g., family, spirituality). This helped CHW offer assistance tailored to each participant (non-directive social support). They guided participants in developing SMART (Specific, Measurable, Attainable, Relevant, and Time-bound) goals. The tool achieved the objective of meeting the participants where they were at and addressing their priorities first. We will discuss further refinements to the tool and next steps for future work. Workshop attendees will participate in a demonstration of the use of the intervention tool, “A Page of My Life.”
3. **Student engagement in research**: We engaged undergraduate and graduate students in diverse aspects of the study under the mentorship of the project investigators and project coordinator. The goals were that students gained experience in engaging with community members and developed research skills. The students, from medicine, public health, and education, participated in a range of activities, such as creation of intervention sessions and a resource guide, training of CHW for that session, cultural adaptation of the ethics training, training evaluation, and reinforcement of CHW skills. A student will describe their experience in the project from their point of view.

**PROGRAMS, PROPOSALS, AND POLICY CHANGES**

Raices is a community-engaged study devised to improve the lives of Latinos in Allegheny County by providing non-directive social support. CHW were able to apply knowledge gained from the training to issues regarding ethical principles in the field, such as weighing the benefits and risks of providing community resources to participants, or the importance of recruiting from a variety of sources to reach a broader segment of the Latino population. They also reported that ongoing supervision and coaching has reinforced training concepts and addressed questions.

Non-directive support consist in collaborating with participants to develop solutions to the problems that participants themselves prioritize. Non-directive support has shown to be more effective in promoting health and healthy behaviors than directive support, which centers on giving instructions or recommendations to participants based on the program developers’ priorities.

**OBSTACLES AND OPPORTUNITIES**

Peer support has the strongest opportunity to be effective, as it is based on trust and identification of participants and community health workers. Lay individuals are often not trained to provide non-directive social support, nor are they trained in research ethics. This presented a difficulty, but it was also an opportunity for the two innovations we present here: a culturally adapted ethics training and a tool to facilitate the conversation that would result in the provision of non-directive support. The final exciting opportunity was involving students in the various aspects of the research, as hand-on practice in real scenarios provide for the best training.

**VISION AND RECOMMENDATIONS**

Ethics training for lay Latino individual was successful, yet can be improved by including more opportunities for trainees to reflect on their training by discussing real-life cases.

A Page of My Life can undergo further refinement, as recommended by CHW. Specifically, add more training on writing SMART goals and changing one of the labels for areas of life to improve participant understanding.

Students can add community-engaged work as part of their practicum.

**CONCLUSION**

A research ethics training culturally-tailored for lay persons may facilitate community engaged research.

A life concern elicitation tool can assist participants to identify concerns and set corresponding SMART goals.

Engaging students in research provides benefits both for students and the research enterprise.
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Our panel will present the efforts of Pitt-Greensburg’s Center For Applied Research, formed in 2012 to utilize our professional skills to aid the work of government and non-profit agencies and groups dedicated to addressing problems and improving the conditions of life in Westmoreland County. Doing that has allowed us to provide opportunities for our undergraduate students to learn and practice research methods that enrich and expand their academic experience, while enabling our participating faculty to engage in multi-disciplinary collaborative and impactful research.

Pitt-Greensburg faculty, staff, administration and students have understood that service to our community has always been a core part of our mission, and we have engaged our community in many ways over many decades. Our panel can offer insights from that experience, and a reminder that there are other types of Pitt communities providing challenges and opportunities for service. As one of Pitt’s undergraduate-only teaching schools in a major research university, some of us wondered what kinds of research would be most appropriate for us to pursue. The formation of CFAR was our response. Focusing on our experiences thus far will demonstrate how academically based community engagement opened new avenues for collaboration with community partners, and in particular became a catalyst for expanding and stimulating long-standing relationships. For this purpose we will use the Blackburn Center as a case in point. Ann Emmerling, its current director, will be one of our panelists.

We also expect to share some challenges we face that may elicit ideas and suggestions from those attending our workshop.
Panelists: Debbie Gallagher from Center of Three Rivers American Indian Center (COTRAIC), Joy Cannon from Center of Life, Sharon Connor of the School of Pharmacy, Paige Warren from the School of Nursing, Thai Nguyen from the School of Pharmacy, and William Louth-Marquez from the School of Medicine

Since 1996, Bridging the Gaps (BTG) -Pittsburgh provides graduate and upper level students of the health and social sciences the opportunity to work directly with underserved populations to better understand their health needs, while providing critical community outreach to organizations on the front lines of health and human services. BTG-Pittsburgh promotes respectful and reflective partnerships, where the benefits are reciprocal across community and university partners.

Students from five disciplines work in interdisciplinary pairs for eight weeks, in community-based organizations, developing projects that result in tangible products for their host sites. Projects must incorporate the needs and priorities of the community site. Tangible final products have included health education curricula, resource guides and informational brochures, promotional films, PSAs and video series, playgrounds and other community spaces, and internal evaluations and needs assessments. Community partners report continuing use of BTG products from past years.

BTG-Pittsburgh provides training to future health professionals that aims to develop the knowledge, skills and attitudes necessary to work effectively and respectfully across cultures and communities. In addition to learning from community-based mentors, interns participate in weekly didactic and reflective sessions at the university, discussing systemic challenges confronted by the populations with which they are working, strategic problem-solving, and learning from guest speakers about structural (and social) determinants of our local communities’ health. At the program conclusion, students present their projects and products at an annual symposium to community partners, funders, and university faculty and staff. Organizations have the opportunity to share resources and products, as well as network with faculty and funders to share ideas.

At the Community Engaged Academic Forum, an interactive panel featuring BTG-Pittsburgh alumni, community partners, and faculty mentors speak to the challenges and rewards of participation in this unique and demanding partnership. Facilitators guide panelists in a Q and A format, including audience participation, to explore specific opportunities for increasing student preparedness and community capacity building. Panelists will weigh in on which aspects of university-community partnership offer unique learning opportunities, and which present frustrations. Challenges of engagement, including balancing competing priorities of partners, building and maintaining quality relationships and managing academic requirements will also be discussed.
By the end of the panel, participants should be able to describe two critical components of a community responsive internship program; understand the benefits of interdisciplinary, community-based work; and identify potential challenges when partnering university with community, as well as ways to work through challenges as partners.