

# *COE Skills for the Newly Engaged*

July 28, 2022

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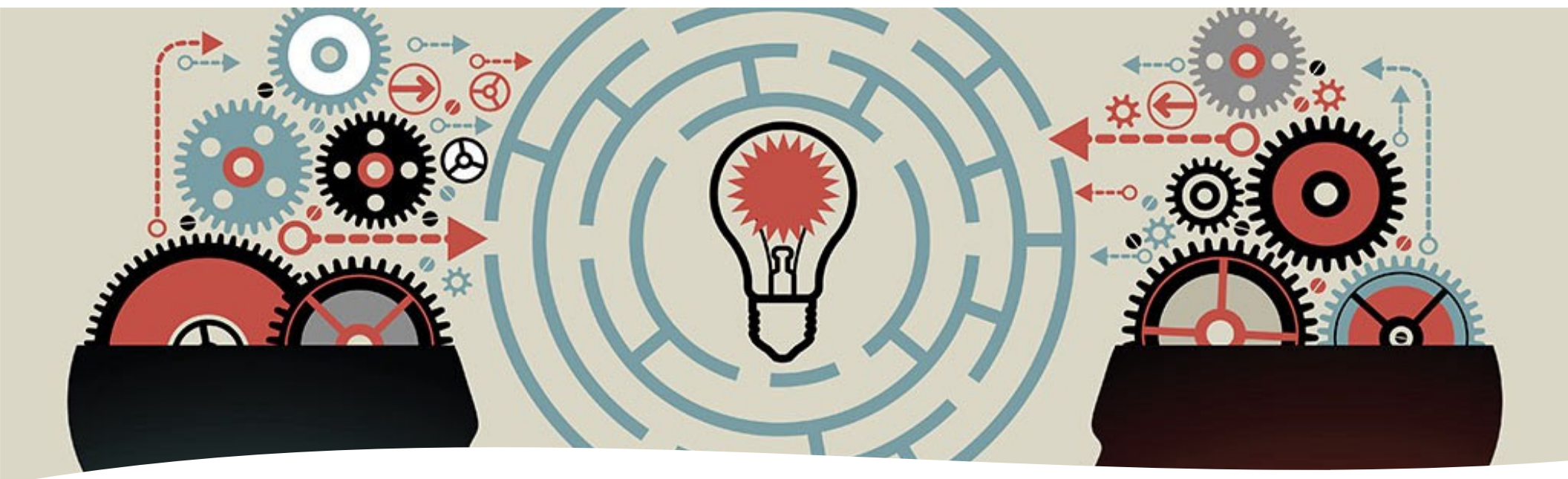
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# Big Ideas

1. Understand differences in the ways of thinking and agendas between academics and community partners .
  2. Set clear expectations for a mutually beneficial partnership through structured processes such as partnership agreements and frequent scheduled check-ins.
  3. Show mutual respect using skills in effective questioning, active listening, and affirmation.
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## Big Idea 1

Understand differences in the ways of thinking and agendas between academics and community partners.





## The Way We Think

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We all have natural preferences in how we think

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Our preferences may differ in times of stress versus rest

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We may also adapt to our circumstances, our roles in life

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# The Way We Think

## Linear Thinkers

Break things into component pieces

Are concerned with content

Try to fix symptoms

Are concerned with assigning blame

Try to control chaos to create order

Care only about the content of communication

Believe organizations are predictable and orderly

## Systems Thinkers

Are concerned with the whole

Are concerned with process

Are concerned with the underlying dynamics

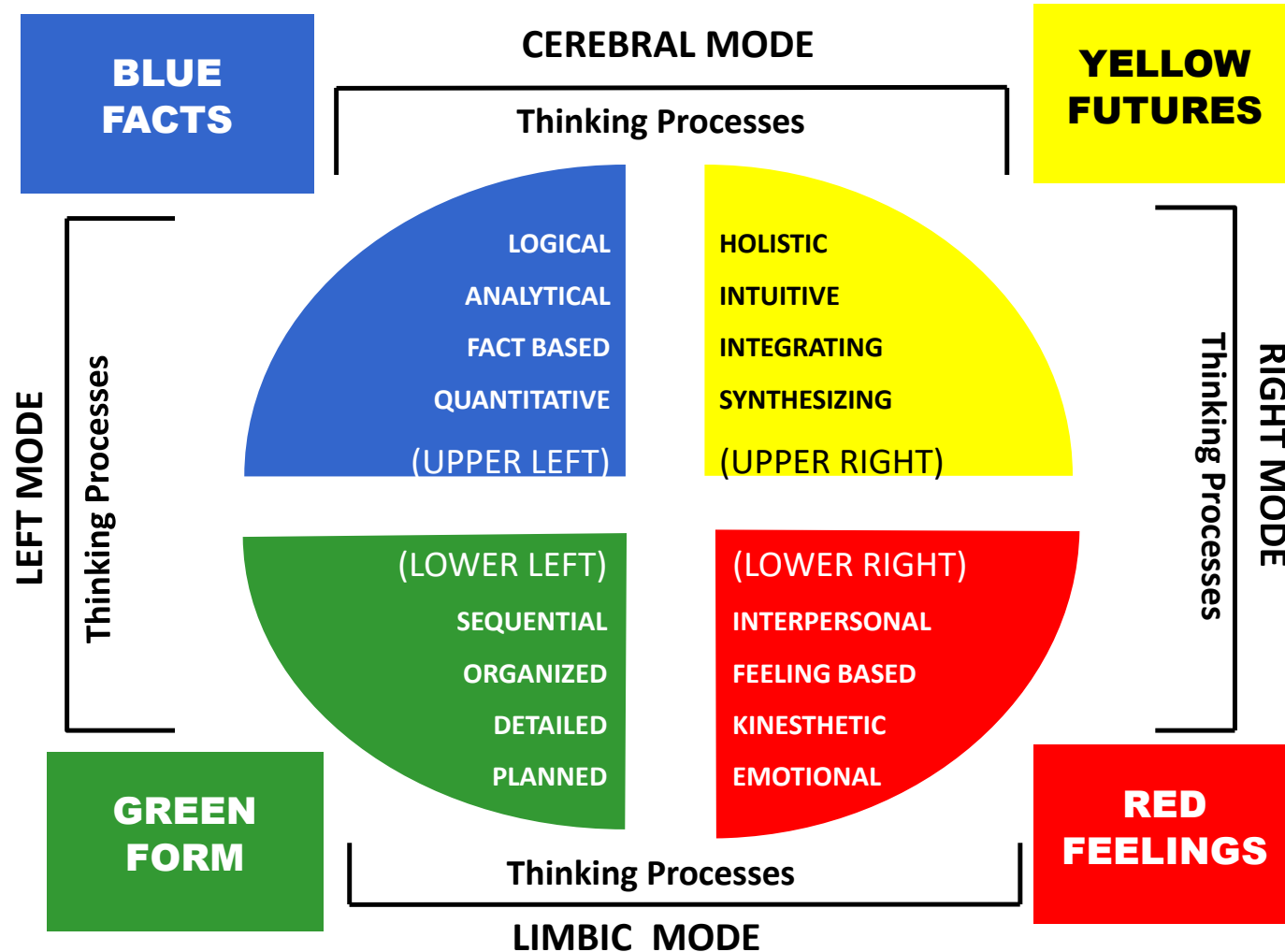
Try to identify patterns

Try to find patterns amid the chaos

Care about content but are more attentive to interactions and patterns of communication

Believe organizations are unpredictable in a chaotic environment

# Hermann's “Whole Brain Model”



Adapted from the Ned Herrmann Whole Brain Model



# The Way We Think

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- Our way of thinking is linked to how we:
  - ✓ Lead
  - ✓ Communicate
  - ✓ Approach problems

Analyze it  
Problem Solve it  
Measure it

Conceptualize it  
Strategize it  
Experience it

## **Leadership Styles**

Organize it  
Act on it  
Implement it

Sense it  
Become involved in it  
Build teams to do it



Uses facts to illustrate points  
Very straightforward  
Applies logic  
Appears to display little  
or no emotion regardless  
of the situation

Speaks in phrases  
Stops in mid sentence, thinking  
others obviously know  
Very abstract in speaking  
— uses metaphors and musical  
words  
Asks questions that lead to other  
questions: Why?

## **Communication**

Speaks in complete sentences and  
paragraphs  
Processes sequentially  
Very concrete in speaking  
Asks questions that have answers:  
Who? When? How? What?  
Where?

Face is animated –  
eyes flash, etc.  
Uses extensive  
nonverbal gestures  
Uses stories to  
illustrate points  
Talks out loud or  
to self to learn

**“WHAT’S THE THEORY  
OF THE CASE?”**

Define goals & objectives  
Logically solve problems  
Critical analysis & theory  
Efficiency, cost & data  
Working toward quantifiable outcomes

**“CHALLENGE THE STATUS QUO”**

Strategizing & visualizing the future  
Risk-taking & experimenting  
Combining & connecting concepts  
Brainstorming new ideas & solutions  
“Big picture” perspective

**Differing Approaches to Problems**

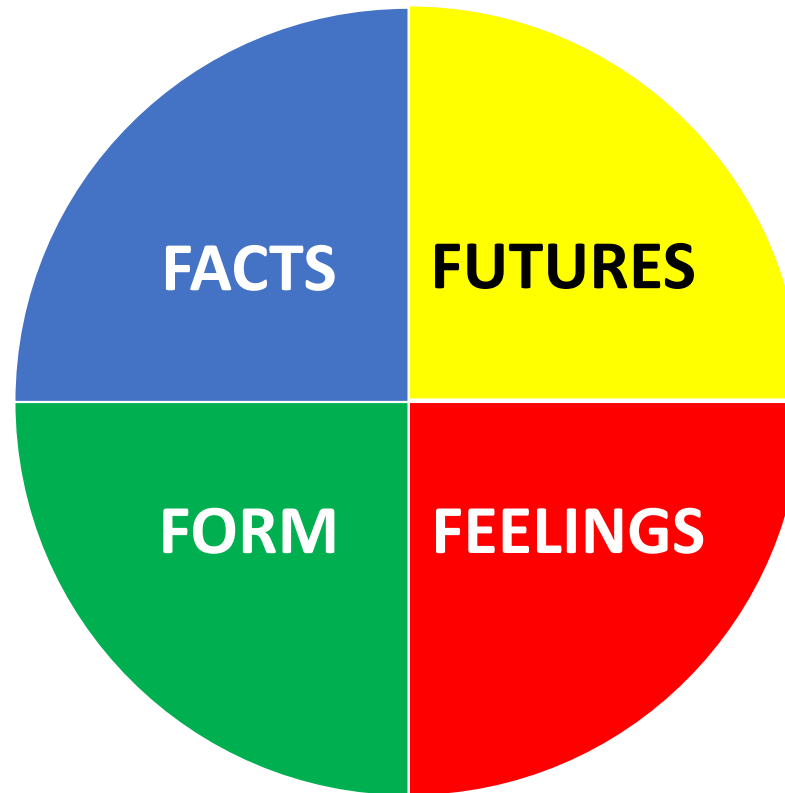
**“MAKING IT HAPPEN”**

Attention to detail & procedures  
Moving from point A to point B  
Organization, task allocation & planning  
Follow-up & scheduling with time lines  
Making sure everything is in order & in control

**“BEING PART OF THE TEAM”**

Mediating & facilitating  
Sharing, listening & expressing  
Collaborating & building relationships  
Intuitive sensing of underlying issues  
Being sensitive to other people’s feelings

**Traditional  
Researchers**



**Community  
Engaged  
Researchers**

***Keep in mind that not all community partners are community-engaged...***

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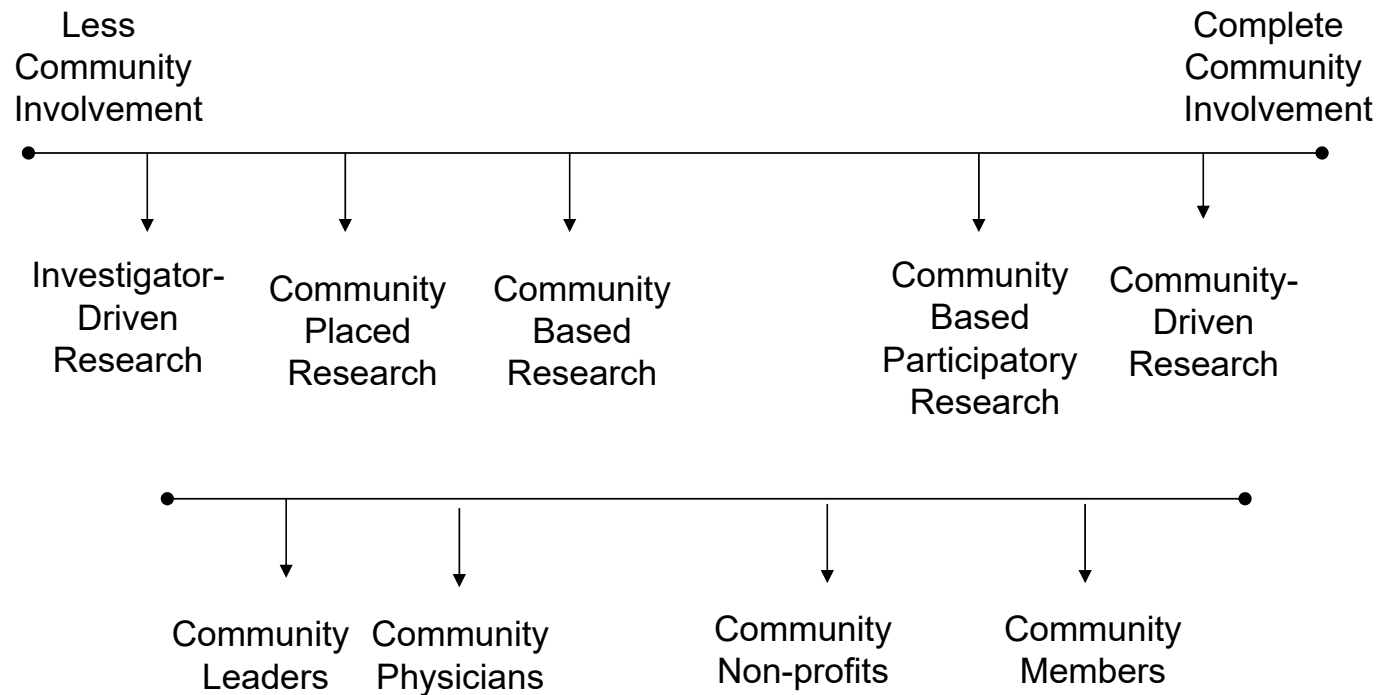
# The Way We Think

- Might influence if and how we approach community partnerships and with whom we partner
- Might determine our ability to see and appreciate differences and be open to learning how best to successfully partner
- Might impact our ability to be patient and be able to take the time to learn the skills necessary to create a mutually beneficial relationship



# Community Engaged Research Continuum

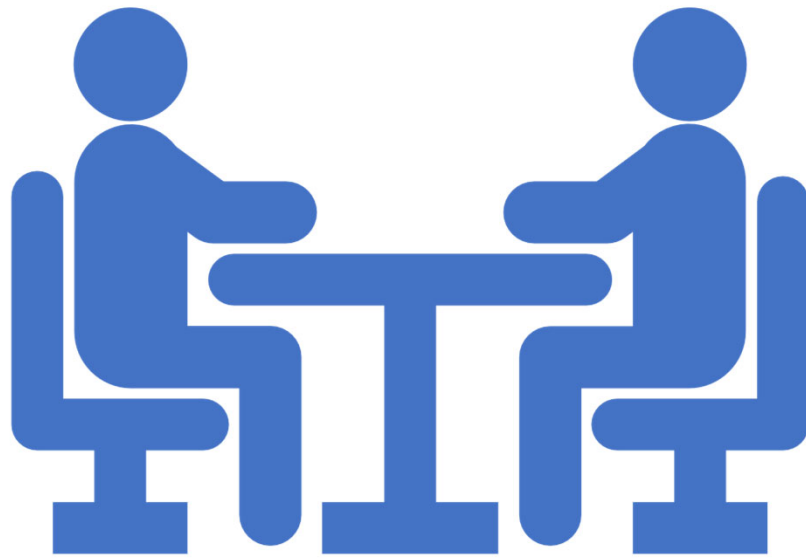
(clinical & social/behavioral)



# Consider Differences in Agendas

Research Characteristic	Traditional	Community-Engaged
Goal of research	Advance knowledge	Betterment of community
Source of research question	Theoretical work	Community-identified problem
Designer of research	Trained researcher	Trained researcher & community
Role of researcher	Outside expert	Collaborator, learner
Role of community	Subject of study	Collaborator, learner
Relationship of researcher to participants	Short-term, task-oriented, detached	Long-term, multifaceted, connected
Value of research	Acceptance by peers (e.g., publication)	Contribution to community change
Ownership of data	Academic researcher	Community
Means of dissemination	Academic conference, journal	Forums, media, meetings, community

Strand K, et al. *Community-Based Research and Higher Education: Principles and Practices*.  
San Francisco: Jossey-Bass & Co., 2003.



## Big Idea 2

Set clear expectations for a mutually beneficial partnership through structured processes such as partnership agreements and frequent scheduled check-ins.



# *“The Feelings are Mutual”*

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**Mutual respect** is essential for research partnerships with community and sometimes needs to be carefully nurtured through conversations and actions to address conflicts and disappointments that might characterize previous or current relationships.



**Mutual accountability** can enhance community engagement when all participants are willing to be accountable for achieving results through their common efforts. Everyone can take responsibility for some part of what needs to be accomplished to achieve a common goal.



**Mutual learning** reminds us that *everyone* has something to teach and something to learn regardless of level of education or experience.





## Keep Norwood Cool (KNC) Participatory Mapping Study Stakeholder Advisory Committee (SAC) Membership Expectations

Date: 3/10/2021

Partnering Community Members/Organizations: Invited SAC Members

KNC Study Team: Dana Boll, Melinda Butsch Kovacic, Patrick Ryan, Pravin Bhiwapurkar

### Responsibilities of the SAC members and the KNC Team to each other:

- 1. Purpose:** Community Stakeholders are generally people, groups, organizations or businesses that have interest or concern in the community. We understand that the purpose of the Stakeholder Advisory Committee (SAC) is to inform and support the KNC Participatory Mapping Study. Related activities will include training and capture of information via AirBeam sensors and observational surveys of community and public spaces, querying residents about health challenges typically associated with heat islands, mapping the resulting data with GIS software and sharing it with diverse stakeholders (with a specific focus on residents and students attending school in Norwood and their families). In the short-term, we personally hope to better understand the impact of Norwood's microclimate on residents'/stakeholders' health and make the community more aware of this important association through fun and engaging activities. Over time, we hope to identify and implement interventions to improve the Norwood's environment and residents' health that are led and supported by Norwood stakeholders particularly residents and students in the Norwood School System.
- 2. Reach:** We will encourage our own stakeholders to actively participate whenever it is appropriate to do so. We will advocate for the community's interest in the endeavor. We will work to share the findings with the larger community and beyond. We will work to ensure our collaboration mutually benefits us and our stakeholders.
- 3. Commitment:** The following is a summary of our commitment to the study.
  - a.** We will attend monthly online meetings (or designate an alternate) from April to October, 2021. We will inform the program from the community perspective and help problem-solve. We will offer our opinions respectfully but confidently. We will reach out for outside support when doing so feels challenging.
  - b.** We will help develop and critique marketing and communication about and for the study. We will help determine how to recruit stakeholders, students and citizen scientists and actively help recruit them and identify best ways for program findings to be shared.
  - c.** We will help select hotspots/control locations to acutely assess microclimate given our knowledge of the community; advise the Study Team on the relevance and use of study outcome measures by the community including satisfaction, measures of engagement, self-efficacy, and motivation to learn about the environment and health, etc.
- 4. Community Relevance:** We will consider how this study and related activities can be effectively implemented in our community and how stakeholders can best learn from participation. We will consider how the activities are relevant to our vast stakeholders in the community. We will help ensure that the activities are described in a manner that is understandable to our community. This includes choice of questions and materials being written at a 5/6th grade reading level or less. We

# Set Clear Expectations: *A Partnership Agreement*

will help ensure that the selected times and places for events and activities allow people to attend while considering their safety and health.

- 5. Timeline:** We understand that this is a short-term project (expected completion by October 2021). We will make every effort to keep to the project timeline. We will promptly share relevant information with the study team if commitments are unable to be kept. Likewise, we will ask them for support as needed to stay on time as we complete our responsibilities on the project.
- 6. SAC Sustainability:** We understand that members of the study team may want to continue to work with us even after the funding period ends, and we are open to discussing that possibility.
- 7. Communication:** We will...
  - a.** Stay informed with the planning and follow-up to the best of our ability.
  - b.** Share plans with others as needed (including times of meetings, activities and events)
  - c.** Ask questions and request information as we need it, including any concerns.
  - d.** Participate in and take responsibility for the decisions/input we have agreed to provide.
  - e.** Communicate in-person or by phone as needed and understand communication responses should be within 2 days.
- 8. Funding:** We understand that awarded CCTST Community Health Grant funds will be held by the Norwood Health Department. The Study Team will spend those funds as outlined in the approved budget. SAC members will receive a thank you gift card for attendance at all SAC meetings.
- 9. Data Sharing:** We understand that the data collected for the study will be mutually owned between team members and SAC members (an related organizations) and can be used by each. The data will be housed in a data capture software called REDCap and REDCap accesses will be granted to trained and approved representatives. Deidentified data can be shared in a format that is usable to other parties. It will be emphasized that data will be used to benefit the community.
- 10. Dissemination of Findings:** We understand that the SAC's role includes helping to share results. We will help our the KNC study team to tailor messages and materials to disseminate program results. Results may also be shared in academic journals and through community platforms including community websites.

**Acknowledgement:** By participating in the SAC, we are acknowledging the expectations of SAC members as outlined above. We understand that new expectations may be added as our work together evolves. Any new expectations will need approval by the majority of the SAC/study team.

# Create the Agreement Together

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- Purpose
- Reach
- Commitment
- Timeline
- Sustainability
- Communication
- Funding
- Data Sharing
- Dissemination

- At a group meeting, discuss each topic and draft the agreement to share
- Get feedback, collect comments or questions
- May require multiple meetings to come to agree to finalize the document
- Share final document with all; consider whether you need signatures or not



Agreements are  
Living, Breathing  
Documents

Regularly consider if the agreement is supporting the partnership and adjust as needed. Hold each other accountable to the agreements.

Ensure  
Mutual Benefit:  
Look at the  
Balance of Costs  
and Benefits for  
*Each* Partner

*(not equal)*



Individual/Team  
& Time/Effort



Space,  
Resources



Information  
Sharing



Direct &  
Indirect  
Expenses




Social  
Collateral



Immediate &  
Future Health  
Benefits





Health Screening Results Form (version 1)

Name

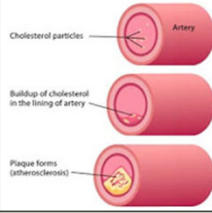
Date of Birth

Sex

Thank you for participating in our study. Included are your test results. If you have questions or concerns, please ask your doctor.

Measure	Value
Date of Screening: _____	
Height	____ feet ____ inches
Weight	____ pounds
Body Mass Index	____ kg/m <sup>2</sup> ____ %
Blood Pressure	Systolic: ____ mmHg ____ %
	Diastolic: ____ mmHg ____ %
	Status
Cholesterol	Total: ____ mg/dL ____
	LDL: ____ mg/dL ____
	HDL: ____ mg/dL ____
	Trigs: ____ mg/dL ____

**Cholesterol** is a type of fat in the blood. Everyone needs to have some cholesterol in their blood to be healthy, especially good cholesterol or high-density lipoproteins (HDL). However, kids who have higher-than-normal levels of total cholesterol and low-density lipoproteins (LDL) have a higher risk of developing clogged or narrowed blood vessels that carry blood to their heart muscles. Reducing your total and LDL cholesterol levels with proper diet and exercise is believed to give kids like you a better chance of having lower cholesterol and risk of heart disease when you become adults. To raise HDL and lower LDL cholesterol, don't smoke or be around smoke maintain a healthy weight, and exercise often!



	Total*	LDL (bad)*	HDL (good)*
Normal	<170	<120	>60
Borderline	170-199	120-144	40-60
Abnormal	≥200	≥145	<40

**Body Mass Index (BMI)** is a number calculated from your height and weight. BMI is a reliable indicator of body fatness. BMI percentile (%) considers your BMI along with your sex and age.

Weight Status	Body Mass Index Percentile (%)
Underweight	< 5th%
Healthy weight	5th% - 85th%
Overweight	85th - 95th%
Obese	≥ 95th%

**You can maintain a healthy weight by:**

- Eating healthy foods & drinks (water is best!)
- Being physically active on most days
- Getting adequate sleep (≥8 hours/night)
- Limiting television time (≤2 hours/day)

**High blood pressure** (also called hypertension) is an important health issue in children because it is considered a risk factor and has been linked to heart disease and stroke in adulthood. Children can lower their risk by maintaining a healthy weight, eating nutritious foods and exercising often.

**A systolic and/or diastolic blood pressure (BP) %**

- ≥ 95th% = High BP
- 90th - 95th% = elevated/borderline BP
- 120/80 mm Hg = elevated/borderline BP

**Triglycerides (Trigs)** are other types of fats. If you eat carbohydrates, including sugars, that aren't used right away to make energy, your body turns them into triglycerides and moves them into fat cells for storage. As you require energy to move and play, the fat cells release triglycerides. Over your lifetime, too many triglycerides in the blood results in hardened arteries and higher risk of heart attack and stroke in adulthood.

	Boys	Girls
Normal	34-137	37-145

CCHMC IRB Protocol # 2014-0119

Study PI: Melinda Butsch Kovacic

Co-Investigators: Lisa Vaughn, Farrah Jacquez

Contact: 513-803-0130

## Mutual Benefit

- Consider sharing clinically relevant individual results
- May increase participation particularly with blood draws
- Likely will support good will, repeat research participation
- Make sure you provide education to accompany results



# Frequent Check Ins

*Formal and Informal*



Just because you have a Partnership Plan, doesn't mean that people remember what is in it



Consistent and regular communication is critical to build and keep trust



People often think the worst of others' intentions so weeks of little to no communication can create mistrust



Hang critical agreements on the wall; revise agreements if they are not working







# Big Idea 3

Show mutual respect using skills in effective questioning, active listening, and affirmation.





## *Grow Mutual Respect Over Time...*

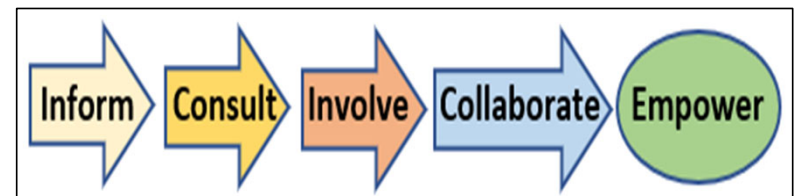
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- Mutual respect takes time to grow – it is not automatically given
  - Be patient, flexible and introspective
  - Be willing to learn from your partners
  - “Try on” a different perspective and lean into discomfort
  - Be willing to be uncomfortable, vulnerable, and uncertain
  - Always remember the end objectives/intention of your work
  - Listen and participate alongside your partners!
  - Openly process new ideas and concepts.
  - Show your partners how their ideas are incorporated/leveraged
  - Maintain confidentiality.
- Researchers are NOT the experts in the community – *we are guests*



## *Decide on what you want...*

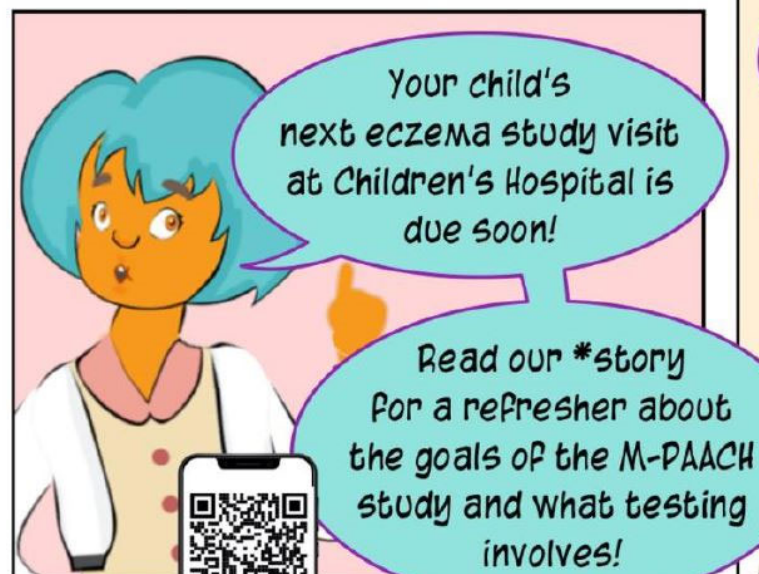
- Do you want: outreach, engagement or partnership opportunities?
- Consider increasing levels of engagement over time:
  - Teach them something
  - Ask them to **inform** a process via experience sharing
  - Ask them to **consult** via idea sharing
  - **Involve** them – ask them to co-design a survey or educational materials – but realize doing so takes time!
  - Ask them to **collaborate** by supporting survey collection as a citizen scientist
  - **Empower** them to take the lead and you follow



# Be Creative with Co-design!

## \*ECZEMA STUDY UPDATE

\*STUDY IS CALLED M-PAACH



SCAN QR CODE  
TO OPEN STORY

\*Graphic-style  
story is for grade  
5 through adults

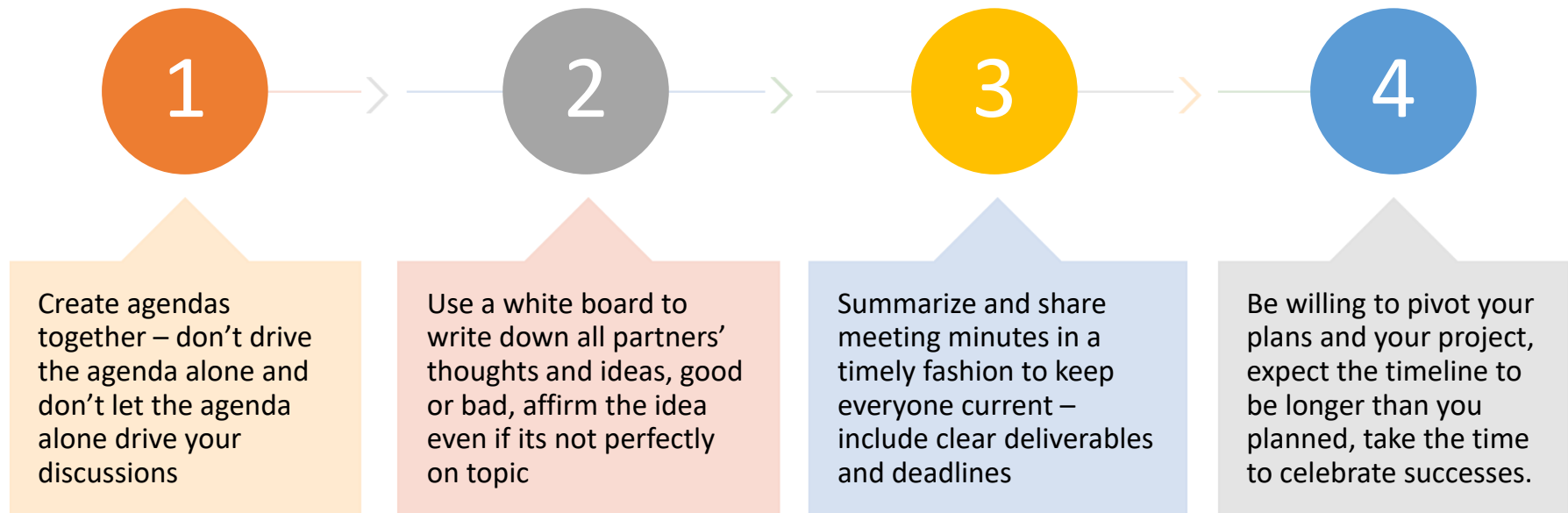


[WWW.WE4H.LIFE/MPAACH/](http://WWW.WE4H.LIFE/MPAACH/)



**M-PAACH**  
Mechanisms of Progression of  
Atopic Dermatitis to Asthma in Children

# *Simple Actions to Support Mutual Respect*





## *Language Matters*

- Use simple language when talking about research so that ALL partners can understand- don't assume anything
  - *Limit use of scientific acronyms*
  - *Provide definitions/ask for definitions*
  - *Use pictures or images to explain ideas*
  - *Be purposeful to show community partners how they can contribute*
  - *Be purposeful to show community partners where they have contributed previously*
  - *If possible, focus on ONLY 3 big ideas*



# *Effective Questioning Skills*

The APPLE technique is a guide to asking questions that facilitate discussion with community partners. APPLE is an acronym...

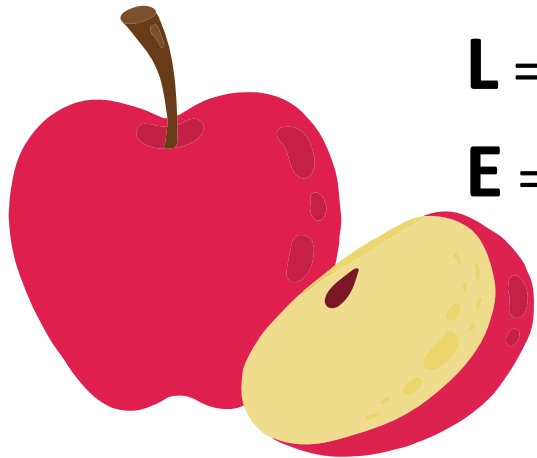
**A** = asking the question,

**P** = pausing to allow participants to think of an answer,

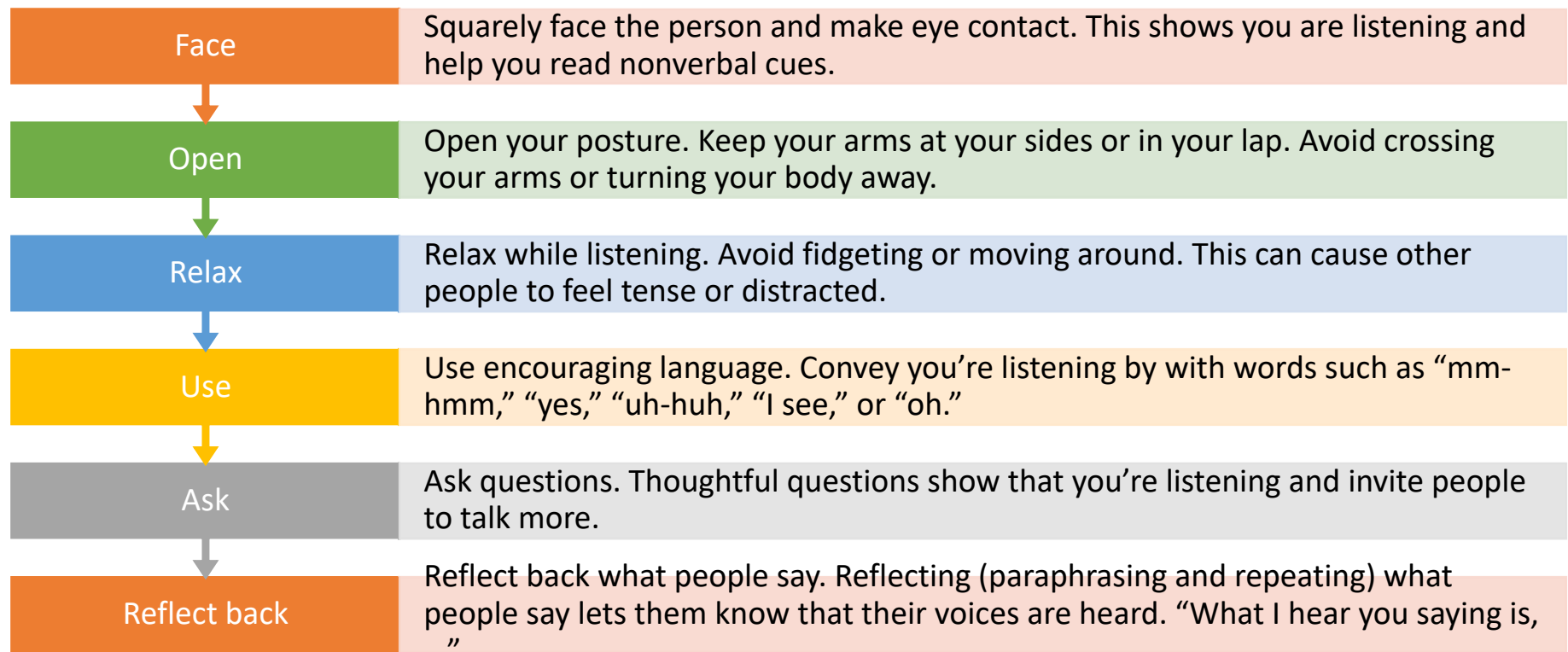
**P** = picking a volunteer to answer,

**L** = listening to the answer provided, and

**E** = elaborating more on the answers given, especially reflecting back what people say. Include people's names as you reflect on their ideas.



# *Effective Active Listening Skills*



## *Other Important Skills*

- Ask *open-ended and probing* questions
- Paraphrase, summarize and request clarification
- Be attentive (avoid distraction)
- Be attuned to *your* feelings and theirs
- Reflect their feelings and mirror their body language
- Use acknowledgement words:
  - *I understand that you...*
  - *It sounds like you...*
  - *I hear you saying...*
  - *You seem to feel...*



# Dissemination to Participants/Community is Critical



**PEES**

PEDIATRIC ENVIRONMENTAL EXPOSURE STUDY

**THANK YOU!**  
OUR STUDY PARTICIPANTS  
MAKE A DIFFERENCE!

Our study's enrollment to date is:  
Phase 1 – 294 children with asthma  
Phase 2 – 282 children with asthma  
Plus more than 115 children without asthma

Produced by the Research Team of Dr. Melinda Butsch Kovacic MPH, PhD Melinda.Butsch.Kovacic@cchmc.org

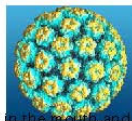
## Oral Human Papillomavirus



### Oral HPV Infection

#### What is Human Papillomavirus (HPV)?

- Human papillomavirus (HPV) is a virus from the papillomavirus family that affects membranes that line the body in areas such as the throat, mouth, anus, and cervix, among others.<sup>1</sup>
- There are 100+ types of HPV. Including 40 HPV types that can affect the genital area.<sup>1</sup> At least 17 types can cause cancer in the mouth and genital areas (high risk types). Some evidence suggests that HPV may have a role in skin cancer.<sup>1</sup>
- HPV-16 is the most common cancer causing or high-risk type, causing 50% of HPV-related cancers, mostly squamous cell cancers. HPV-18 is the second most common cancer causing type, causing 20% of cancers, mostly adenocarcinomas.<sup>2</sup> Other types of low-risk HPV cause warts including genital warts.
- HPV is very common in sexually active teens and



#### What is

- HPV of throat i
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#### The HPV

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- The tir
- protect

Since 2008, our purpose has been to understand how stress and inflammation influence levels of stress and inflammation. These cytokines interact with cells and infection, as well as mediate the importance of IL-13 in asthma for asthma and to observe how the

We publish our research findings effectively subjected to the scientific process to produce high quality research. To view our work, hit the hyper

IL-17A enhances IL-13 activity enhancing IL-13-induced signaling transducer & activator of transcription 6 activation. *Journal of Allergy Clinical Immunology* 2017 Feb; 139(2):462-471

## Cincinnati Children's & 7 Hills Neighborhood Houses Partners in Health

### Community Youth Scientists (CYS)



Dr. Melinda Butsch Kovacic, MPH, PhD, Associate Professor (right inset) at Cincinnati Children's Hospital Medical Center (CCHMC) and the 7 Hills Neighborhood Houses Findlay Street Center received a 2014 Community Health Grant from the Center for Clinical and Translational Science and Training (CCTST) - a partnership between CCHMC, the University of Cincinnati (UC), and the Cincinnati VA Medical Center. The CYS Program was in part based on Dr. Butsch Kovacic's 'Coaching On Achieving Community Health' (COACH) Program which provided health education, drug prevention and leadership training to 5 West End teenagers over the summer of 2013. With the 2014 grant, 12 West End teen workers studied the 7 Habits of Highly Effective Teens book, as well as learned about environmental planning and mapping



CHES, a UC Health Education of speakers and several field trips includ-

Week	6	7	8	9	10
Health Goals	- Eat Your Fruits & Veggies	- Drink Up for Water	- Get Your Sleep	- Stay Active	- Practice Good Hygiene
Community Goals	- Complete Recycling Task	- Complete Recycling Task	- Complete Recycling Task	- Complete Recycling Task	- Complete Recycling Task
Field Trips	- Field Trip to the Zoo	- Field Trip to the Zoo	- Field Trip to the Zoo	- Field Trip to the Zoo	- Field Trip to the Zoo



Christ College of Nursing and Health Sciences

ISSUE 02 A Quarterly Update

March 2021

**WE4H Times**

**Issue Highlights**

See us at CitSciVirtual 2021 P.1

ECS Winter Pilot P.2

Power of Stories Research Update P.3

Facilitator Training Pilot a Success! P.4

New CRA Research Ready Program P.5

CCTST COVID-19 Critical Community Challenge Project P.6

**Coming soon!**

WE4H participants will soon be able to earn virtual badges to show their accomplishments!




See us at  
CitSciVirtual  
2021!

WE4H will be joining presenters from around the world at the Citizen Science Association May 2021 conference CitSciVirtual: Local, Global, Connected. As described at citizenscience.org, conference organizers want to hear about the