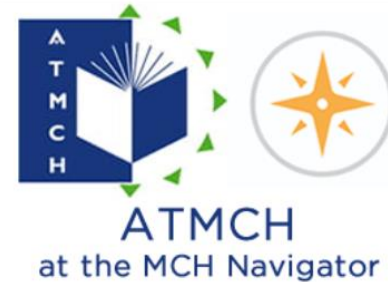




The Maternal and Child Health Community
Engaged Learning Lab (MCH CELL)
for
Community-Partnered Teaching



Maternal and Child
Health Community Engaged
Learning Lab (MCH CELL)
presents a webinar series
focused on community-
partnered teaching

Acknowledgements



[Association of Teachers of Maternal & Child Health \(ATMCH\)'s Innovative Teaching Award](#)



[Maternal and Child Health Navigator](#)



Health Resources & Services Administration, Maternal and Child Health Bureau, [Centers of Excellence and Public Health Catalyst Programs](#).

- *The contents of these workshops do not represent views of, nor an endorsement, by HRSA or the U.S. Government.*

MCH CELL: The Maternal and Child Health Community Engaged Learning Lab

MCH CELL for Community-Partnered Teaching



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graph TD; A[MCH CELL for Community-Partnered Teaching] --> B[Purpose: Building Authentic Collaboration Between the Classroom and Community]; B --> C[Collaborative initiative]; C --> D[2-3 workshops per year]
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Purpose: Building Authentic Collaboration Between the Classroom and Community

Collaborative initiative

2-3 workshops per year

The Maternal and Child Health Community
Engaged Learning Lab (MCH CELL)
for
Community-Partnered Teaching

MCH CELL
Working
Group

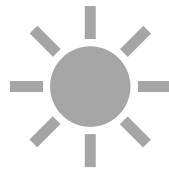


Webinar Series and Workshops



SPRING 2023

Community Assessment



SUMMER 2023

Program Development



FALL 2023

Program Evaluation



SPRING 2024

*Leadership and
Consultation*

The MCH
CELL webinar
series is for
you if....



You teach an existing public health course that involves students working with community partners as clients



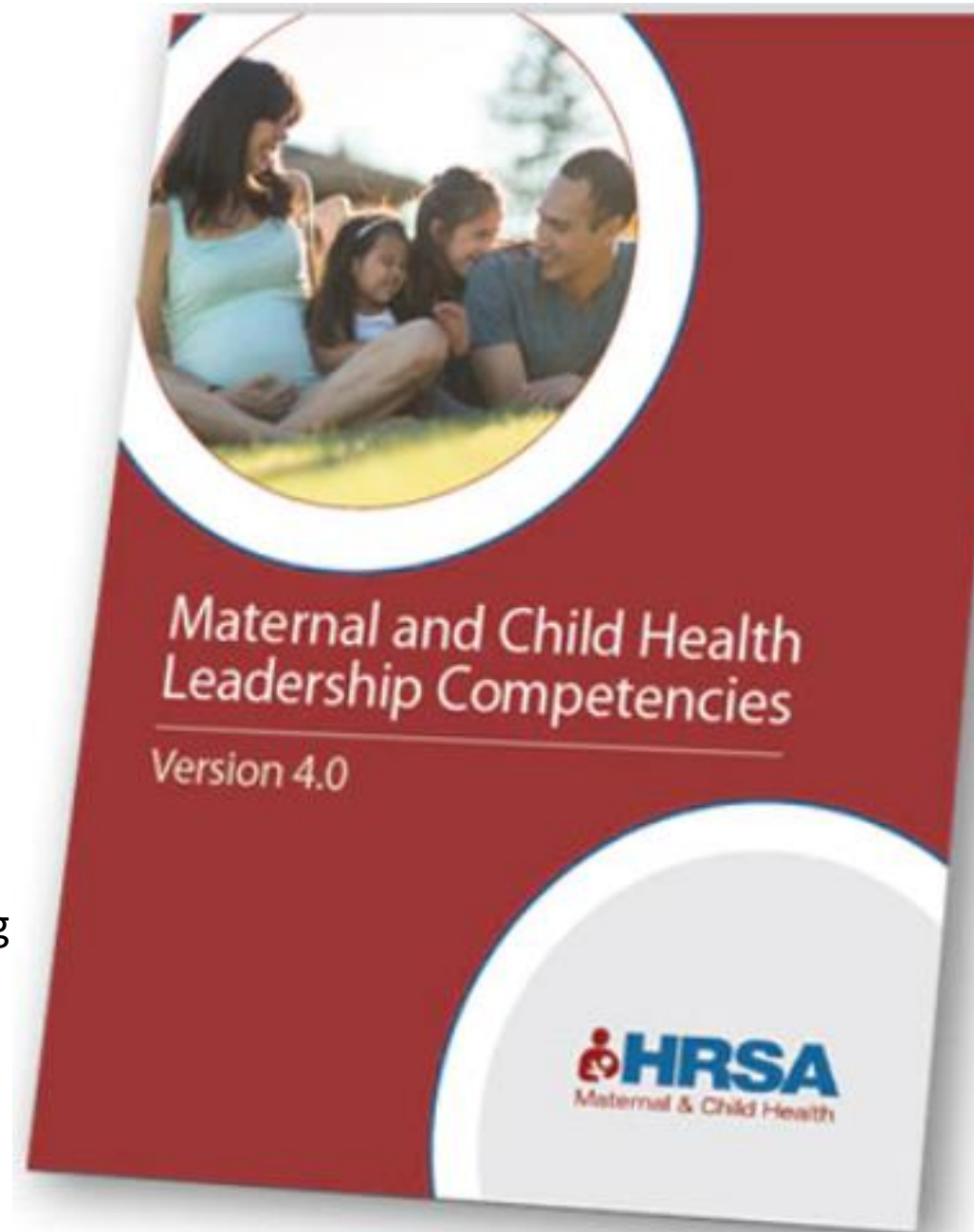
You want to start a new course like this



You are looking for an interactive and welcoming co-learning space with other instructors who either teach or want to teach public health courses

MCH Leadership Learning Competencies

1. MCH Knowledge Base/Context
2. Self-reflection
3. Ethics
4. Critical Thinking
5. Communication
6. Negotiation & Conflict Resolution
7. Cultural Competency
8. Family-Professional Partnerships
9. Developing Others through Teaching, Coaching, and Mentoring
- 10. Interdisciplinary / Interprofessional Team Building**
11. Working with Communities and Systems
12. Policy



Building Authentic Collaboration Between the Classroom and Community: The Case of Community Health Assets and Needs Assessment

Monday March 20, 2023
11:00am – 1:00pm EST

The Maternal and Child Health Community
Engaged Learning Lab (MCH CELL)
for
Community-Partnered Teaching



Building Authentic Collaboration Between the
Classroom and Community: The Case of
Community Health Assets & Needs Assessment

Workshop
Leaders



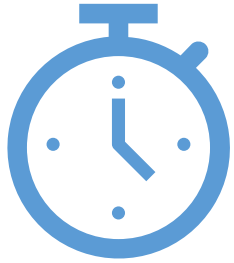
Ms. Marylyn Creer

Ms. Marylyn Creer, MPH (Boston University) and long-time community leader and advocate.



Candice Belanoff

Candice Belanoff, ScD, MPH
Clinical Associate Professor of
Community Health Sciences



First hour:

Participants will hear from Marylyn and Candice:

- Introduction to the course “Assessment and Planning for Health Promotion”
- Evolution and key early lessons learned
- Challenges we’ve faced
- The benefits of a great community partnership in the assessment setting.



Second hour:

Small break out room workshop space participants the opportunity to:

- Critically examine their own experiences and practices
- Discuss potential barriers to authentic community partnerships
- Leave with new ideas to try out in the field.

The Course: Assessment and Planning for Health Promotion

- Who is learning? MPH students at BUSPH
 - Students enrolled in “CAPDIE” certificate program (Community Health Practice) and others.
- Purpose
 - *“This course introduces the student to **current practices and approaches to community assessment and planning for the purpose equitable community health improvement.** Students will have the opportunity to develop a set of skills common to a variety of different types and levels of assessment. Multiple exercises along the way will culminate in the development of a complete community assessment report and an initial community health improvement plan.”*



CDC [“Community CHANGE Tool”](#)

The Course: Assessment and Planning for Health Promotion

- **Course Principles**

- Partner with humility and respect! Creating a baseline of understanding
- Cultivate an assets-based orientation
- Get curious!
- Give back!

The Course: Assessment and Planning for Health Promotion

Approaching

- Approaching your community as an **equal partner** toward the common goal of assessing community strengths, priorities and challenges.

Practicing

- Practicing the principles of **Cultural Humility** as you develop community partnerships and gather data.

Planning

- Planning your assessment activities including identifying important **stakeholders** and community partners.

Developing

- Developing familiarity with selected assessment approaches and frameworks.

Identifying

- Identifying, collecting and presenting demographic and health data about a community of interest. Conducting environmental scans.

Designing

- Designing an **interview or survey** instrument for assessment.

Assembling

- Assembling information you've collected and **communicating** your findings in an assessment report.

Articulating

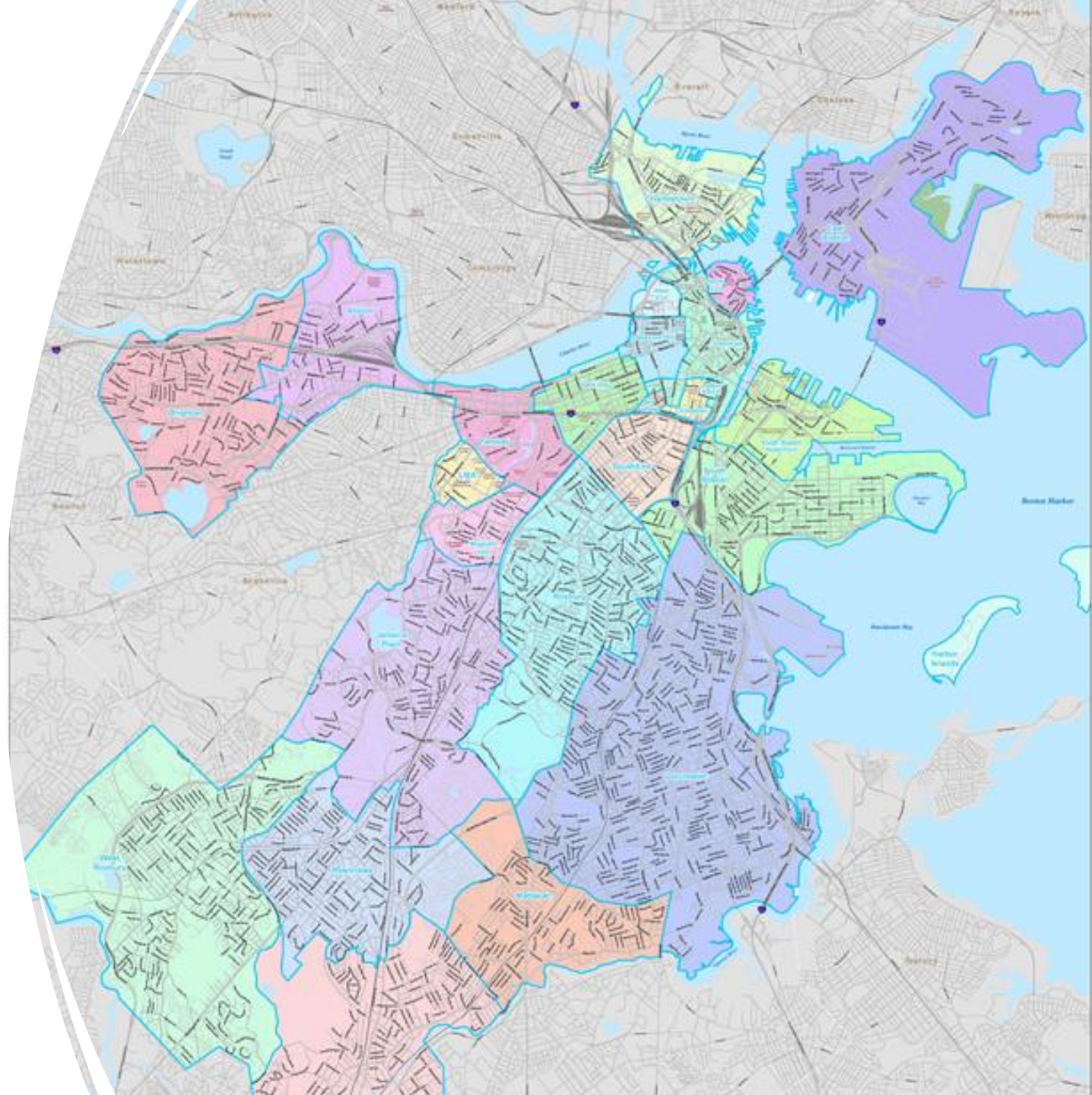
- Articulating a **preliminary CHIP** which stems from your assessment findings and community input.

Presenting

- **Presenting assessment results** and CHIP to your community partner/ client!

A little history....

- Prior course iterations more theoretical
- Shift to a client/consultant model



Lessons learned as course instructor

- How we partnered with our first community client!
- First lessons learned: Recognizing past harms in academic/ community partnerships
- The importance of transparency not over-promising
- Respecting community wisdom (avoiding saviorism & infantilizing community)



Boston Mayor Tom Menino & Ms. Valerie Shelley



Building on the Partners in Health and Housing PRC
(It helps to have an existing multi-organizational
collaborative going!)



Boston University School of Public Health

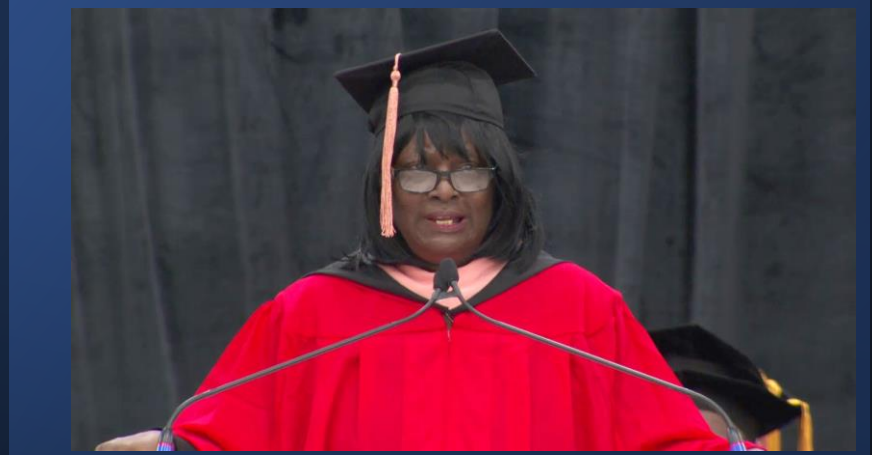
Challenges we've encountered

Getting	Earning	Setting	Timing	Ensuring
Getting community members to contribute (busy lives, competing priorities); Making it as valuable to them as it is to us!	Earning trust anew every semester!	Setting reasonable expectations on both sides	Timing/ schedules (especially for interviews or community meetings)	Ensuring that students are prepared to be the face of the class & school!

The many benefits of authentic community partnerships!



Building & maintaining community relationships (CB's Q & A with MC)



1. Are there specific lessons you've learned from the community-member perspective on **what makes a community/academic partnership go well?** (And what can make it go not well?)
2. **What were some of the things that helped us earn the interest of community members in our assessment class project?** What motivated them to participate? Were there any things that may have turned them off from participating with us?
3. **What advice would you give to faculty** who want to do community engaged assessment teaching? **What advice would you give to community members** who are approached by folks from academia to partner?

Are there specific lessons you've learned from the community-member perspective on what makes a community/academic partnership go well? (And what can make it go not well?)



- It is very, very important to identify key persons, stakeholders and gatekeepers in the community.
- Make sure to make them aware of why you are present in their neighborhood and why you are coming into their space.
- **Arlene Carr, Franklin Hill. Mrs. Meena Carr, Washington Beech**

Find meaningful,
engaging activities
for residents

Bingo
activities



The Senior's
Prom





Dean Harold Cox, Former
Associate Dean for Practice,
BUSPH



Make certain to explain your purpose to your class and to the neighborhood.



Working with the Partners In Health & Housing Committee, a story of sustaining credibility



Partners from the Blackstone Community Center, Massmouth, and BUSPH Activist Lab. 2019.

Public Health Storytelling Youth Engagement

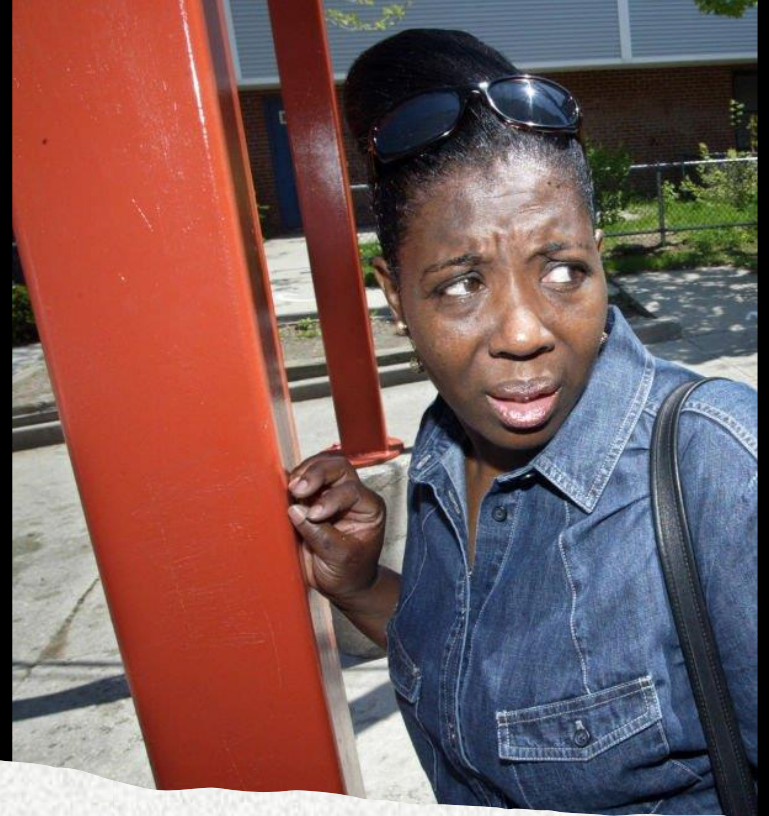
If you can gain trust,
anything is possible

What were some of the things that helped us **earn the interest** of community members in our assessment class project?

What motivated them to participate? Were there any things that may have turned them off from participating with us?

Community Leaders always feel that trust is key to being able to come into their neighborhoods with projects/programs, etc. If they feel that you are truly genuine in making a difference, they will be more likely to participate.

Not being truthful, not speaking the language of your residents can have negative consequences with residents.



- Always be sincere and caring. Leaders can tell.
- Example: The Alice Taylor Apartments
- Garner the trust and acceptance of leaders of the neighborhood before trying to assess the neighborhood.

What advice would you give to faculty who want to do community engaged assessment teaching?

What advice would you give to community members who are approached by folks from academia to partner?



Make sure to contact someone familiar with the neighborhood and/or the residents of the neighborhood. Always get permission to do your assessments.



I would advise community members to listen to persons from academia who approach you for partnerships. Hear their story and their reasons. You may both eventually benefit from one another.

Community assessments can benefit everyone involved



The big takeaways



Practice-based teaching is definitely more work! Make time to build relationships and coordinate interactions!



A knowledgeable and trusted community liaison can truly move mountains!



The community can be an invaluable educational partner.



We're preparing students for the "big time" – worth the extra effort and lost sleep to do PBT. 😊

Thank You!



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Candice Belanoff, ScD, MPH

- cbelanof@bu.edu