

Successful Engagement with People Who have Lived Experience

Part 1:

- Definition
- Shared Understanding
- Organizational Readiness



As Title V programs expand their reach to the people they serve, engagement with people from new and different communities is critical. It is only through these relationships that equity will be achieved. This is the first in a three-part series of videos exploring aspects of successful engagement with people who have lived experience. These videos accompany a workbook that can be accessed at the link provided.



Where are we?

This workbook is divided into three sections:

Preparing

1. Definition
2. Shared Understanding
3. Organizational Readiness
4. Identify Who
5. Consider Culture
6. Discover Diversity
7. Your Ask

Asking

8. Relationship
9. When
10. Effective Connections
11. Self Determination
12. Support

Engaging

13. Strengths and Assets
14. Trust
15. Collaborative Process
16. Commitment
17. Sustain Engagement

The workbook, Successful Engagement with People who have Lived Experience can be found at the link below on the National MCH Workforce Development website. For this video, we will be discussing the first three chapters about preparing for engagement.



Definition



All humans have lived experiences that provide them with specific insights. In the context of public health, the engagement of “people with lived experience” aims to identify and amplify those voices, being inclusive of those heard less often.

To begin, it is important to have a shared understanding of people with lived experience.

All humans have lived experiences that provide them with specific insights. In the context of public health, the engagement of “people with lived experience” aims to identify and amplify those voices, being inclusive of those heard less often.

A person with lived experience has knowledge and expertise derived from components of their personal identity and perspective, such as parenting, pregnancy, living in poverty, having a disability, experiencing structural disadvantages such as racism, ableism, classism, etc., which is then employed in service to a population-level goal or objective.



Shared Understanding



An agency or organization seeking input from people with lived experience must be clear about the type and amount of engagement they hope to achieve.

Although a project or proposal may change direction overtime, it is important to establish clear expectations and a shared understanding of what is needed from the onset.



There are many steps to be considered before engagement begins. To start, agencies and programs must know why they are seeking engagement with people who have lived experience. People need to know why they are being asked to get involved in the work and what role they are expected to provide. For example, is the program looking for others to help generate new ideas, be involved in an open and honest discussion, or looking for buy in for a direction they hope to go? Or is it more involved like asking someone to serve as an advisor, project consultant or actual partnership in a project?



Case Examples Shared Understanding

Case 1: CYSHCN – Transition to Adult Health Care

- Host a discussion group with teens about the challenges
- Have young adults who recently transitioned to adult health care partner in curriculum development

Case 2: Internal Workforce – Addressing Equity

- Establish a shared understanding of the importance of equity
- Ask BIPOC community members to review internal processes



Throughout these videos, two case examples will be offered to illustrate how to apply these concepts.

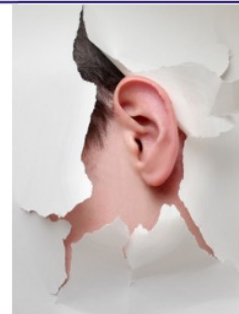
In the first scenario, there is a CYSHCN program working on the national performance measure of youth health transition. They may engage with teens by holding a discussion group to learn about the challenges they anticipate moving to the adult health care system. Or they might talk with young adults who have recently transitioned to adult care and ask them to partner in developing a curriculum for youth.

In the second scenario, there is a Title V program that is looking at its own workforce and trying to address equity in the workplace. They might seek to engage with staff simply to get buy in that equity is imperative at work. Or they could look to the black, indigenous or people of color community members to review their internal hiring process to identify roadblocks to equitable practices.



Organizational Readiness

The only way to hear the voices of community members is if the people representing the program listen and share power. Is the organization ready to set aside their own hierarchy to hear the ideas from people with lived experience?



Organizational readiness is another concept that must be addressed prior to actual engagement. This is the process of making certain that the agency or program has addressed or is addressing issues that may interfere with authentic engagement. To be successful at engaging with people who have lived experience, it is critical that when a group forms, all members are respected as equals.



Organizational Readiness



Shared Power:

Respect me: Take me seriously and treat me fairly.

Include me: Involve me in decisions that affect me.

Collaborate: Work with me to solve problems and reach goals.

Let me lead: Create opportunities for me to take action and lead.

Sharing power is essential in engagement. If a program isn't able to truly share power, then that needs to be addressed prior to engaging with others. To share power, the people with lived experience need to be respected, included, provided opportunities to collaborate and lead.



Organizational Readiness

- Implicit bias
- Open mindset
- Wisdom of the group
- Authority to make change
- Compensation



Some concepts that programs can think about as they prepare for engaging with others includes recognizing and addressing implicit bias, having an open mindset, being prepared to follow the wisdom of the group even if it is not the idea generated by staff, assuring that this group will have the necessary authority to make change and knowing what comparable compensation will be offered to people with lived experience.



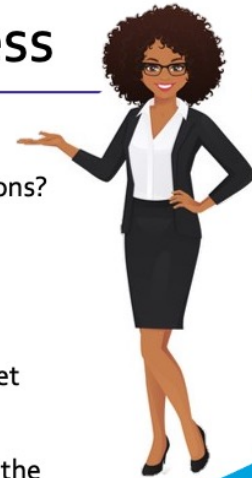
Case Examples Organizational Readiness

Case 1: CYSHCN – Transition to Adult Health Care

- Are we ready to truly hear from teens and support their suggestions?
- How will we compensate teens for their contributions?

Case 2: Internal Workforce – Addressing Equity

- If we invite feedback from BIPOC community members, will we let them advise us on future steps?
- How will we respond if members of our own staff disagree about the importance of equity in the workplace?



Returning to our case examples.

Some considerations for the CYSHCN team will be whether or not they are ready to truly hear from teens and support their suggestions. They also need to think through how they will compensate teens for their contributions.

For the second case working on internal redesign, they need be certain if they are going to ask for feedback from black, indigenous or people of color community members that they will follow their lead. And what are they going to do if members of their own staff disagree about the importance of equity in the workplace – is that something they are prepared to address?



Thank you for listening!



- For more information, please proceed to Part Two in our series, Successful Engagement with People Who have Lived Experience.
- For more information, please read the companion workbook, "Successful Engagement with People with Lived Experience", available at mchwdc.unc.edu.

Thank you for watching this video, part 1 of 3 addressing successful engagement with people who have lived experience. The workbook contains additional information about successfully engaging with people who have lived experience.