

Successful Engagement with People Who have Lived Experience

Part 3:

- Your Ask
- Relationship
- When



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 third 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 chapters seven through nine moving from preparing for engagement to asking others to engage.



Your Ask



People can only offer relevant experience if they have a clear understanding of the issue(s) and the specific ask. It is easier for a team to make progress when everyone starts on the same page.

People with lived experience cannot offer their input if they don't know what it is they are being asked to do. Take the time to flush out all of the details of your ask before inviting others to engage.



Your Ask

- What?
- When?
- Where?
- Type of Engagement?
- Method of Engagement?
- Support Provided?
- How to Ask?
- Why Me?



The invitation has many parts. The reference here to the type of engagement is asking at what level of engagement is being sought? For example, is it a process of informing others, gathering input from others, discussing ideas together, being involved such as an advisor or is it a partnership of equal involvement?

The different methods of engagement might include an in-person interview, a focus group, a town hall, a meeting, a world café, or a weekend retreat for example. The support provided is in addition to compensation and includes providing for the logistics to participate and the staff support that will be available to those with lived experience.

The way you invite a person to engage also needs consideration. You might choose to ask people to engage via a mass survey or invite an individual to a conversation over lunch. Finally, it is always helpful to explain why you are asking this particular person to participate and include how the information is going to be shared with others.



Case Examples Your Ask



Case 1: CYSHCN – Transition to Adult Health Care

- We are holding focus groups on these dates, for an hour, via Zoom and each participant will be paid \$XX.XX. We've invited you to share your personal experience with youth health transition.

Case 2: Internal Workforce – Addressing Equity

- We are conducting key informant interviews with current staff during the month of November. We expect the interview to take no more than one hour. All supervisors have given support for this activity.

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

Your ask has a lot of details in order for it to be comprehensive and complete.

With the example of the CYSHCN program, they might invite eight youth via an email to participate in a focus group on specific dates for an hour over Zoom. They will be provided a \$20 gift card for their time and expertise on youth health transition.

With the example of the workforce development, they might want to hold individual one-hour interviews with current staff during the month of November. And let the staff know that this time has been approved by their supervisors in advance.



Relationship



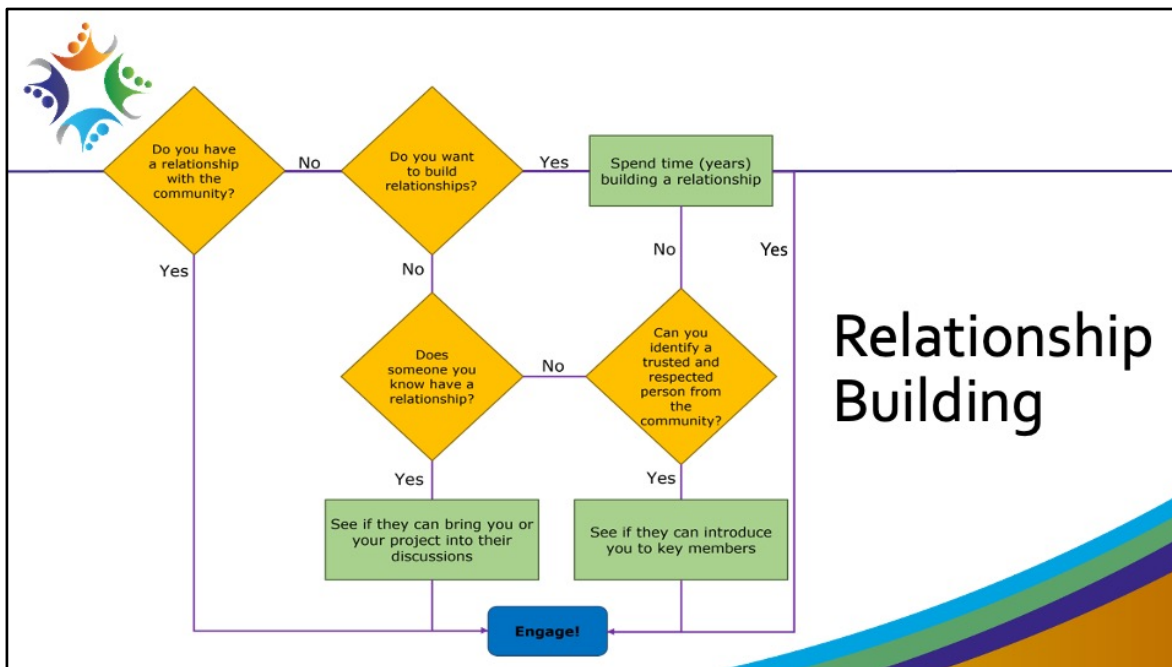
How do I cultivate a relationship with a new community, especially with a culture different from my own?

- Spiritual or Faith Communities
- Community Leaders
- Cultural Events & Celebrations
- Community Meetings
- University Cultural Unions or Services
- Community Centers
- Community Newsletter
- Community Radio Shows
- Community Health Center
- Social Media / Listservs
- Volunteer

At this point in the process of engaging with people who have lived experience, many things have been considered and yet no one has officially been invited to engage. This demonstrates how complex successful engagement can be.

The next consideration is who has the relationship with the community members that have the lived experience that is being sought. It is difficult to invite people to the table who you have never met, but it is often those voices that need to be heard the most. So how do you invite people from a culture that is different from your own?

If you don't have those relationships, there are places you can go to start developing them, like faith communities, cultural events, community meetings, etc. And you can use a variety of communication channels to solicit support for your work through community newsletters, radio shows, social media and more.



But who should be the one to ask a person to engage? This flow chart attempts to illustrate that process. If you have that relationship with someone, then by all means, go ahead and invite the person to engage with the work. If you don't have that relationship, you can choose to build that relationship but that will take longer, possibly years. If you don't have the time, you can look around you to see who does have a relationship with the community you are trying to engage? If you identify someone, see if they are willing to bring your work to the community or invite you to share the opportunity with them. If you don't know anyone who has that relationship, then the final step is to approach a trusted and respected person from that community and see if they will be willing to introduce you to others.



Case Examples Relationship



Case 1: CYSHCN – Transition to Adult Health Care

- Arrange to talk with Special Olympic athletes
- Ask to talk with a university cultural union participants

Case 2: Internal Workforce – Addressing Equity

- Gather information through a survey or focus group
- Ask representatives with equity expertise to review policies

Once again, the case examples.

If you are seeking to hear from teens with special health care needs or disabilities, perhaps forging a relationship with Special Olympics and asking if you can talk with the athletes about their health. If you are looking to reach cultures other than your own, perhaps addressing freshman participants of a university cultural union will lead to varied opinions and perspectives.

Within a workplace, it may work best to gather basic information from all staff to ensure all perspectives have an opportunity to voice their opinion. Of it you want the thoughts of black and brown community members, perhaps reaching out to the local urban league to identify people who can review your employment policies will work.



When



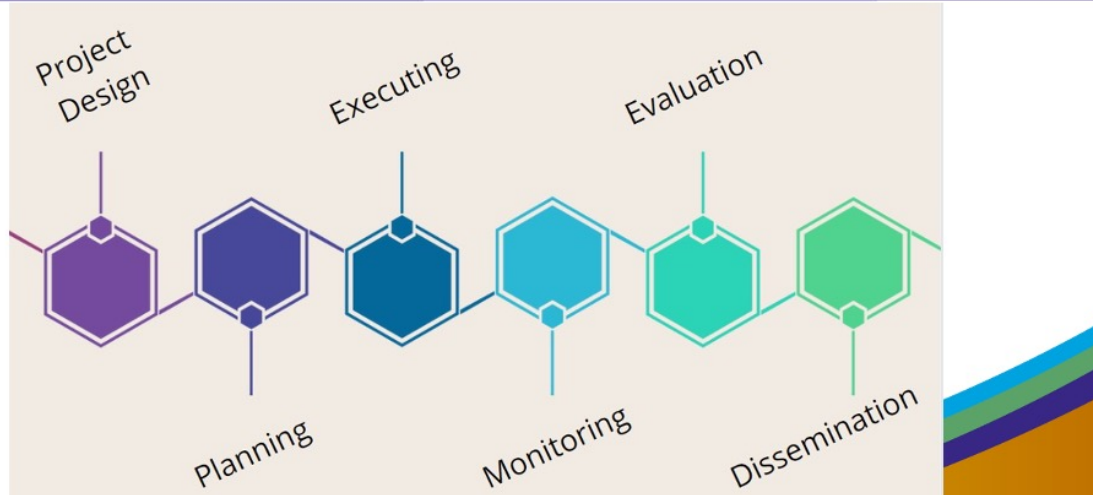
The best time to engage is the moment you realize you need others to impact a decision.

It is best not to seek input after the decision has already been made.

Another consideration for successful engagement is when to invite people into the discussion. Although this is typically at the beginning, sometimes there are good reasons to wait for the team to do some homework before inviting members of the community to join their efforts. Bottom line, it is imperative to engage with others when you realize that the decisions that are being made will have an impact on a community of people and never after a decision has been made.



When



This illustration simply highlights the various times in a project that one can consider engaging with people who have lived experience. And keep in mind that the same people don't have to be engaged for every stage of a project, it is often helpful to bring different people in at different times along the project. And that can reduce the obligation for volunteers.



Case Examples When



Case 1: CYSHCN – Transition to Adult Health Care

- Join a workgroup at the beginning of the project
- Provide feedback on proposed changes at your health clinic

Case 2: Internal Workforce – Addressing Equity

- Participate in creating an evaluation plan
- Identify staff who will present the equity plan to leadership

One final check in on our case examples.

The CYSHCN program may want to invite teens to be engaged right from the start of a project. They may also hear that a particular health clinic has attempted to make changes to their clinic atmosphere to align with the values of youth and are seeking feedback from teens about what works and what doesn't. Of course, this presumes that youth were involved in the original design decisions as well.

For the internal workforce project, they may seek staff who will help create an evaluation of their success, that is, what will it look like if we achieve an equitable workforce? And they may want to ask staff to present their equity plan to leadership, after all, it doesn't always have to work up the chain of command in the traditional manner.



Thank you for listening!

- 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 3 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.