

# Community Engagement 101

## MODULE 1



## Objectives

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- Identify the basic goals of the training program
- Recognize the Office of Community Outreach and Engagement (COE).
- Describe the CHA model, including the relationship with the COE.

# Skill-Building # 1

## If you Could Activity

### Objectives

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- Define communities and how they are mapped for our program.
- Discuss the benefits of community engagement.
- Describe the communications models and explain their value for community engagement.



# How do you define Community?

## Community

- A collection or group of people who have something in common and interact. (Jacob Morgan)
- A group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings. (APHA)
- A small or large social unit (a group of living things) who have something in common, such as norms, religion, values, or identity. (Wikipedia)

# Communities also defined as:

## Current ways to define community

- Values
- Activities
- Hopes
- Dreams



# The complexity of defining communities

- Community identity is hard to define
- Defined more than a 100 different ways
- Traditionally, where we live: PLACE
- Each industry has its own definition of community
- Geography, ethnicity, religion, interest or other social factors such as disability or refugee

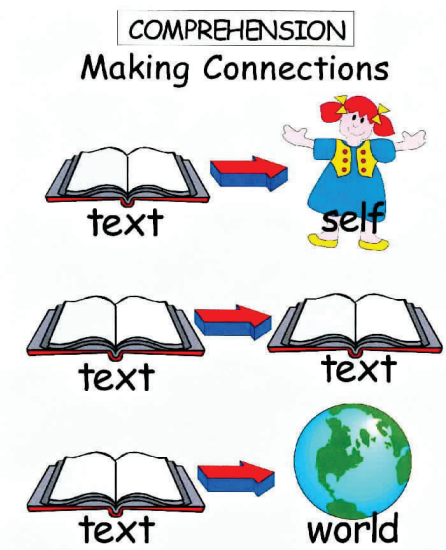
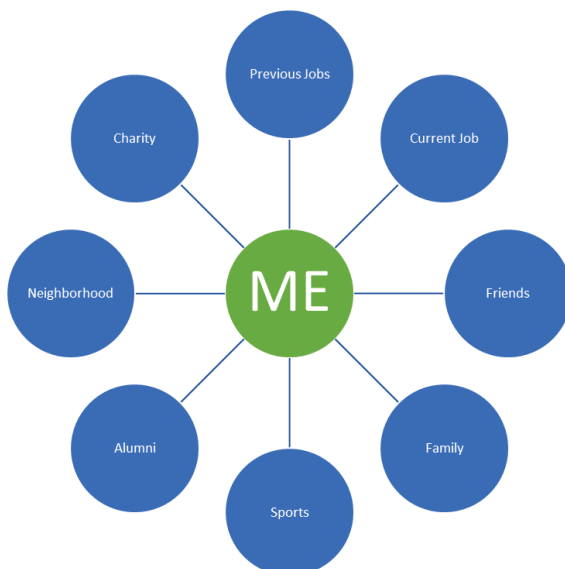


# Community and Public Health

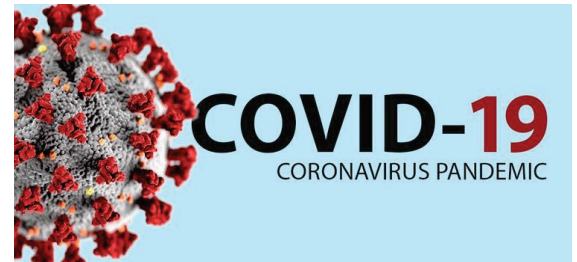
## What's your experience?



## Exercise – Map your connections



# Communities change!



**This creates challenges for service providers**

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"I'VE LEARNED THAT THINGS CHANGE, PEOPLE CHANGE, AND IT DOESN'T MEAN YOU FORGET THE PAST OR TRY TO COVER IT UP IT SIMPLY MEANS THAT YOU MOVE ON AND TREASURE THE MEMORIES. LETTING GO DOESN'T MEAN GIVING UP... IT MEANS ACCEPTING THAT SOME THINGS WEREN'T MEANT TO BE."

-LISA BROOKS

[WWW.LIVELIFEHAPPY.COM](http://WWW.LIVELIFEHAPPY.COM)

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# Community Engagement

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- “the process of working collaboratively with groups of people who are affiliated by geographic proximity, special interests or similar situations with respect to issues affecting their well-being.” (From [Principles of Community Engagement](#), 2011.)
- Fundamental to public health
- Grounded in the belief that the public has a right to participate
- “Collective intelligence” -identify the problem and solutions

# Benefits of Community Engagement

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- Helps Shapes Services
- Helps Build Trust
- Helps with Outreach
- Connect people and resources
- Develops new leaders
- Creates opportunity for critical reflection

# End Goal: Social Justice

- Social Justice
  - Everyone deserves equal rights and opportunities — this includes the right to good health.
  - Inequities in health that are avoidable, unnecessary and unjust
    - result of policies and practices that create an unequal distribution of money, power and resources among communities based on race, class, gender, place and other factors
- To assure that everyone has the opportunity to attain their highest level of health, we must **address the social determinants of health AND equity.**

# Activity - Public Health and Social Justice



Discussion: ways in which public health can help achieve social justice



# Principles of Community Engagement

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- Clear purposes/goals
- Clearly define your community/population you want to engage
- Become knowledgeable of community
  - Culture
  - Economic conditions
  - Social networks
  - Political and power structure
  - Norms and values
  - Demographic trends
  - History
  - Experience with outside groups

# Community Engagement Principals

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## **For Engagement to occur it's necessary to:**

- Go to the community
  - Establish Relationships
  - Build Trust
  - Work with the formal and informal leadership
  - Seek commitment from individuals and organizations
  - Create a process for mobilizing the community

# Remember and accept:

- **Collective self-determination** is the responsibility and right of all people
  - Collective self-determination is the ability of a people to decide together what they'd like to be their future, their reality, their values, etc.
- No External entity should assume it can bestow power
  - If people do not want to accept external movement to change, then exerting power to bring change becomes unwanted and coercive

# Communications

Communication (Old Way)	Engagement (New Way)
Communicate To...	Deliberate With...
Public Hearing	Community <b>Conversation</b>
Talk to / Tell	Talk with / <b>Share</b>
Seeking to Establish / Protect Turf	Seeking / Finding <b>Common Ground</b>
Authority	<b>Responsibility</b>
Influencing the Like-Minded	<b>Understanding</b> Those Not Like-Minded
Top-Down	<b>Bottom-Up</b>
Building a Decision-Making Hierarchy	Establishing a Stakeholder Network
Goals / Strategic Plan	<b>Values</b> / Vision
Products	<b>Process</b>
Public Relations	Public / Community Engagement

\* Minnesota Dept. of Public Health

# Community Engagement Models

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- **Asset-Based Community Development (ABCD)**

- Developed by John McKnight and John Kretzmann
- Discovers a community's capacities and assets for community improvement



# Community Engagement Model # 2

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- **Association for Community Health Improvement**

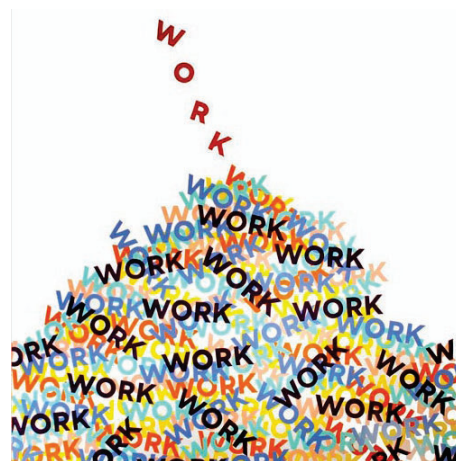
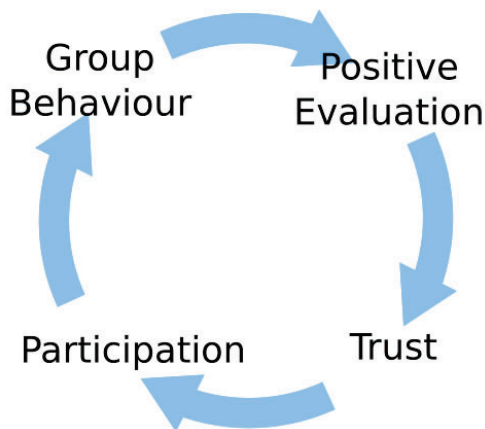
- Focus on education, peer networking, and dissemination of tools
  - Access to care
  - Chronic disease prevention and management
  - Community Benefits
  - Collaborative Strategies
  - Measurement and Evaluations
- Conceived in 2002, successor to 3 national community health initiatives

# Community Engagement Model #3

- **Cultural Competency**
- Diverse people working together, combined efforts, mutually agreed goals
- Consensus
- Different areas of excellence
- Complement each other

# What's your Community Engagement Style

- Discussion: what is your Engagement Style?

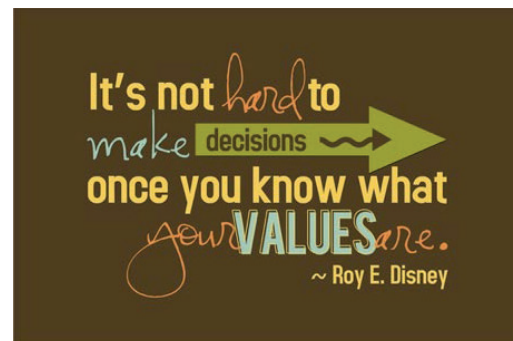
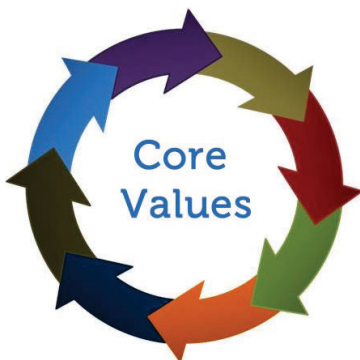


# Values

- Values are standards by which individuals or groups judge things, behaviors, and events.
- Measures used to distinguish between good and bad, right and wrong, moral and immoral.
- Powerful ingredient in decision-making and behavior.
- People learn values from a wide array of often conflicting sources, e.g., parents, siblings, peers, school, church/synagogue/mosque, media, music, etc.
- Different people have different values and that's okay
- Values clarification helps us understand ourselves and others better

**We all have value!**

# Values Exercise



## Values Exercise (cont.)

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- Where do they come from?
- Do they change? Why or why not?
- Why do different people have different values?
- Do we know what our values are?



## Successful Community Engagement

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- Partnerships
- Recognize and respect diversity of and within the community
- Identifies and mobilizes assets and strengths
- Release control of actions or interventions
- Long-term commitment by all parties

# Just a reminder!

- Assess your (or your organization's) readiness to engage the community
  - Your value
  - Your intent
  - Your operations
  - Available Resources and expertise

# Keys to Success

- Create trust
- Eliminate bias
- Share power



# Rationale



**“If the problems are in the community,  
the solutions are in the community.”**



*Gilbert Friedell, MD  
Director of Cancer Control  
Kentucky Cancer Program  
Lexington, Kentucky*

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## Recap & Questions



# Culture and Community

## Objective

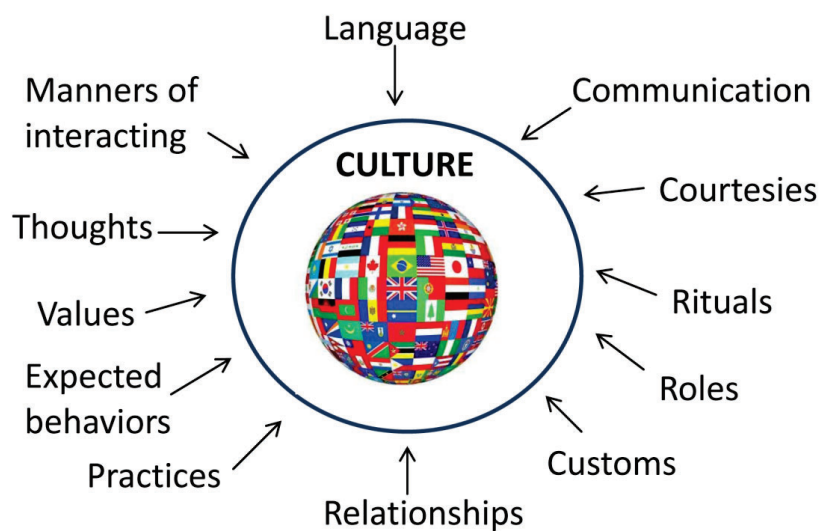
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- Explain what culture is and the role it plays on influencing behavior.

# Culture

- Who are you?
  - the customs, arts, social institutions, and achievements of a particular nation, people, or other social group (Wikipedia)
  - the set of shared attitudes, values, goals, and practices that characterizes an institution or organization (Miriam-Webster)

# Culture



# Cultural Sensitivity

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- Make continued sincere attempts to understand
- Be flexible
- Maintain an appropriate sense of humor
- Be open-minded
- Be able to relinquish control
- Take the time to build trust
- Ask your client how they want to be addressed (Mrs./Ms. Smith or Mary)
- Be sensitive to cultural difference in non-verbal cues
  - Body Space
  - Eye Contact
  - Silence
  - Emotional and physical expressions
  - Smiling and nodding gestures
  - When in doubt, ask

# Cultural Sensitivity

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- Recognizing individual differences and perspectives

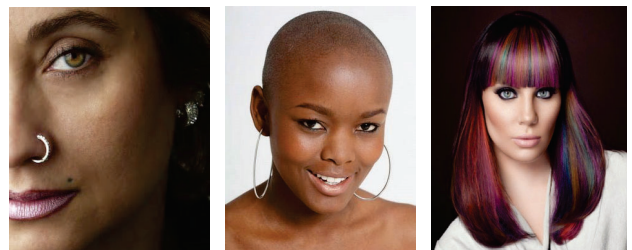


# Characteristics that influence behavior

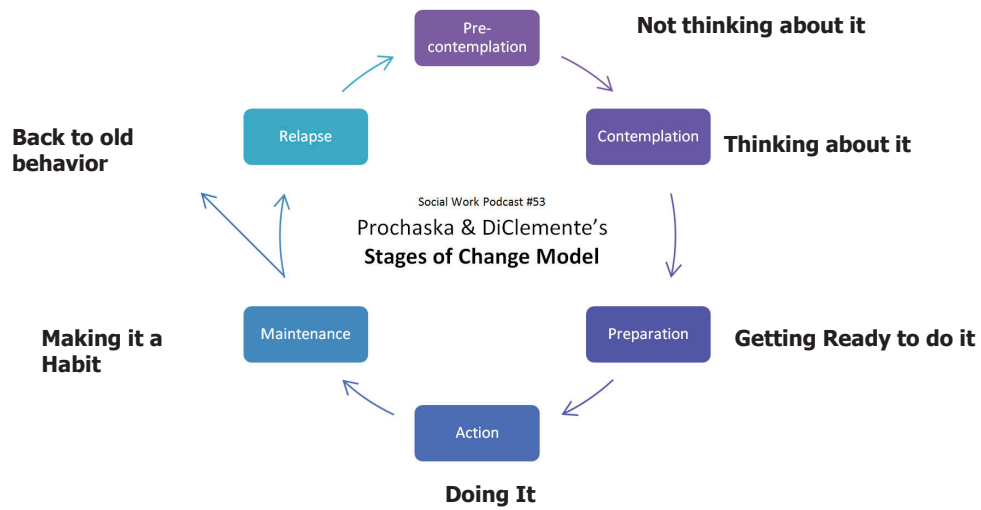
- Socioeconomic Level
- Length of residency in a community
- Rural vs urban
- Level of education
- Immigration status
- Age
- Acceptance of American/southern norms and value
- Technology

# Incorrect Assumptions

- Physical Appearance
- Behavior, first impression
- Speech (accent, grammar, jargon/slang)
- Reputation, recommendations
- Job Title or occupation (or lack of)
- Education, degree (lack of)



# Stages of Change



# Interventions to move someone from one stage to the next



## Raising Consciousness

Information, education, risks, benefits



## Addressing Problems

Help identify emotions related to change



## Countering obstacles

Identify barriers



## Supporting Relationships

Honesty, caring; on-going relationship



## Reflecting and re-evaluating

Help client reflect on consequences



## Rewarding Positive Behavior

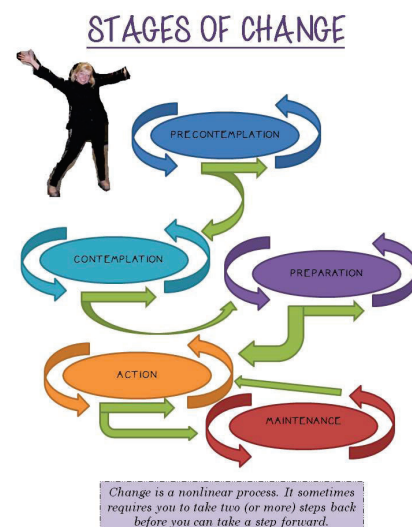
Develop internal and external rewards to encourage behaviors

# Stages of Change Exercises

## Applications of Stages of change

1. Identify the stage of change that they are currently in
2. Work on moving them one stage at a time
3. Build in enough time to get them through to the final stage

Thought: Tailor the approach to the stage!!



# One-on-One Interventions: 6 A's

## The 6 A's:

1. Ask
2. Advise
3. Assess
4. Assist
5. Arrange
6. Anticipate

## UAB CHAs focus on:

1. Ask
2. Assist
3. Action Plan

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## The A's

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- **Ask**
  - Keep it simple, friendly, private, respectful;
  - Have you had your mammogram this year
- **Advise**
  - Advise about benefits/risk of smoking/screening; personalize your reply
- **Assess**
  - The individual's willingness to make the behavior change
  - Example: have you set a smoking quit date?
- **Assist**
  - Assist those who are ready to act, make a change
  - Example: set up appointment, arrange transportation, babysit
- **Arrange**
  - Arrange follow-up ( transportation, appointments when possible)
- **Anticipate**
  - Problems that the client might encounter and might not think about
  - The need for education and information about the process for screening and for working with other audiences

# Partnering Thoughts



## Convey the Right Attitude



## Empower Volunteers

- Set Good Examples
- Communicate
- Praise and Encourage
- Value and Appreciate





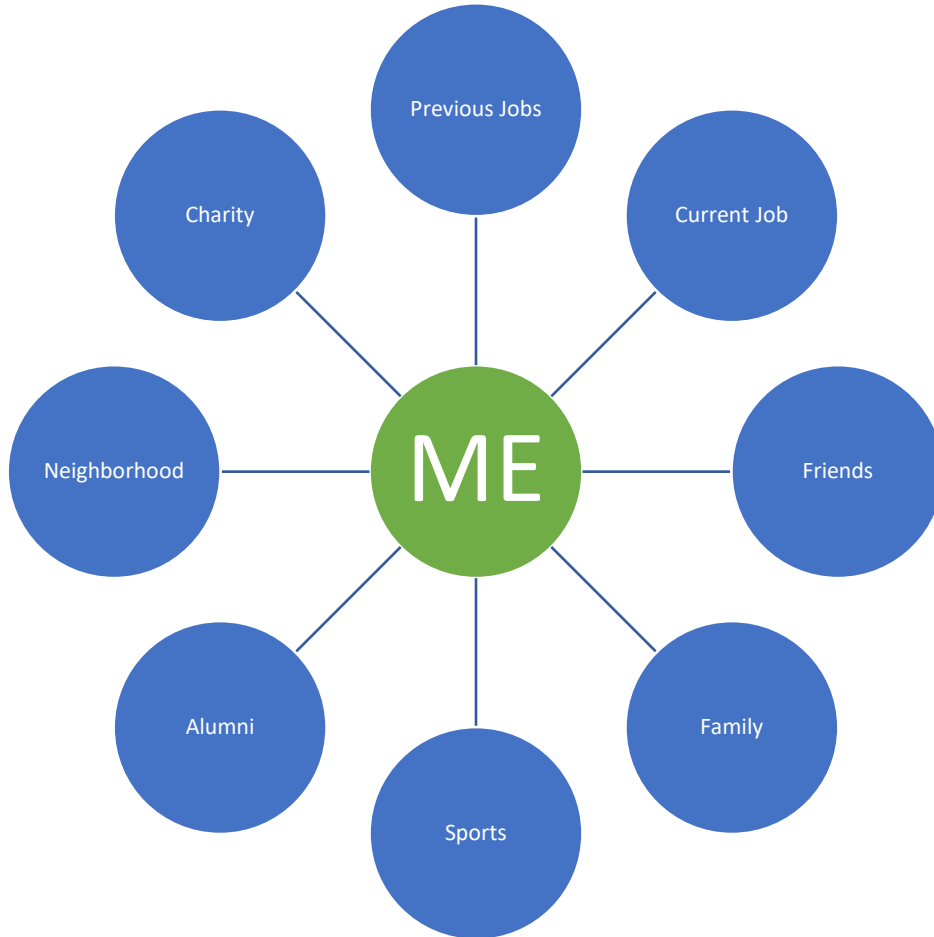
# **WORKSHEETS**



# MAP YOUR CONNECTION EXERCISE

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Who is in your network?



Previous Jobs: \_\_\_\_\_

Current Job: \_\_\_\_\_

Friends: \_\_\_\_\_

Family: \_\_\_\_\_

Sports: \_\_\_\_\_

Alumni: \_\_\_\_\_

Neighborhood: \_\_\_\_\_

Charity: \_\_\_\_\_

## **LET'S TALK ABOUT VALUES**

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*We all have them; they can be a powerful ingredient in decision making and behavior, and we adopt/adapt them from many sources. But, discussions about values should not be a debate. For the purposes of this training, there are no “right” or “wrong” values. During this section we need to be able to openly share and discuss our own values and look at the impact of these values on others without being confrontational or challenging others to a debate. It is important for people involved in “service” work to recognize their personal biases, prejudices, and stereotypes and identify and analyze how these may negatively impact their roles as helpers.*

### *Define Values*

Why are values important?

Where do they come from?

Do they change? Why or why not?

Why do different people have different values?

How do we know what our values are?

Is it difficult to hold values that are different from those of your peers?

What is the difference between personal and professional values?

How might personal values impact your work with the UAB program (how you relate to people in the program)?

What can you do when you have a conflict between your personal and professional values?

How can we become aware of the impact our values have on others?

What is the effect of culture on values?

## **VALUES CLARIFICATION EXERCISE**

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*Do you agree or disagree with the statements below?*

- Clients know what is best for them.
- Non-traditional medicine is a good alternative for pregnant women who don't want to go to Western doctors
- Clients who can't manage to come in to their appointments can't be good parents.
- The client needs to follow the doctor's advice
- It's best when the client's family is involved in her treatment choices.
- Whatever will save the woman's life is the best choice
- Women who don't go to a doctor deserve what happens to them
- As long as I have faith in God I will be cured
- All women should listen to their doctor's advice
- People should use alternative medicine
- Women who have breast cancer always die
- You can't trust mammograms

## VALUES CLARIFICATION EXERCISE

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### *ALIKE AND DIFFERENT QUESTIONNAIRE*

HOW ARE WE:

ALIKE?

DIFFERENT?

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1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

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From the list above, the most important similarity for me in a :

From the list above, the most important difference for me in a:

social relationship:

social relationship:

work relationship:

work relationship: