



**Who is the teacher?
Who is the student?
CBPR methods in nursing
curricula**

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The background of the slide is a solid red color. A large, faint watermark of the Rutgers University seal is visible, centered behind the text. The seal features a sunburst design with the words 'RUTGERS UNIVERSITY' and 'THE UNIVERSITY OF RUTGERS' around the perimeter.

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**We are all teachers, we are all
learners**

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Community based participatory research (CBPR) methods

- AKA Community partnered research, Participatory action research
- Collaborative approach between researcher and community

Aim is to:

- Increase knowledge & understanding of a given phenomenon
- Integrate the knowledge gained with interventions, policy & social change to improve the health and quality of life for all community members (Israel, 2003)

Characteristics of CBPR

- Community as unit of identity
- Builds upon strengths and resources within the community
- Collaborative, equitable partnership-empowering & power-sharing process that attends to social inequities
- Co-learning & capacity building
- Balance between knowledge generation and intervention
- Cyclical, iterative process
- Long-term process & commitment to sustainability

**Issues with nursing
education and
traditional
research
methods**



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"Parachute" research



Adversarial relationships -Why?

- **Focus of the university**
- **“Town and Gown” phenomenon**
- **Tuskegee effect**



- **Shortage of clinical sites for students**
- **Decreased access to research subjects for faculty**

REMEMBER!

**If you want to save the people,
you have to serve the people**

Cornel West

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Integration of CBPM in nursing curricula

- Undergraduate Health Assessment course
- Undergraduate Honors experience
- Primary care APN course
- Faculty research

GOAL: Involve students in all aspects of CBPM

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Undergraduate Health Assessment course



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Undergraduate Honors course



Never do data collection without giving back to the community

“What can I do for you?”

D’Alonzo, K.T. & Cortese, L.A. (2007). An investigation of habitual and incidental physical activity among Costa Rican and Costa Rican-American teenage girls. *Journal of Transcultural Nursing*. 18(3), 201-207.

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APN students

- Participation in *charlas*, Q & A period
- Sharpens interviewing skills, diagnostic reasoning
- Teach patients what to ask/tell their doctors during an office visit
- Learn from patients about alternative medicine & folk methods of healing

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Research assistants



Themes of CBPR

- Empowerment of students + empowerment of patients = powersharing
- Bidirectional teaching and learning
- Mutual trust and respect (respeto)
- "Culture brokers"

Advantages to CBPR methods

- **Community feels they have an advocate**
- **Community members gain skills they can use in the working world**
- **Students, faculty & community members as role models**
- **Non-traditional sites for student clinical experiences- "Nursing is everywhere"**
- **Faculty have a "real-time" lab to conduct research → get undergrads involved early**
- **Seamless blend of research, teaching and clinical practice**

Challenges of CBPR

- **Time consuming for faculty & for community**
- **Need to feel comfortable sharing control with others & building trust**
- **Need to build in time for training**
- **Your priorities are not always the priorities of the community**
- **How to define community?**

Potential opportunities in CBPR

- Shared grantsmanship
- Community members as guest lecturers
(e.g. Spanish for health professionals,
alternative medicine)

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