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

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We are all teachers, we are all learners

College of Nursing 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)

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Characteristics of CBPR

- Community as unit of identity
- Builds upon strengths and resources within the community
- Collaborative, equitable partnershipempowering & powersharing 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

"Parachute" research



RUTGERS College of Nursing 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

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REMEMBER!

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

Cornel West

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RUTGERS College of Nursing 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

RUTGERS College of Nursing Undergraduate Health Assessment course



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RUTGERS College of Nursing 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.

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

Research assistants



Themes of CBPR

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

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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

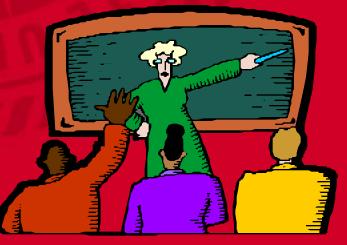
- Time consuming for faculty & for community
- Need to feel comfortable sharing control with others & building trust
- Need to build in time for training
- Your priorities are not always the priorities of the community
- How to define community?

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Potential opportunities in CBPR

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

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