Community-Based Approaches

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Disclosures

I have no conflicts of interest or other disclosures.

Learning Objectives

- Define community-based approach (CBA)

- Understand roles and processes

- Understand the strengths and weaknesses of community-based approaches

Synonyms

- Community-Level Interventions

- Community-Based Prevention

- Community Development

- Coalition Building

- Community Based Participatory Research (CBPR)

Why CBA?

- Without enforcement or engineering, we are left with education

- Knowledge is not always ready for community adoption

  - Not all education is equal

- Community adoption improves when members feel they are involved in the outcomes and have a stake in its success

Defining Community-Based Approaches

- An equal partnership between experts and members of the community

- Addresses a salient issue

- Solutions are based on community needs and local collaboration

- Community is involved at every step

- Action oriented; tangible outcomes

Defining Community

- Individuals must identify as a member of the community

- Do not assume a community exists without sufficient evidence

- Targeting smaller populations with which individuals can more easily identify, e.g. a township, a co-op, a school or school district

- A community should have some influence over its individual members

CBA – Do's

- A needs assessment
- Be inclusive
- Be creative
- Be patient and flexible
- Be specific
- Be honest (to others and yourself) about resources and timelines
- Think beyond committees and task forces
- Plan evaluation
- Appreciate alternative outcomes
- Plan for success

Community-Based Approaches – "Do Nots"

- Parachute
- Ignore other community issues
- Lead with funding
- Reinvent the wheel (if possible)
- Forget to involve the target population
- Make promises and then fail to follow through
- Coerce the community/force your agenda
- Take advantage of less-privileged groups
- Overindulge the loudest voice
- Forget evaluation
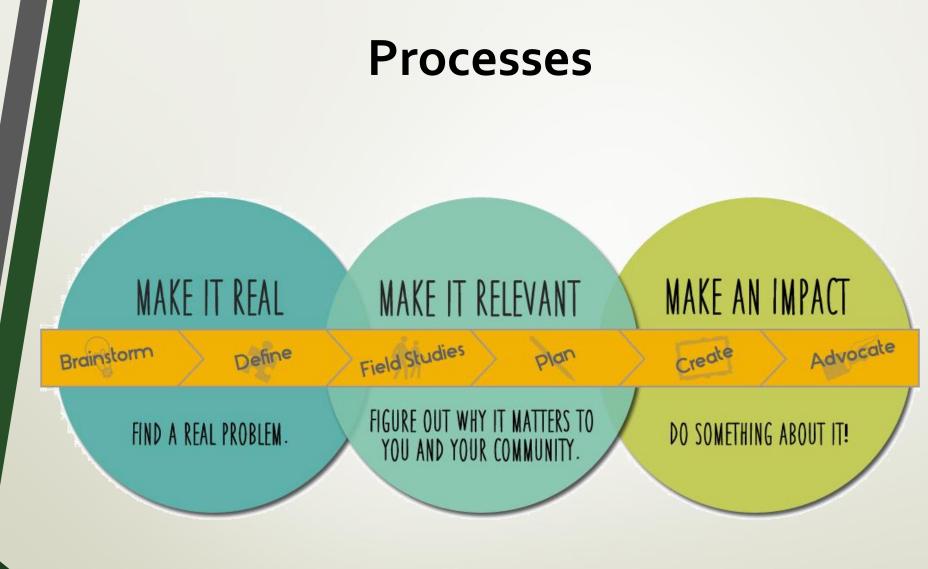- Leave without giving the community a report

Roles

Actions

- Selection/clarification of problem
- Program planning
- Auditing program activities
- Financial support
- Recruitment/Retention
- Evaluation
- Promotion/dissemination
- Sustainability
- Other

Types of People

- Connectors
- Opinion leaders
- Doers
- Supporters
- Translators
- Critics
- Troubleshooters
- Diplomats
- "Perfect" attendees
- Blowhards or Grandstanders
- "Surfers" or "Coattail Jockeys"

Processes

Any problems with this figure?

Processes (cont.)

- Ag health and safety for children is a problem

- A problem with evidence-based solutions

- Asking the community to take on our issue
  - Add issue to preexisting agenda (e.g. public safety, trauma prevention programs, public health, ag education)
  - Raise awareness of the issue in the community

- Be ready to adapt the problem and the solution

Processes (cont.)

In the beginning:

- Gather your allies, explain the process

- Open the issue up to the public

- Attend events, ask "Who else should I talk to?"

- Keep office hours dedicated to the issue

- Start 1-on-1, building to group settings

Processes (cont.)

Organizing the members:

- Ever-changing

- Want to be part of the entire process
    - Take notes, learns names, describe personalities
    - Buy in = providing resources and structure (e.g. using their spaces, matching funding, making introductions)

- Want small promises kept rather than big let-downs

- Need to know deadlines, your limitations

Processes (cont.)

Project period:

- Layout plan, agree on resources, deadlines, roles

- Define success of every kind

    - This is the program evaluation

    - Celebrate successes as they come

- Build future resources now

Processes (cont.)

Concluding:

- Start writing the report early

  - Can the program tackle a new issues?

- Support the spinoffs

- Assume a new role

- Acknowledge the long-term needs

Advantages

- Customizes the intervention design

- Increases the relevance of the outcomes

- Combines resources

- Builds new relationships

- Creates direct stories of impact

Disadvantages

- Time consuming; resource intensive

- Subject to power structures in the community

- Subject to rivalries and individual personalities

- Smaller targets groups – interpreted as low-impact

- Differing priorities

- Missteps and broken promises have immediate consequences

CBA   Activity

- Work in groups

- Use the "Roles" worksheet

Questions?

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