Strategies for Engaging in Community-Based Participatory Research with Community Partners, Universities, and Mental Health Practitioners from Justice-Involved Youth

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Introductions

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Icebreaker

Finding Common Ground

- Groups of 5
- One person documents list
- Identify things that ALL group members have in common
- Try to identify as many as you can
- Share out 5 commonalities with the group and the number
- Whichever group gets the most WINS bragging rights

Activity 1

Activity #1	
Think about one issue in your county related to the mental health services for legally involved youth.	

Learning Objectives

- Describe the principles of community-based participatory research (CBPR) and understand examples of CBPR in the juvenile justice literature.

- Identify key stakeholders in your local communities who may foster effective CBPR partnerships.

- Apply criteria and best practices for selecting appropriate university partners for CBPR initiatives.

Agenda

Pt 1: Community Based Participatory Research (CBPR) Examples

Pt 2: Activity #1

Pt 3: Selecting Stakeholders & Best Practices of CBPR

Pt 4: Activity #2

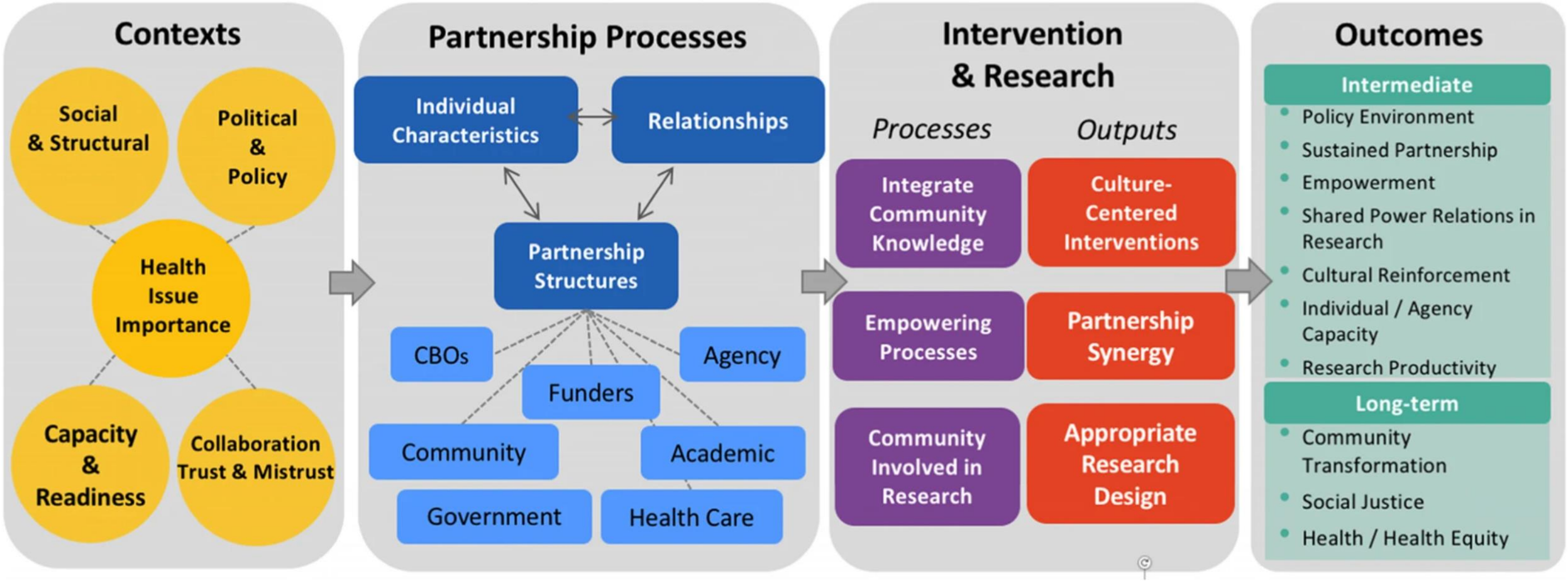
Community-based participatory research (CBPR)

- A **collaborative** and **equitable** approach to partnered research between r*esearchers* and the *community*

- Researchers and the community have an equal share of
  - Power
  - Decision-making
  - Responsibility
  - Voice in research process

Marquez et. al., 2022

CBPR



Oetzel et. al., 2022

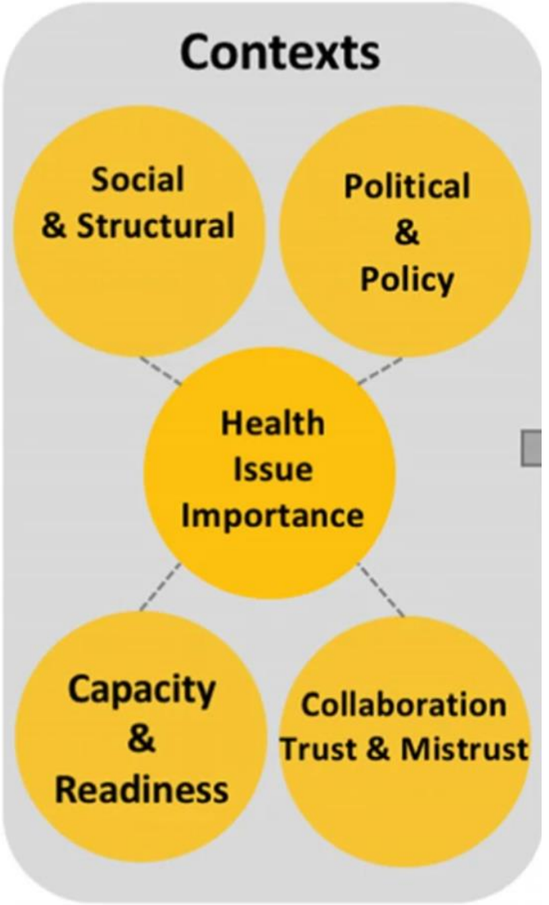
Contexts

Social and Structural:

- Who are the key players involved? Are these players equal?

Political & Policy:

- Is this problem due to a chance in politics or policy?



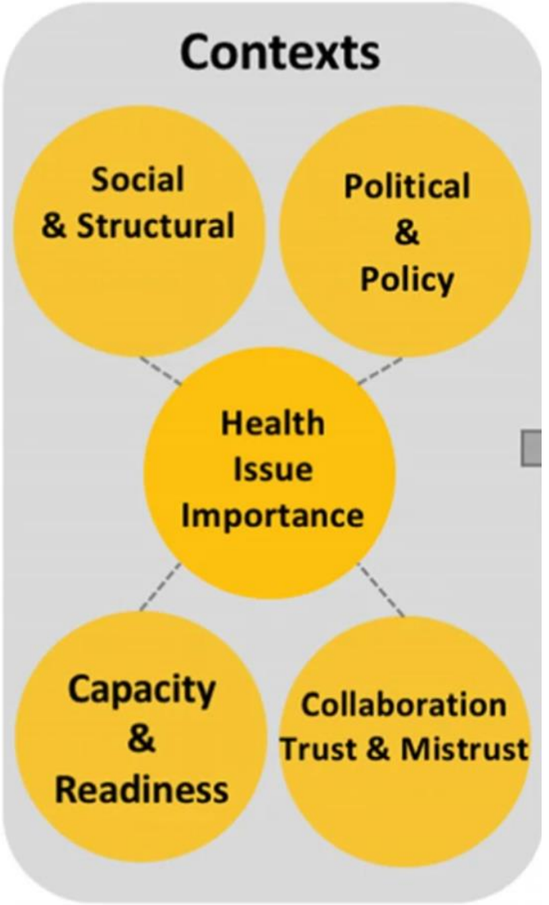
Contexts

Capacity and Readiness:

- What is the capacity of each agency to work together? To make changes? What is the timeline?

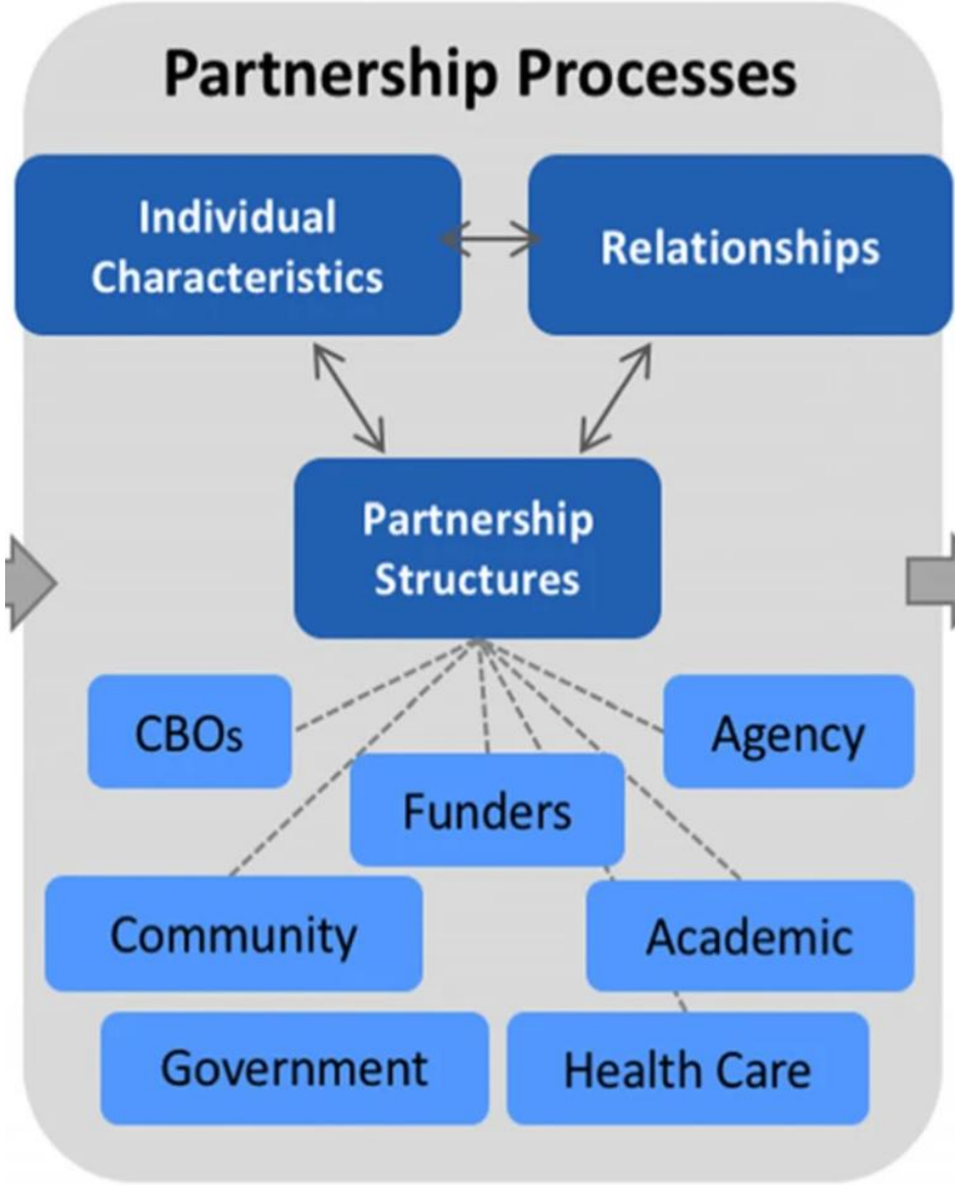
Collaboration Trust and Mistrust:

- Have these agencies worked together before? Have leadership worked together before? What is the reputation of each agency?



Partnership Process

- What makes these partnership strong?
  - Common Goals
  - Shared Interest
  - Aligning Values
  - Shared Resources
  - Clear Division of Responsibilities
  - Leveraging Strengths



Oetzel et. al., 2022

Intervention & Research

Outcomes

Outcomes
Intermediate
Policy Environment
Sustained Partnership
Empowerment
Shared Power Relations in Research
Cultural Reinforcement
Individual / Agency Capacity
Research Productivity
Long-term
Community Transformation
Social Justice
Health / Health Equity

Example 1: Probation Case Management System

Graduated Response

- Desire to reduce detention, promote alternatives to detention/placement, improve probation programming & successful discharges
- City and state stakeholders came together with shared vision/goals but wanted research expertise to develop and implement an empirically guided, developmentally informed probation strategy
- Philadelphia Juvenile Probation & Drexel University researchers
  - PJP: bring expertise and goals, policies that have worked
  - Drexel Univ: bring psychological behavior change principles, adolescent development knowledge, outcome measurement
- Partnership aimed to
  - Restructure juvenile probation's organizational expectations of youth;
  - Revise policy and practice to align with research on adolescent development, best practices in youth behavior change, and principles of procedural justice

Example 1 continued

Who was involved?

- Local: Administrative Judge of Family Court; Philadelphia Chief JPO, JPO Supervisor, frontline JPOs (Graduated Response Workgroup)
- State: Juvenile Court Judges' Commission (JCJC) and the Council of Chief Juvenile Probation Officers (Chiefs' Council)
- Drexel: Psychologist, trainees

Collaborative efforts

- Messaging/content around why need to change policy
- Focus groups with JPOs, youth
- Trainings on new probation approach

Example 1 continued

Services provided by academic partners

- Background in empirical evidence for new system
- Evaluations at each stage of development process (with written reports)
  - With surveys administered across Juvenile Probation Department; seen as unbiased coming from academic partners
- Guidance on evaluating case management practices and measuring overall effectiveness of implementation across the department
- Additional support with supervision meetings with supervisors & frontline JPOs to provide evidence for changes

Example 2: Diagnostic and Disciplinary Policy Change

Disparities in Discipline, Incarceration, & Special Education

- Desire to reduce the large disparities that exist among racially minoritized youth with learning challenge/special education eligibility and high levels of discipline, including involvement in the legal system
- Focus groups, interviews, and review of records were conducted to identify gaps in SPED and disciplinary policy among formerly incarcerated community college students
- Community College Staff/Students, County Probation & UCSF researchers
  - Multiple meetings with county probation and local college staff to identify needs "the problem" and develop partnership and buy-in for proposed pilot project
  - UCSF: Utilize grant funds to pay students for their participation and analyze their feedback regarding ways to improve the system

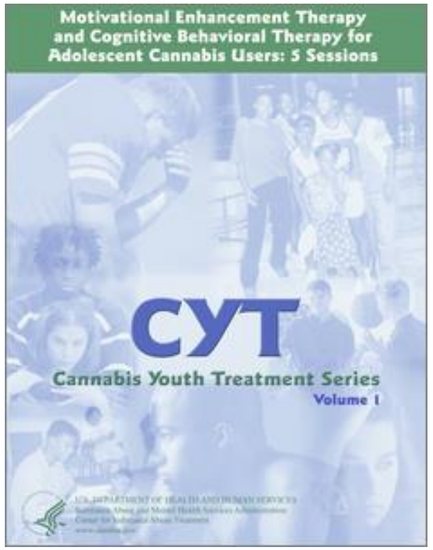
Example 1 Continued

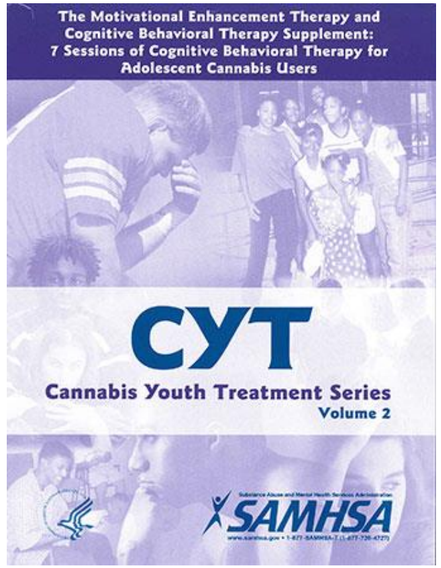
- **Partnership aimed to**
  - Identify gaps and points of bias within K-12 diagnostic and disciplinary policy
  - Identify potential areas of growth and suggestions for improvement from impacted participants
  - Inform policy through continued county collaboration and the by dispersing findings

Next Steps & Implications

- Review findings with college, probation, and formerly incarcerated students
- Continue to foster relationships with additional counties to identify de-carceration and diagnostic and disciplinary strategies that reduce recidivism and disproportionality

Example Partnership in Practice





- **Objective 1: To teach adolescents how to use an array of coping skills to deal with problems and interpersonal conflicts.**

- **Objective 2: To teach adolescents how to anticipate and challenge the thoughts, cravings, and urges that drive adolescents to use**

Activity #2

Going back to the problem you identified in Activity #1, we will plan how to solve this problem with CBPR.

Activity

- Who and/or what is affected by this problem?
- What type of partnership could help to alleviate/solve this problem?
- List those key partnerships

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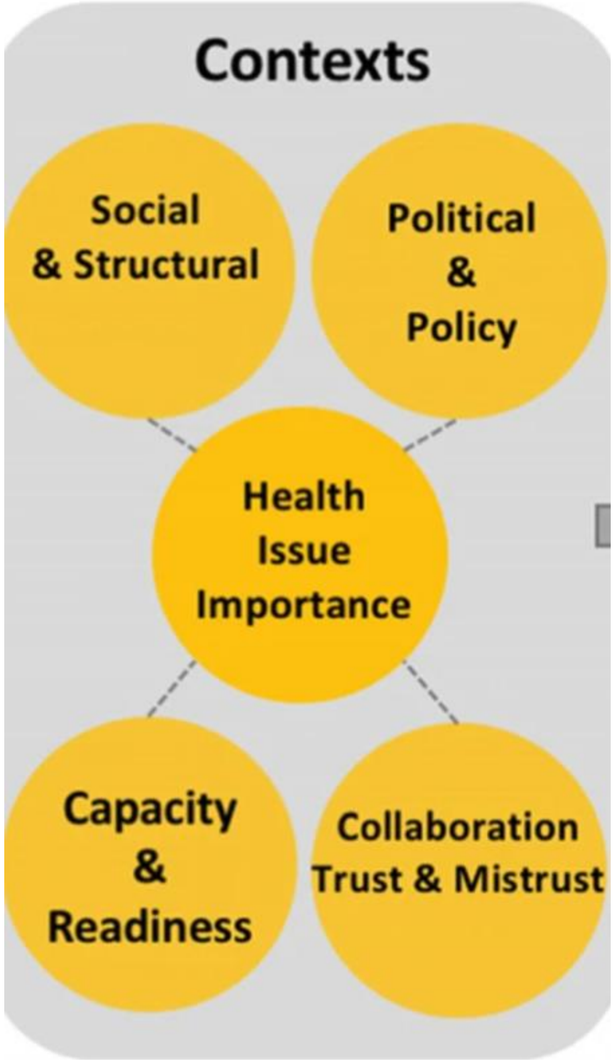
Activity

- What is the context in which you could develop or enhance an existing partnership?



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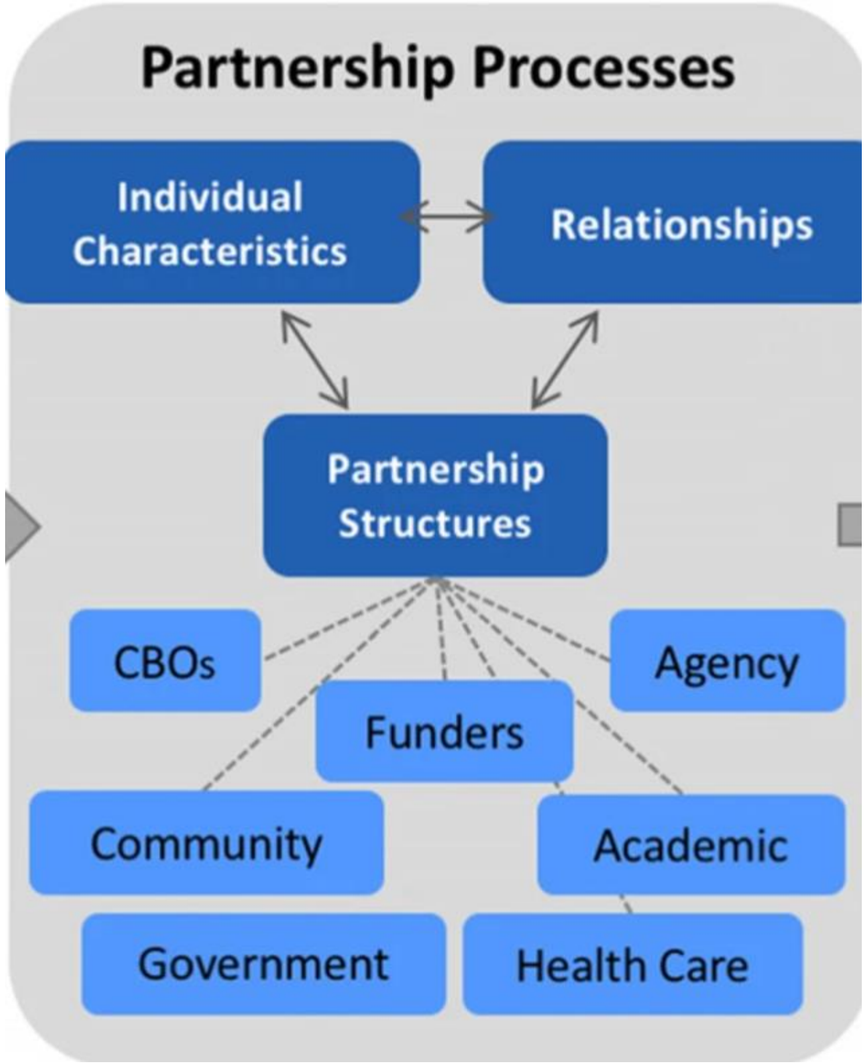
Activity

Who would support these efforts?

- Community Organizations
- Leadership members

Are there trusting relationships to build on?



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Activity

What value/goal do you and this partnership share?

What would this partnership do?

Key Considerations

- What power structures are at play?
- How could you be transparent with your community about how the problem was selected?
- Can you position community members at the center of decision making?
- Could you co-design (with community members) solutions to the problems brought up within the populations you serve?
- Are you addressing the contextual factors that contribute to disparities in outcomes for the population you serve?

Activity

What resources are needed for these efforts?

- Money
- Time
- Training

What is the next step you can take towards this partnership?

Takeaways

- Partnerships can exist with common interest and shared responsibility
- Common goals can be a multitude of things: consultation, research, adaptations etc.
- Cultural Adaptation should not be done without the input, thoughts, and ideas of the community that the research may impact

ASK MORE
QUESTIONS

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