



Partnerships for Environmental Public Health

Strengthening a Dynamic Environmental Public Health Network for Tomorrow:
 Advancing science through critical reflection

PEPH Training Institutes

Contents

PEPH Evaluation Metrics Manual: Building Metrics	2
Presenter Bio.....	2
Session Goals	2
Session Learning Objectives.....	2
Description of Session.....	2
Agenda	3
Going Viral with your Communication Efforts	4
Presenter Bio.....	4
Session Learning Objectives.....	4
Description of Session.....	4
Agenda	4
Theater of the Oppressed: A Tool for Equal Power Sharing in Creating Partnerships, Mobilizing Local Knowledge, and Speaking to Power	5
Presenter Bios	5
Session Goals	6
Session Learning Objectives.....	6
Description of Session.....	6
Agenda	6
Forming a Hospitals for a Healthy Environment Group.....	8
Presenter Bio.....	8
Session Learning Objectives:.....	8
Session Description	8
Agenda:	8

PEPH Evaluation Metrics Manual: Building Metrics

(8:30 a.m. & 10:30 a.m.)

Presenter Bio

Kristi Pettibone, Ph.D., M.S. has more than 10 years' experience managing, directing, and guiding public health policy research and evaluation projects. She holds a Ph.D. in Policy Sciences (health policy concentration). She served as Director of The MayaTech Corporation's Center for Community Prevention and Treatment Research and is currently an evaluator in the Program Analysis Branch of the National Institute of Environmental Health Science's Division of Extramural Research and Training. She has worked on evaluations of several Federal grant portfolios including CDC's Injury Control Research Centers and motor vehicle injuries and NIEHS' endocrine disruptor, nanotechnology health and safety, and neurodegeneration portfolios.

Session Goals

- Inform participants about how to access and use the Partnerships for Environmental Public Health (PEPH) Evaluation Metrics Manual in evaluating community/academic partnerships.
- Build the capacity of participants to evaluate environmental public health programs, document success, and identify areas for improvement
- Discuss and understand how to apply evaluation metrics to their own programs in order to demonstrate effectiveness and success.

Session Learning Objectives

After this session, participants will be able to:

- Participants will be able to explain the purpose of the PEPH Evaluation Metrics Manual and why it was developed.
- Participants will analyze examples of evaluations of community-based environmental public health activities, including activities related to advocacy and policy.
- Participants will be able to identify and apply metrics appropriate for their programs, with special attention to community/academic partnerships.

Description of Session

PEPH is one of the signature programs of the National Institute of Environmental Health Science's (NIEHS) Division of Extramural Research and Training (DERT). PEPH coordinates and builds a network of grant programs that foster and promote the full spectrum of community engagement where community partners actively collaborate in the research process. PEPH focuses on five key areas: capacity building (of all partners), communication, research, and evaluation. PEPH grantees address a variety of environmental public health issues, including environmental justice issues that seek to address the inequitable distributions of environmental burdens (pollution, industrial facilities, contaminated water and soil, etc.).

PEPH grantees and their community partners have reported that the lack of standardized evaluation tools and metrics is one of the biggest challenges in implementing community-based environmental public health activities. In response to this challenge, DERT staff worked with grantees and their community partners to identify and document metrics that can be used to evaluate environmental public health initiatives. These metrics have been pulled together into a practical manual. While the metrics represent innovative opportunities to measure achievements in NIEHS-funded programs, they can be translated easily to other community-based, public health programs. The manual includes logic models and metrics for five different

areas: partnerships, products and dissemination, education, training and curricula, capacity building, and leveraging. We developed the logic models and metrics based on theories of change as well as a review of shared characteristics of successful programs.

The trainers for this proposed skill-building workshop include a member of the NIEHS staff, a PEPH grantee, and a community partner with experience partnering with NIEHS grantees. During this session, we will provide an overview of the manual and why it was developed. We will use interactive techniques to work with participants to identify metrics applicable to their programs. We will break into small groups to create strategies to collect and analyze data that can be used to document success using the identified metric. The grantee and community partner will provide examples of how they have used findings from program evaluations to sustain program activities, partnerships and impacts, including building new partnerships, informing policy-makers and other decision makers, and obtaining additional funding.

The PEPH Evaluation Metrics Manual is publicly available through the NIEHS PEPH website (<http://www.niehs.nih.gov/research/supported/programs/peph/materials/index.cfm>).

Agenda

Introduction and Overview of Metrics (20 minutes)

Group Exercise – Developing Logic Models (30 minutes)

Working with a Partner - Developing Metrics (20 minutes)

Discussion – Metrics and Data (15 minutes)

Wrap Up/Questions (5 minutes)

Going Viral with your Communication Efforts

(10:30 a.m.)

Presenter Bio

Ed Kang is a key staff member in the Office of Communications and Public Liaison at NIEHS. In addition to serving as the primary point of contact for the extramural community, Ed is the social media program manager for the Institute. His expertise is in communicating research findings to a wide variety of audiences, including the media and general public, using traditional and innovative methods.

Ed brings a unique and diverse perspective from his experience working in federal agencies, private industry, and academia. Prior to joining NIEHS, he led major communication, outreach, and education efforts at the U.S. Consumer Product Safety Commission, NASA, IBM, and the University of Vermont. He holds a degree in business from the University of Maryland, College Park.

Session Learning Objectives

After this session, participants will be able to:

- Discover how to interface with NIEHS to disseminate your materials through a variety of proven channels.
- Discuss NIEHS, NIH, and HHS guidelines for material publication and dissemination.
- Ramp up your messaging with social media and other cutting edge technologies.

Description of Session

Do you want to reach a broader audience with the public health materials you are developing? If so, the NIEHS Communications and Public Liaison Office may be able to assist. The Institute's website, media relations, publication library, newsletter, science education tools, and social media presence garner a wide, international audience that can help publicize your materials. This interactive session led by Ed Kang from the NIEHS communications office will provide guidance and tips on how NIEHS grantees and partner organizations can work together with the communications office to make materials more accessible to a wide variety of audiences. If you have materials you'd like to share and/or have reviewed, please bring samples, handouts, hyperlinks, etc. to the session. There will be ample time for discussion, sharing, and critique.

Agenda

10:30 – 11:00 Overview of NIEHS/NIH/HHS guidelines for communications and how to interface with NIEHS

11:00 – 11:30 Discussion of best practices in developing and disseminating materials

11:30 – 12:00 Review and critique of communications materials

Theater of the Oppressed: A Tool for Equal Power Sharing in Creating Partnerships, Mobilizing Local Knowledge, and Speaking to Power

(8:30 a.m. & 10:30 a.m.)

Presenter Bios

John Sullivan is currently an instructor in University of Texas Medical Branch Department of Preventive Medicine & Community Health, an associate in the Institute for Medical Humanities, and directs the Public Forum & Toxics Assistance Division of the NIEHS Center in Environmental Toxicology Community Outreach & Engagement Core. He uses Augusto Boal's Image and Forum Theater techniques to teach toxicological concepts, create public dialogues on environmental risk and the health and social effects of toxic exposures, and develop bidirectional capacity for researchers and community members to effectively collaborate in Community Based Participatory Research. He also coordinates activities of the Community Science Workshop, a facet of UTMB's Institute for Translational Sciences / Clinical & Translational Science Award Community Engagement & Research Key Resource.

Bryan Parras is a Houston filmmaker who specializes in documentation of environmental and social justice movement stories. As organizer / media coordinator of T.e.j.a.s. (Texas Environmental Justice Advocacy Services), Mr. Parras has recently worked on location throughout the south and southwest chronicling events in greater New Orleans and rural Louisiana after hurricanes Katrina and Rita, environmental justice and immigrant rights actions in Houston's Manchester neighborhood and Taylor, Texas, and the huge groundswell of support for unjustly incarcerated African-American youth in Jena, La. He currently serves as a consultant to the NIEHS funded GC-HARMS project, promoting and coordinating dialogue among researchers, community partners, and the general public.

Mr. Parras is a Theatre of the Oppressed (TO) practitioner who also specializes in videography / still photography documentation of the TO process. He has created video TO training materials for the NIEHS, and collaborated with numerous regional environmental justice organizations and the U.S. Environmental Protection Agency (EPA) to document conferences, workshops, and regulatory hearings.

Bryan Parras has presented with John Sullivan at numerous EPA community involvement conferences, the Alaska Environmental Forum, and the Pedagogy & Theatre of the Oppressed annual conferences (Chapel Hill, N.C. 2006, Austin, Texas 2010).

Karen Williams is the Director of Qualitative Research at St. Luke's Episcopal Health Charities in Houston, Texas. While attending the doctoral program at The University of Texas School of Public Health, she became involved in participatory community health assessments with inner-city neighborhoods in Houston. At that time, she also worked as Assistant Director of Research for St. Luke's Episcopal Health Charities, the grant making arm of St. Luke's Episcopal Health System, one of Houston's largest tertiary health care systems. After receiving her Ph.D. in Public Health, Karen taught four years in the Master of Science program in Health Care Administration at Texas Southern University (TSU) and served as Director of the TSU's Center of Excellence in Health Disparities Research in Cardiovascular Disease and Stroke funded by the National Center on Minority Health and Health Disparities.

In 2007, Karen was appointed Assistant Professor in the Department of Obstetrics and Gynecology at The University of Texas Medical Branch (UTMB) in Galveston. While at UTMB, Karen conducted research in community academic partnerships, nutrition and physical fitness interventions, and health disparities. Her

long-term career goal is to: 1) build theory for the two-way information exchange between universities and lay communities to eliminate health disparities, and 2) apply this theory in reducing health disparities in vulnerable populations.

Session Goals

- Provide an inclusive and dynamic workshop in which participants learn basic tools and techniques of Theater of the Oppressed and their use in creating partnerships.
- Help participants use Theater of the Oppressed to generate new knowledge around specific conditions of concern across community, academic, policy sectors.
- Teach participants how Theater of the Oppressed can be used to address inequities in power and how to address these inequities in an embodied, visual format.

Session Learning Objectives

After this session, participants will be able to:

- Describe, in participant's own language, the purpose of Theater of the Oppressed and how it can be used to facilitate partnerships, generate local knowledge, combine local knowledge and researcher expertise, and address power inequities.
- Apply an exercise from the Theater of the Oppressed tools to problem they identify within their environmental health partnership.
- Formulate a potential plan of action for using Theater of the Oppressed to address issues within a partner PEHP partnership, identify emerging or submerged local EH issues, develop strong community-based advocacy informed by scientific expertise.

Description of Session

One of the most challenging principles of community-academic partnering is promoting a co-learning and empowering process that attends to social inequalities. Challenges arise when well-resourced institutions approach communities with research or service agenda. Community members, especially those closest to the health problem, often have fewer resources and a difficult time in ensuring an equal voice in problem solving. Paulo Freire and Augusto Boal offer powerful tools for addressing the challenge of co-learning and empowerment. Freire's "Pedagogy of the Oppressed" details a process that builds human capacity to struggle against oppressions and dream/act them into something better. Boal's Theater of the Oppressed (creative image building with "human clay") mirrors Freire's process of analyzing, dismantling and reconfiguring an onerous reality to create a representation of what our inadequate world would look like as a transformed reality. Freire and Boal represent the core of community-based participatory research's liberatory tradition. Our interactive session will build participant capacity to use community-based drama as a platform creating equitable community academic partnerships addressed at health inequities. The workshop will build community capacity to act autonomously, lose inertia and reject passive acceptance of circumstances they had no hand in creating. This methodology is good for ground-truthing relationships among CBPR collaborators and exploring the power dynamic that overarches community research.

Agenda

- 1. Community-Building Exercise: "I Got Your Back"** (8 minutes, hold that thought): a sequence of 3 movements
- 2. Image Theatre skill building: Self-Sculpture, Concentric Circles, Fishbowl using CBPR Values and Principles as prompts** (12 minutes, processing / discussion included) using prompts from a list of CBPR values and working principles

3. **Sociometry (Exploding Atom, Face-to-Face)** (10 minutes, processing / discussion included) – exploring differences in lived realities, biases, perceptions, attitudes, knowledge base (Community Partners / Research Community each constitute discrete, distinct communities of practice)
4. **Community Values & POV:** (25 minutes, processing / discussion included)
 - Make image of what my community values: personal, family, neighborhood – overarched by race, ethnicity, or class.
 - Challenges in my community: layers of cumulative risk.
 - Treasure & Assets in my community that help us address social / environmental health challenges.
 - Make image of our community in relation to larger social units: our place in the social power dynamic, assumed perceptions of my community by those outside of it.
5. **Flip-Side: Research POV** (15 Minutes, processing / discussion included)
 - Image of Research as a “community of practice”: (reflexive / subjective, over-arched by race, ethnicity, class)
 - Images of Challenges & Barriers to effective CBPR practice within university structure (structural-systemic, over-arched by class)
6. **Balance Points: Theme: Balancing Community Benefit and Knowledge Production within CBPR Framework** (20 minutes explanation / processing / discussion included)
 - Create Image of Community –Based Org Balancing Competing Pressures / Agendas / Perceived Necessities in CBPR Social Dynamic: run “Cops in Head” technique from 4 POVs
 - Create Image of Researcher Balancing Competing Pressures / Agendas / Perceived Necessities in CBPR Social Dynamic: run “Cops in Head” technique from 4 POVs

Forming a Hospitals for a Healthy Environment Group

(10:30 a.m.)

Presenter Bio

Phil Brown is Professor of Sociology and Environmental Studies at Brown University, where he leads the Contested Illnesses Research Group, directs the Community Engagement Core of the Superfund Research Program, and directs the Community Outreach and Translation Core of the Children's Environmental Health Center. He is the author of "No Safe Place: Toxic Waste, Leukemia, and Community Action" and "Toxic Exposures: Contested Illnesses and the Environmental Health Movement," editor of "Perspectives in Medical Sociology," co-editor of "Illness and the Environment: A Reader in Contested Medicine," and co-editor of "Social Movements in Health." His newest book, just released, is "Contested Illnesses: Citizens, Science and Health Social Movements." His current research includes biomonitoring and household exposure to chemicals and particulate matter, social policy and regulation of flame retardants, techniques and ethics of reporting data to study participants, and health social movements.

Session Learning Objectives:

After this session, participants will be able to:

- Develop a model for a statewide or regional Hospitals for a Healthy Environment Group
- Seek assistance from national and state organizations
- Implement the coalition model for establish a Hospitals for a Healthy Environment Group

Session Description

With help from Maryland Hospitals for Healthy Environment, Health Care Without Harm, and Practice Greenhealth, we formed Hospitals for a Healthy Environment in Rhode Island, which had its first conference in March 2011 with 80 participants. We have over 50 participating members, representing all the major health care institutions, hospital associations, academic institutions, government agencies, local food groups, and environmental organizations in Rhode Island. In April 2012, Hospitals for a Healthy Environment will have its second annual conference.

This breakout session will provide lessons from the Maryland and Rhode Island coalitions as way to urge broad creation of, or participation in, similar coalitions by Children's Environmental Health Centers and other groups. Breakout participants will learn how to create a Healthy Hospitals coalition and about the many elements of environmentally healthy hospitals: phthalate and PVC-free medical equipment, medical waste management, pharmaceutical take-back, non-toxic building and cleaning products, sustainable landscaping, healthy and local food, composting, energy reduction, recycling, sustainability teams, and much more.

Agenda:

- 10:30 – 11:00 Description of formation of Hospitals for a Healthy Environment in Rhode Island, including resources and assistance from national and state organizations
- 11:00 – 11:40 Discussion of participants' interest in forming a healthy hospitals group, including challenges and opportunities
- 11:40 – 12:00 Discussion of how healthy hospitals work can advance other aspects of NIEHS' environmental public health mission