Doing More
In **Partnership**

A Tool Kit for
Community-University Collaboration

"We believe that to have the greatest impact we need to generate new partnerships, new knowledge, and new ways of doing things in the child and youth mental health sector in Ontario."

Improving the Child and Youth Mental Health System in Ontario

At the Provincial Centre of Excellence for Child and Youth Mental Health at CHEO (the Centre) our focus is on the needs of children, youth, families and caregivers. Following consultations across the province, we furthered our commitment to building research capacity in the child and youth mental health sector. We start with the shared understanding that children, youth and their families and caregivers should receive evidence-based, consistent, quality care in the context that is most appropriate for them.

An integrated child and youth mental health system has to be built from the commitment of all stakeholders. To this end, the Centre promotes partnerships and networks, funds new research, promotes knowledge exchange and offers supports through consultation and education. We have developed a series of toolkits based on the best available evidence and in keeping with our broad focus on child and youth mental health.

Doing More With What You Know

Supports the planning of knowledge exchange activities beyond publication in peer-reviewed journals and presentations at conferences. The toolkit offers concrete tools including a checklist, emerging concepts, scenarios, vehicles, a glossary and suggested readings for further ideas and information.

Doing More in Partnership

Supports the development of authentic partnerships between community-based and university- or academic health science centre-based researchers. This toolkit supports the development of collaborative projects by providing a roadmap, information on emerging concepts and models, a glossary of terms and suggested readings for further ideas and information.

Applying for Grants and Awards

This forthcoming toolkit provides community-based agencies, organizations and others with practical tools and information to help them access funds for child and youth mental health research and initiatives. (Coming September 2006)

The evidence base continues to need further development by researchers and service providers like you across the province. The lives of children, youth and their families and caregivers depend on it.

Ian Manion,
Executive Director, Operations
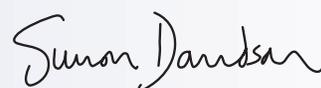
Simon Davidson,
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Introduction: Helping You Do More In Partnership

"*Doing More in Partnership – A Community-University Partnership Toolkit*" brings together current promising practices in community-university partnership, resulting from both research and practical experience. As an emerging area of practice and study, there is a significant opportunity for Ontario-based stakeholders to add new knowledge and understanding of how to benefit most from partnerships in the field of child and youth mental health.

While there are challenges with any partnership, consistently positive outcomes are coming out of research projects and programs implemented with equal support and participation from community leaders. In short, by sharing a common vision, community-university (or academic health science centre) research partnerships are proving to be a definite link to better quality health care.

This toolkit will be of particular interest to current and prospective recipients of the **Centre's** child and youth mental health **Research Grants**. One condition of these grants is that all candidates demonstrate a meaningful community-university partnership in their proposals. This reflects the Centre's belief that, to have the greatest impact in the child and youth mental health sector in Ontario, people and their skills, resources and talents must be drawn from all stakeholders and that no one sector can build and implement effective solutions in isolation.

About this Tool Kit

This resource provides tools to help maximise community-university partnership opportunities.

- The Community-University Partnerships Roadmap offers "at a glance" information on how to build strong and meaningful partnerships between community-based and university-based researchers.

- In Community-University Emerging Concepts and Models you'll find helpful information on what works well in partnership building, as learned through research and experience. This section also presents the Centre's own model for funding community-university research partnerships.

- A Glossary clarifies terms used to describe aspects of community-university research.

- A listing of Suggested Readings provides options for those who want to learn more about collaboration.

Consultation

The Centre's Knowledge Exchange and Community Partnership Specialist, Peter Levesque, is available to discuss your issues pertaining to community-university partnerships. He can be reached at *plevesque@cheo.on.ca*.

Community-University Collaboration Roadmap

The working relationships of partners from diverse backgrounds can become challenging. To simplify the partnership process, it helps to create norms and shared practices to which everyone can refer.

We have developed this roadmap as a guide to the various steps in a project that includes community-university collaboration. Like a road trip, the project's collaborative journey can be full of opportunities: for discovery, for future projects and new relationships.

The collaboration starts with a shared vision, just as any journey has a destination. Starting with the end in mind and checking in at key points ensures the journey is as smooth as possible. Personalize the landscape and track your progress.

Visit ▶ *http://www.onthepoint.ca/KEC/KEC.htm* to download a PDF version of the Community-University Collaboration Roadmap.

Community-University Collaboration Roadmap
Doing More In Partnership

Would it work?
Applicability

Define Research Questions
- Choose methods
- Identify roles
- Anticipate issues

Determine
- Priorities
- Needs
- Goals and targets
- Outcomes
- Relevance

1

Do we have what it takes?
Feasibility

Discuss Hard and Soft Resources
- Financial and in-kind contributions
- Physical infrastructure available for use
- Data sets
- Time and skills of people available
- Interest and opportunity

Expect
To discuss your commitment to work together
- Intellectual fit
- Shared vision

2

5

Making it happen
Use and Feedback

Make recommendations for implementation

Provide feedback process into new projects

Expect
To have final results, interpretation and analysis, including potential impact

How is it going?
Sustainability

Provide continual feedback of research results, resolving issues as they arise

3

Expect
The possible re-evaluation of priorities and objectives due to unexpected barriers or resource needs. New resources and partners may be introduced

How do we share this?
Transferability

Partners negotiate how best to share results
- Academic community
- Policy makers
- Community leaders
- Students
- Community partners
- Service providers

Expect
A substantial amount of work to be completed

4

Emerging Concepts

This section describes nine key concepts for successful community-university collaboration.

Should you wish to explore community-university collaboration research in more detail, this kit also includes a glossary of terms and suggested readings. You will find more resources on the Centre's Web site at ▶ *http://www.onthepoint.ca.*

1. Authentic Partnerships

Community-university collaboration requires **authentic partnerships** based on at least *five* elements:

- A negotiated consensus on mutual goals that is not exclusively based on the pre-existing agenda of either party or organization.
- A clear understanding of roles.
- A clear representation of the partnership (written agreement or public statement).
- Shared power and resources – achieved through a variety of mechanisms, such as placing the funds with the community partner or by a written agreement to share data.
- Adequate time to invest in these processes. A hurried partnership is often not an authentic partnership – expedient but not necessarily sustainable.

2. Capacity Building

Capacity building among partners is a major outcome of successful collaborations. This can include the mentoring of students by community partners to gain "real world" experience, the development of research utilization skills within community organizations, or the enhancement of applied research skills in academic partners.

3. Problem Solving Focus

Successful community-university collaborations have a strong focus on solving problems. The community partner, who may not have sufficient capacity or resources to address them, often identifies these problems. Through their discussions, partners often help to develop a clearer definition of the issues.

4. Mutual Benefits

For collaborations to develop and last, they must be mutually beneficial. These benefits do not have to be the same, however all parties must see that their efforts are leading to outcomes which might not otherwise be achieved.

5. Planned Systematic Process

Community-university collaborations are not ad-hoc processes. Partners must clearly identify and agree on:

- The problems to work on
- The research methods
- Each party's responsibilities
- The available resources
- The products
- A timeframe
- How to evaluate success
- Knowledge exchange practices

6. Resource Sharing

Resources should be shared where possible throughout the entire process – from early conversations to broader public dissemination of results. This includes sharing leadership and recognizing the value of other ways of doing things. The empirical knowledge generated by research should not override practical, experience-based, traditional knowledge that might point the collaboration in a new direction.

7. Sustained Relationships

Commitment to long-term goals is often very important to communities. Community-university collaborations should be developed with the intention of finding ways to sustain relationships over time. Imposing artificial deadlines may be inappropriate for the problems being addressed in the collaboration. (Communities may be wary of researchers who work on a project and leave as soon as they get their data.)

8. Transparent Methods

All aspects of the collaborative partnership should be discussed in an open and transparent manner that respectfully invites ongoing commentary from all parties.

9. Promotion and Implementation of Outcomes

Collaboration continues past the collection and analysis of research findings. Doing more with what you know includes both measurable elements like changes in practice, new resources, development of curriculum and addressing identified gaps. It also includes less measurable elements such as new trust, understanding of each other's environment and the development of future direction.

Models of Community-University Partnership

This section illustrates the broad spectrum of community-university partnership initiatives that exist in Canada and internationally, and presents lessons learned from their experiences. The selection of models represents diversity and innovation. Brief descriptions of six models are provided, followed by a few key "lessons learned". To learn more about any of these models, refer to the Web sites provided.

The models include:

- The Community-University Research Alliance Program
- Science Shops in Europe
- University Liaison Offices
- Community-Based Research Centres
- Service Learning
- Child and Youth Mental Health Funding Program

Each model is presented as a concept, with at least one example and discussion of opportunities and/or lessons learned that arose. They include examples and contact information.

Model – The Community-University Research Alliance Program

The Community-University Research Alliance (CURA) program is an example of an initiative that is sponsored by a third party funding agency to foster productive relationships between university-based researchers and community-based organizations.

Launched by the Social Sciences and Humanities Research Council (SSHRC) in 1999, it has four specific objectives:

- Promote sharing of knowledge, resources and expertise between universities and organizations in the community
- Enrich university research teaching methods and curricula
- Reinforce community decision making and problem solving capacity
- Enhance students' education and employability by means of diverse opportunities to build their knowledge, expertise and work skills through hands on research and related experience

According to SSHRC, a community-university research alliance is based on an **equal** partnership between community organizations and the university. This alliance provides coordination and core support for planning and carrying out diversified research activities that:

- Reflect the CURA program objectives
- Centre on themes/areas of mutual importance to the partners
- Relate closely to their existing strengths

Each of CURA's activities includes a research component; an education and training component, such as apprenticeships or academic credit; and, a knowledge exchange component, such as workshops or manuals that meet the needs of both academic and community partners. The types of projects funded are diverse. Some themes include: social economy, environmental issues, urban safety, health care, father's role in childcare, sustainable communities, fisheries, native language, museum collections and education.

Lessons Learned

- Individuals and community-based organizations are more interested in research than many in the academic community expected.
- The challenges of bridging institutional and disciplinary boundaries can often be met with dedicated people, time, and adequate resources.
- The benefits of collaborative work are different for each of the stakeholders involved. Innovative methods of evaluating these benefits are still be developed.

▶ See: *http://www.sshrc-crsh.gc.ca/*

Model – Science Shops in Europe

During the 1970s, students at universities in the Netherlands developed the concept of science shops to provide independent, participatory research support in response to requests from community groups. In this context, "science" refers to all organized investigation. Supported by faculty and staff, science shops seek to democratize the disciplinary hierarchies of the traditional university system. In other words, they seek to level the playing field.

Although there is significant variation in organizational structure among science shops, three models dominate. The first is a university department model, where the science shop is attached to a disciplinary area such as chemistry, biology, law, or physics. The second most common model sees an independent organization housing technical experts who broker relationships with university or government researchers. The third model is a virtual alliance between partners in public, private, and not-for-profit sector institutions to work on issues of mutual concern and benefit.

Despite differences in structure, there are common elements found in all science shops. These include:

- Providing knowledge and skills through research and education

- Providing services on an affordable basis

- Promoting and supporting public access to and influence on science and technology

- Creating equitable and supportive partnerships with other organizations

- Enhancing understanding among policy-makers and education and research institutions regarding research and education needs

- Enhancing the transferable skills and knowledge of students, community representatives, and researchers

Science shops are closely associated with social justice, environmental, and community activist movements. They commonly use research methodologies such as research mediation, participatory research, and participatory action research – methodologies that include the unique understanding of individuals and communities about their local contexts.

These research methodologies are flexible and adaptable, which allows for quick turn around in problem identification and solving. Their broader perspective helps establish the causes of problems in a complex and diverse manner. At the local level, these methods give people strong influence over both policy and practice. Globally, local focus allows for scaling up of issues and providing grounded perspectives for national and international policies.

Lessons Learned

- Student led or community led initiatives can be widely adopted into traditional organizational frameworks, such as universities, governments or corporations.

- The lack of formal resources is often a barrier to successful development of projects. Science shops often depend on the personal commitment of individuals and partners.

▶ See: *http://www.scienceshops.org*

Model – University Liaison Offices

A liaison office is a common feature in universities around the world. Most focus on industrial or commercial partnerships where staff acts as brokers, matching research from scientific or engineering departments with investors or corporations.

In recent years there has been an increasing use of liaison offices to broker research relationships between university-based researchers and community-based organizations. The Law School at the University of Ottawa has a liaison office that encourages aboriginal students to enter studies in Law. The Aboriginal Liaison Office at the University of Victoria serves as a link between Aboriginal students and the wider University community and provides assistance in the development of protocols between researchers and First Nations. The University of Manitoba has an International Liaison Office to promote programs through academic links with universities, businesses and educational organizations around the world.

While the role of universities is often stated as being threefold – research, teaching, and community service – the infrastructure for community service is usually less developed. There are often contacts within universities which support requests for partnership from the community: communications and public relations, centres of research on community and social issues, student relations offices, and various campus initiatives such as public interest research groups.

Lessons Learned

- It is a challenge for universities to support community partnerships at the same level as they support industrial and commercial partnerships. The profits derived from industrial partnerships are not likely to be equaled by community partnerships.

- Liaison offices can play a key role in knowledge mobilization, thereby creating the conditions for the maximum return on the time, energy and dollars invested in research.

- Liaison offices can play a role in creating and sustaining ongoing relationships between university-based researchers and community-based organizations and citizens.

See:
- *http://web.uvic.ca*
- *http://www.umanitoba.ca*

Model – Community-Based Research Centres

Community-based research (CBR) centres are a growing phenomenon in North America. This type of research empowers individuals, organizations and communities by:

- Providing information to address key issues and problems
- Pairing community residents and non-profit practitioners with academic scholars to produce useful studies
- Generating information that can be used immediately to effect change at the local, regional, and national levels

Although often associated with universities and colleges, community-based research centres or participatory action research centres are usually independent, non-profit organizations with a mandate to promote and support research that will have a direct benefit to the community. CBR centres usually focus on a particular issue such as environmental pollution, women's health, or democracy. There are, however, generalist centres such as the ULinks Centre for Community-Based Research that delivers a Community-Based Education Program in Haliburton County and has a broad goal of supporting social, cultural, environmental, and economic development.

CBR centres use methodologies such as participatory action research and community network analysis, media and communication training, and advocacy training. Many centres also focus on the use of scientific methods as applied to solving an identified problem. Examples include water and soil testing for environmental pollutants, GIS mapping to locate areas of need versus location of services, and historical analysis in identifying causes of cancer in children.

Lessons Learned

- There are few examples of CBR centres dedicated to mental health issues. This is an opportunity for our local child and youth mental health community.

- CBR centres often have deep roots within their communities and can act as very good knowledge exchange and mobilization agents. They are well able to translate scientific language into common everyday language. They are often under-utilized by better-funded research institutions.

See: *http://www.haliburtoncooperative.on.ca/ulinks/index.php*

Model – Service Learning

Service learning is a broadly accepted method of teaching, learning and reflecting that combines classroom curriculum with community service. A form of experiential education, it attempts to integrate community service with instruction and reflection to enhance the learning experience, teach civic responsibility, and strengthen communities.

There are five key elements of service learning.

1. The opportunity must meet a real community need.

2. It must be integrated into and enhance the existing curriculum.

3. There should be clear coordination with a community-based organization or with community leaders.

4. The end result should foster civic responsibility and greater awareness of public needs.

5. There should be structured time for reflection and feedback.

The Centre used service learning with a senior undergraduate class at the Queen's School of Business to address issues related to the introduction of new technology and the management of "centres of excellence". The experience led to three high quality consulting reports that are used in-house at the Centre, while the students gained access to a "real world" case study, received expert feedback, and learned about the challenges of child and youth mental health in Ontario.

World University Service of Canada and the Trent University International Program have offered several summer service learning placements in Botswana, Africa. Placements have included orphanages and orphan care centres, nature reserves, teen centres, and a local YWCA.

Opportunities

- Service learning is an opportunity for the various Ministries, responsible for children and youth in Ontario, to work together on problems faced by children, youth, their families and caregivers.

- Service learning may be one method of attracting more people to consider careers in mental health care and prevention.

- Service learning as a method has been under-utilized in mental health. Some examples of its success are found in arts projects, in mental health assessments (e.g. after the disaster of Hurricane Katrina) and in anti-bullying campaigns.

See:

▶ *http://www.business.queensu.ca*

▶ *http://www.trentu.ca/tip/*

Model – Child and Youth Mental Health Funding Program

The Grants and Awards program at the Provincial Centre of Excellence for Child and Youth Mental Health at CHEO aims to build capacity across the child and youth mental health care system and bridge community-based and academic-based (including health science centres) agencies.

The Centre's Grants and Awards program provides funding to child and youth mental health researchers in all stages of their careers through three vehicles: research grants, education and training awards (undergraduate, graduate, post doctorate/ fellowship and professional development awards) and expertise mobilization awards.

To be eligible for funding, projects must be highly relevant to child and youth mental health, consistent with the Centre's mission, vision, and strategic directions, and innovative in their approach. A condition of the Centre's research grant is a demonstrated, meaningful partnership between a community-based and an academic-based agency, including health science centres. The Centre provides consultation services and tools to support this requirement. In 2005, recognizing that the playing field was not level for all potential applicants, the Centre offered Grants in Aid to build research capacity in the community. This program provided community-based agencies with funds to assist them with the development of research proposals. The Centre will continue to look for strategies that build capacity across the sector so that organizations are well equipped to engage in strong community-academic partnerships. The Centre has identified seven priority areas in child and youth mental health research:

- Awareness and stigma
- Evidence-based practice and its uptake
- Increasing capacity (service provision perspective)
- Knowledge exchange
- Youth justice
- Child welfare
- Mental health in schools

Opportunities

- A level playing field for community based and university-based researchers is difficult to achieve. A funding program needs to be proactive in developing strategies to ensure that its processes are fair.

- What works for one discipline or sector does not necessarily work for another. To be effective, a grants and awards program must be continuously aware of and responsive to the needs and concerns of different stakeholders.

- There is a distinct difference between promising practices and evidence based practices. Striking a balance between maintaining a standard of excellence and learning more about innovation in the field is key.

See:

▶ *http://www.onthepoint.ca/index_e.htm*

Glossary

Applicable: Generally related to the relevance of something, its practical use, or its ability to be applied to a situation or circumstance.

Community: People or organizations coming together through either a common bond or a stake in a given interest or set of interest. Community can be a geographic location or self-defined, as in a community of parents with children with depression or another mental difficulty. [1]

Feedback: Information about the results or effects of an action that may influence future actions.

Feasible: Is often referred to as capable of being accomplished with a reasonable amount of effort, cost, or other hardship. There is often consideration of existing resources and contexts, as well as potential new additions of resources.

Health: Health is a state of physical, mental and social well-being and not merely the absence of disease or infirmity. [2]

Mental Health: Mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. [3]

Mental Illness: A problem with thinking, feeling, mood, and/or relating to others that interferes with a person's ability to function in daily life. The WHO states that mental illnesses "affect the functioning and thinking processes of the individual, greatly diminishing his or her social role and productivity in the community."

Partnership: A mutually beneficial relationship between parties having shared goals, responsibilities, privileges, and power. [4]

Research: A careful hunting for facts; the process of finding knowledge. The term research is also used to describe a collection of information about a particular subject. [5]

Sustainable: Usually refers to the ability to continue a practice, program, or policy into the future.

Transfer: The movement from one person to another, one place to another, or one context to another. It usually refers to deliberate acts to move information, people, or ideas, so as to influence practice, policy, or other important actions.

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[1] Community-University Partnerships for Health ◉*http://www.ccph.info/*

[2] World Health Organization. Fact sheet No. 220, *Mental Health: strengthening mental health promotion.* November 2001. Available from:
◉*http://www.who.int/mediacentre/factsheets/fs220/en/print.html*

[3] Ibid 2

[4] Ibid 1

[5] Wikipedia. Available from: ◉*http://en.wikipedia.org/wiki/Research*

Suggested Readings

Fundamental Readings

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More Ways the Centre Can Help

Consulting Services

As part of our commitment to developing collegial networks, building community relationships and increasing the skill set of Ontario's mental health researchers and practitioners, the Centre offers consulting services in epidemiological (clinical) research expertise.

We can assist in all aspects of the development of a quantitative research project, whether clinical or population based. Services include but are not limited to the following:

- Conceptualizing a research question;
- Selecting a test population;
- Computing a sample size;
- Selecting statistical tests.

Education and Learning

The Centre is committed to promoting and supporting education and training among professionals, parents, youth and the wider community. This includes:

- Facilitating access to education and training programs;
- Mentoring and consulting with organizations wishing to create educational programs;
- Developing public education tools and initiatives;
- Developing resources to help parents, youth and others get the most out of the Centre's knowledge, tools and services.

Your Role with the Centre

In this resource, the Centre presents the current thinking about meaningful community-university partnerships. It is also important for us to learn from one another. Your successes and challenges can contribute to a better understanding of what works in the child and youth mental health sector in Ontario. Your experiences with community-university partnerships will help guide others.

The Centre is the forum through which Grants and Awards recipients share and discuss project experiences. Each recipient's background, research, community-university and knowledge exchange experiences will be presented individually on the Centre's Web site ▶ *www.onthepoint.ca*.

We welcome your feedback on any aspect of this and other resources by email ▶ *onthepoint@cheo.on.ca*

This toolkit has been developed with the support and expertise of many people. The contributions of staff from the Centre as well as the valuable perspectives of the many reviewers from our networks are greatly appreciated.

The Provincial Centre of Excellence for Child and Youth Mental Health at CHEO
Le Centre d'excellence provincial au CHEO en santé mentale des enfants et des ados

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