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SCHOOL OF HEALTH

Community-Campus Partnership for Health – an Approach to Connect Local Communities Meaningfully to Research

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Leeds Beckett University

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Community-Campus Partnerships



- Pioneered in the USA in the 1980s and 90s
- Community-Campus Partnerships for Health are anchored in health equity and social justice through collaboration between academic institutions and communities
- CCP established at Leeds Beckett University in 2013 to develop sustainable partnerships - focus on reducing health inequalities
- CommUNIty – a team of two staff members who were the link between LBU and external organisations and communities
- 5 strategic partnerships and worked with 90 other organisations
- Regular meetings - discussions about priorities and new interests/needs were ongoing

UNESCO's Guiding Principles for Open Science

- **Transparency –** working with organisations and communities longer term demystifies the research process
- **Equality of opportunities –** this approach opens access and influence over what and how research happens
- **Responsibility, respect and accountability** – involvement and oversight from communities helps to provide public accountability and for everyone to understand the impact (whether positive or negative)
  Collaboration, participation and inclusion – particularly of marginalised communities. Diverse perspectives make research stronger and the potential for change greater.
- **Flexibility –** ongoing partnerships allow space to adapt and create space for different ways of doing things
- **Sustainability** – CCPs can support longer term collaboration that is less exploitative because it isn't based on one project or funding bid

CommUNIty

Example 1

Partnership with St George's Crypt, a homeless centre in Leeds



Occupational Therapy Placement

- Role-emerging placement from the OT MSc course at a homeless organisation.
- Student research provided evidence of need for OT provision onsite.

Funding Collaboration

- A funding source was identified.
- Staff from LBU and the voluntary organisation co-wrote the application.

Pilot OT Clinical Post

- OT worked with staff, service users and researchers.
- Clinical supervision provided by LBU OT lecturers.
- OT developed service, collected data.

CHPR Evaluation

- Centre for Health Promotion Research staff conducted evaluation of the service.
- Data from OT, OT students and MBA students' SROI project used.

Community Learning Course

Example 2







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COMMUNITY LEARNING COURSE

6 SESSION COURSE

LEEDS BECKETT UNIVERSITY
CITY CAMPUS
22 FEBRUARY – 29 March 2023

Are you thinking about going to university? Or do you just want to see what goes on at Leeds Beckett? Teaching staff from a range of courses are offering fun, interactive introductions to their subjects to give you a feel for university.

- Certificate following completion
- Refreshments provided
- One day bus ticket provided for each day of the course
- Advice and mentoring

1. Youth & Community Studies - 22 February, 13:00-15:00
   An interactive session from the Health & Wellbeing module of this course.
2. Psychology - 1 March, 13:00-15:00
   An interactive session exploring how to spot common thinking errors people make.
3. Obesity Institute - 8 March, 13:00-15:00
   Discussion on the reality of weight management and living with obesity.
4. Playwork - 15 March, 13:00-15:00
   An introduction to the importance of play and how it affects children's development.
5. Public Health - 22 March, 13:00-15:00
   How do we improve people's health? Who is responsible for your health?
6. Practical Advice - 29 March, 13:00-15:00
   - Certificates
   - Admissions information
   - Student finance
   - Library skills
   - Disability support

If you're interested, please email us:
community@leedsbeckett.ac.uk
@LeedsCCP

COMMUNITY LEARNING MODULE



ESSIONS
3rd August 2016
ys 4pm - 6pm
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t.ac.uk /community

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Sessions

1. Introduction Youth & Community
This session will share some of the content covered in the Health & Wellbeing module.

2. Psychology
You'll set up a lie detector (polygraph) and run a mini-experiment to investigate whether they work!

3.Sociology
You'll find out what sociology is about, what kinds of questions sociologists ask and what they do.

4. Playwork
An introduction to the importance of play and how it affects children's development.

5. Politics
A broad introduction to politics & how it affects our communities

6. Practical Advice
- Students' Union Money advice
- Admissions—how to get onto a course
- Widening Participation

Internal Funding for Research with Partners

Example 3: Promoting Afghan Migrants' Health through Participatory Research

- **Internal funding** – allows community to be involved from the start
- **Long standing partnership** – the staff trusted the university researcher, so the Afghan community did too
- **Support** from the community organisation
- **Community Researchers**: 3 Afghan men and one British volunteer
- **The research** - the group chose the research question and methods; they collected the data; co-analysis was done as a group
- **Findings** fed directly into developing the support from the community organisation



Physical activity



Social interaction



Learning skills

CommUNIty Network

Example 4

- **Bringing together** like-minded colleagues and partners
- **Creating space** for people to meet and talk
- **Regular** face-to-face opportunities
- **Teams site** – for offers as they emerge, keeps people connected and can store files
- Ideally need a '**front door**' – physical reception, email address, expression of interest form
- **Keeping the momentum**
- **Aligning with University research themes**:
  - Inclusive, Prosperous Communities
  - Greener, Sustainable Communities
  - Sport and Healthy Communities



Conclusion

- CCPs can provide a means of connecting with like-minded colleagues internally
- CCPs can provide a route into the university for communities to be part of research, teaching and learning, knowledge exchange
- Partnerships with organisations spanning years/decades create more equal and impactful collaborations
- Proactively connecting with community and voluntary organisations who support marginalised groups promotes diversity and inclusion
- Aligning with university strategies and priorities builds support
- A lot can be done with no budget (but ideally some financial backing is needed!)



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Thank you!

Any questions?