

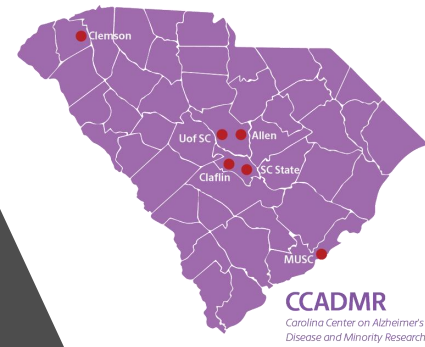
Carolina Center on Alzheimer's Disease and Minority Research

Research Collaboration: Tips, Tactics, and Tales

June 12, 2020

TODAY'S SPEAKER

Daniela Friedman, Ph.D., Professor and chair of the Department of Health Promotion, Education, and Behavior, University of South Carolina



Research Collaboration: Tips, Tactics, and Tales

Daniela B. Friedman, PhD

Professor & Chair, Department of Health Promotion, Education, and Behavior

Co-Director, Office for the Study of Aging

Multiple Principal Investigator, Carolina Center on Alzheimer's Disease and Minority Research

Co-Lead, Community Engagement Core, Centers for Oceans and Human Health & Climate Change Interactions



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Many, many layers to collaborations! Let's discuss seven layers!



7. Leave toxicity behind
6. Invest in relationships; Evaluate for improvement
5. Consider tools for effective collaboration and communication
4. Establish clear deliverables
3. Discuss a starting point
2. Consider carefully how and when you ask
1. Find collaborators



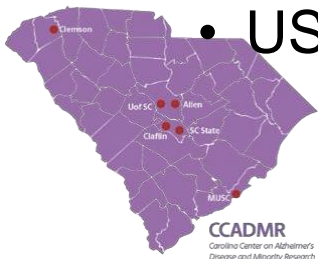
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1. FIND COLLABORATORS – SOONER THAN LATER

Keep me searching and I'm growing old



- People you know
 - Call, email, meet, tweet, & start
- People you sort of know
 - Through mentors or colleagues
 - Via professional networks
- People you don't know
 - Check NIH reporter, PubMed, other databases
 - USCeRA faculty expertise



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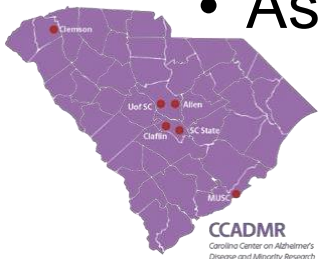


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2. CONSIDER CAREFULLY HOW AND WHEN YOU ASK

If you ask me to ... I just might ... 

- People you know
 - Call, email, meet, tweet, & start
- People you sort of know
 - Call, email, meet, tweet, & start
 - Ask someone to connect you
- People you don't know
 - Ask someone to connect you



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Anonymous Example 1

- Researcher outside of our unit reaches out via email
 - Individual provides biosketch template, indicates she/he is submitting grant within 1 week, asks if I will send biosketch and whether I feel comfortable with lending 5-10% effort
- ... To do what???
- You may need to decline – and that's alright
- But what would be a helpful next step? (See Tip #3)



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3. DISCUSS A STARTING POINT



Before the risin' sun we fly, so many roads to choose

- Have you worked together previously?
- Yes
 - Show me the evidence: scholarly products
- Sort of
 - Take time to work on the evidence: scholarly products
- No
 - Learn about each other's work and start on the (you guessed it) ... scholarly products



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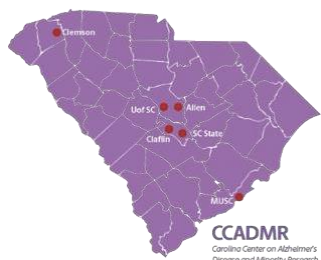


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Non-Anonymous Example 1:

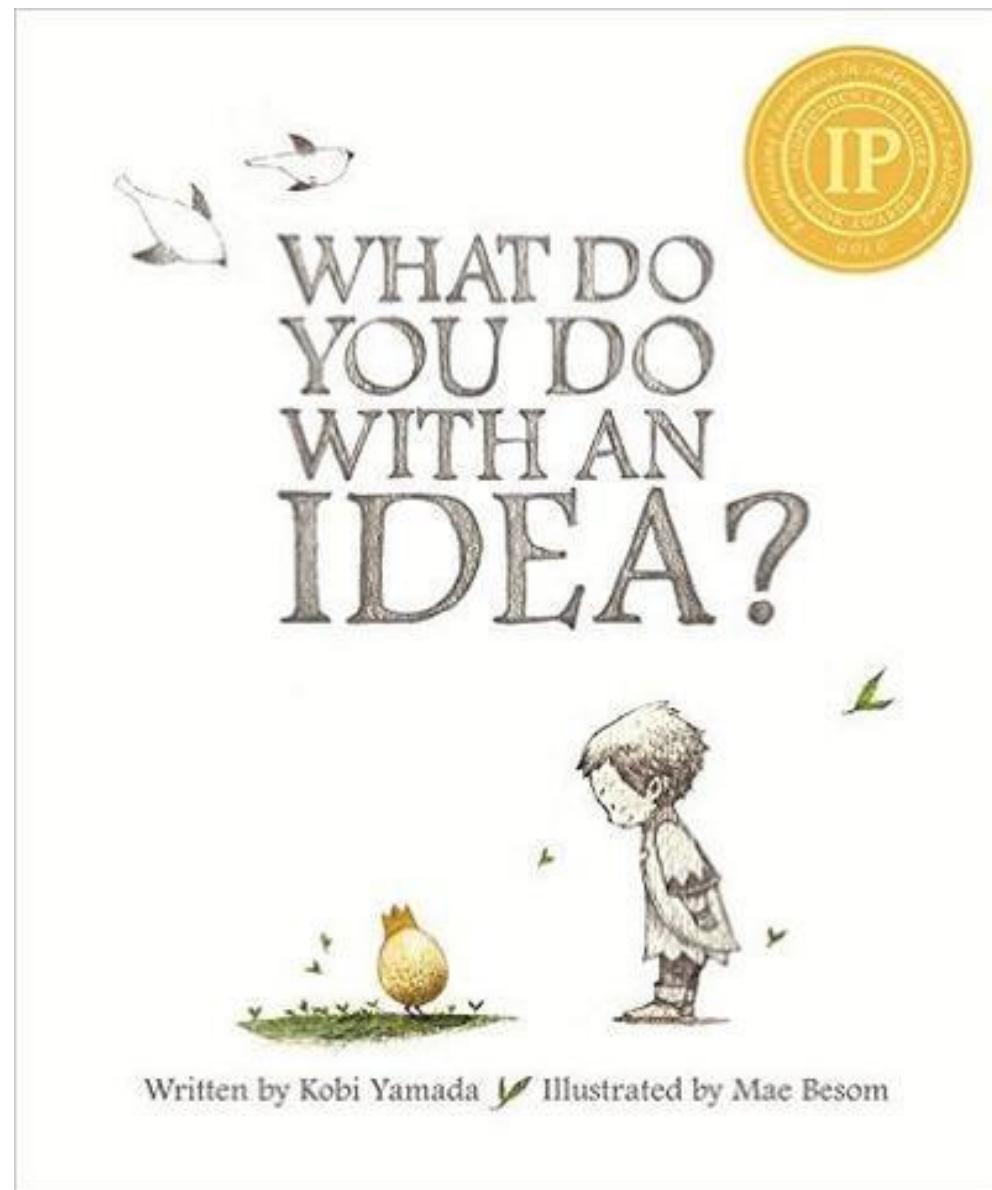
Often ideas start
with a story



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Our Team



Dr. Daniela
Friedman



Dr.
Heather
Brandt



Dr. William
D.
Isenhower



Dr. Abraham
Wandersman



Dr. Jonathan
Scaccia



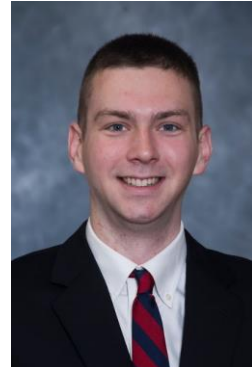
Diana Zona



Cyndi New



Delores Fedrick



Sam Noblet



Michelle Arent



Mayank Sakhuja



Dr. Larisa Bruner



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4. ESTABLISH CLEAR ROLES ON DELIVERABLES

When you know the notes to sing you can sing most anything 

- Who is responsible for what?
- Focus on the endgame but also the process for how to make it to the finish line



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Roles (required in NIH proposals)

Table 1: Team Members' Scope of Work by Project Aim

<i>Team Member</i>	<i>Aim 1</i>	<i>Aim 2</i>	<i>Aim 3</i>
Friedman (PI)	Guide formative research phase; Co-chair steering committee	Guide development of culturally sensitive materials; Co-chair steering committee	Guide campaign evaluation and tracking processes; Co-chair steering committee



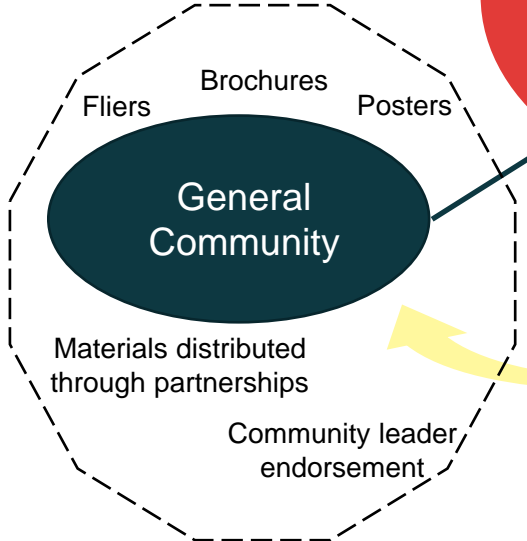
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Family Members from SC AD Registry

PARTNER-PHASE I
Learn from Community:
Focus Groups & Key Informant Interviews

PARTNER- PHASE II
Develop/Pilot
Communication
Campaign

Update Campaign
Materials



PARTNER-PHASE III
Volunteer sign-up for
PARTNER Research
Cohort

Message Reach

Implement
Large scale
Communication
Campaign

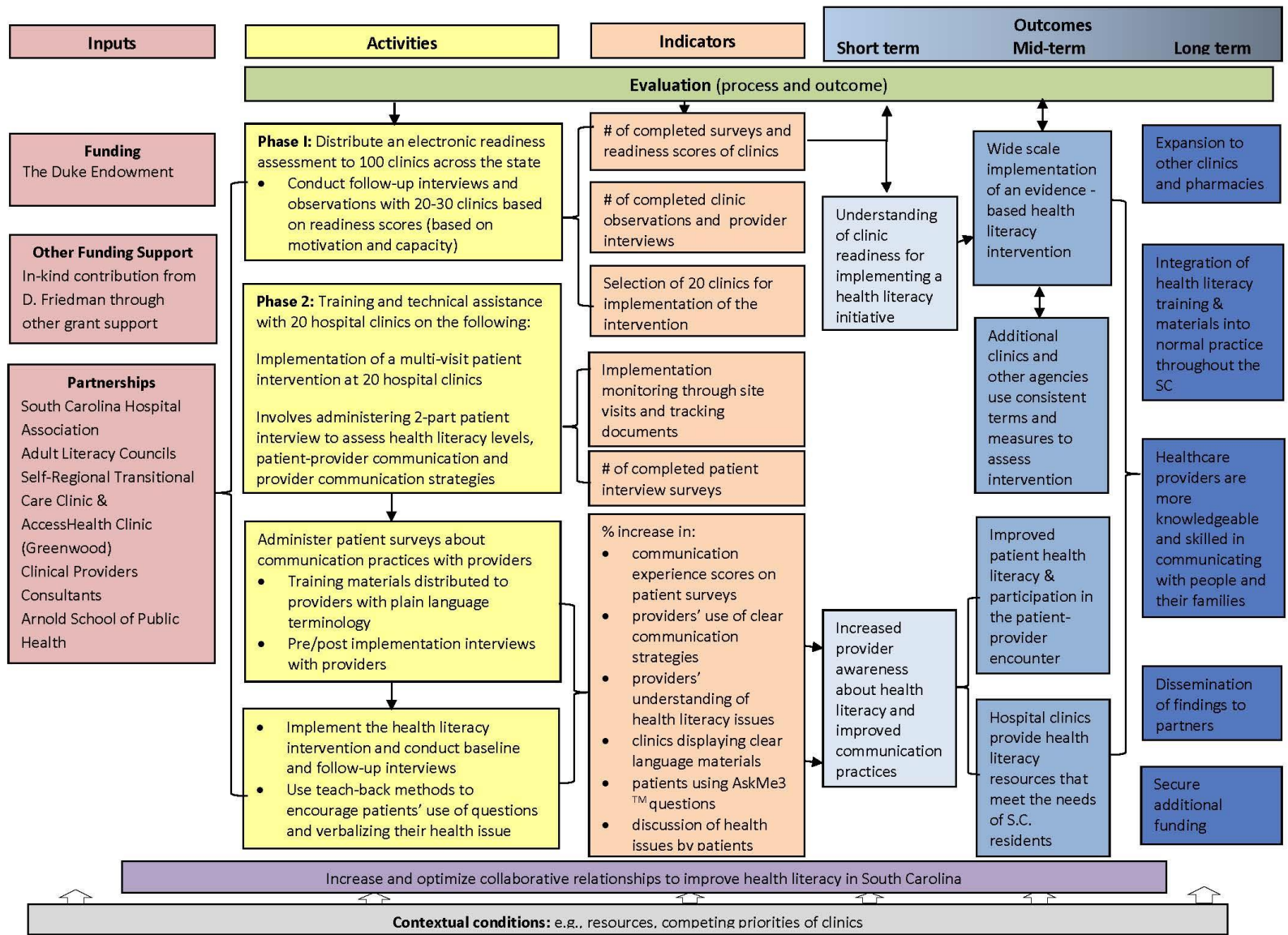
Community
Response

- = Specific Aim 1
- = Specific Aim 2
- = Specific Aim 3



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Enhancing Quality of Care through Improved Health Literacy



Based on a previous slide, what do you think is missing from this lovely logic model?



Table 1. Components of Collective Impact With Exemplars From the Healthy Aging Research Network (HAN)

Components of collective impact ^a	Healthy Aging Research Network (HAN) exemplars
Governance and infrastructure	<ul style="list-style-type: none"> ● Developed and funded a coordinating center for the network with staff and skills to serve as the backbone for the HAN and coordinated efforts across stakeholders ● Held monthly conference calls and annual in-person grantee meetings with the coordinating center, member centers, community partners, and federal and non-federal agencies ● Member centers regularly evaluated the functioning of the coordinating center ● Applied an evaluation framework (Reach, Effectiveness, Adoption, Implementation, Maintenance [RE-AIM]) to HAN initiatives
Shaping the focus	<ul style="list-style-type: none"> ● Created and secured consensus within and external to HAN on the first ever definition of healthy aging ● Established, secured consensus, and published a research and translation agenda for healthy aging for specific topics ● Engaged and partnered with community partners and federal and non-federal agencies
Community involvement	<ul style="list-style-type: none"> ● Conducted projects based on unmet community needs ● Invited community partners who represented varied settings and ethnic diversity to participate in the development, execution, and dissemination of HAN projects ● Disseminated, evaluated, and enhanced sustainability of evidence-based health promotion programs for older adults ● Created linkages between community and clinical partners ● Built capacity of communities to offer and evaluate evidence-based health promotion programs
Evaluation and improvement	<ul style="list-style-type: none"> ● Planned and conducted a HAN social network analysis ● Used RE-AIM as an evaluation framework for community-based projects ● Published action briefs and scholarly publications and conducted webinars ● Developed and distributed the Health Saving Cost Calculator (see www.ebp-savings.info for more information) ● Demonstrated reach and effectiveness of evidence-based health promotion programs ● Collaborated with CDC resources such as the Task Force on Community Preventive Services to implement findings ● Improved our understanding of factors associated with brain health ● Increased understanding of essential elements necessary for successful healthy aging network structure and processes ● Developed a pipeline of healthy aging researchers ● Received national awards for HAN products

The RCMAR network functions in the same way.



^aHanleybrown et al. (2012).¹
 CDC, Centers for Disease Control and Prevention.


Anonymous Example 2

- You (researchers) tell us (funder) what the community needs!
- We (funders) will give you (researchers) the \$
- Sounds like clear roles and deliverables, right? Well ...
- Different entities have somewhat different goals, timelines (marketing NOW versus message testing), deliverables, and ... budgets but overall shared vision – WIN, WIN, WIN – or was it?
- Establishing roles and goals upfront is key

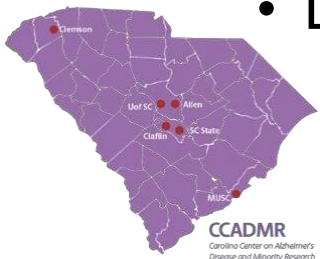


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5. CONSIDER TOOLS FOR COMMUNICATION

Winter, spring, summer, or fall, all you got to do is call 

- Night owls and Early birds can still work together in perfect harmony
- In-person vs. Virtual
- If virtual, which platform?
 - Teams
 - Zoom
 - Skype
 - Other
- How often? Weekly? Bi-weekly? Monthly?
 - Core team meetings more frequently
 - Larger group meetings less often (more for providing updates)



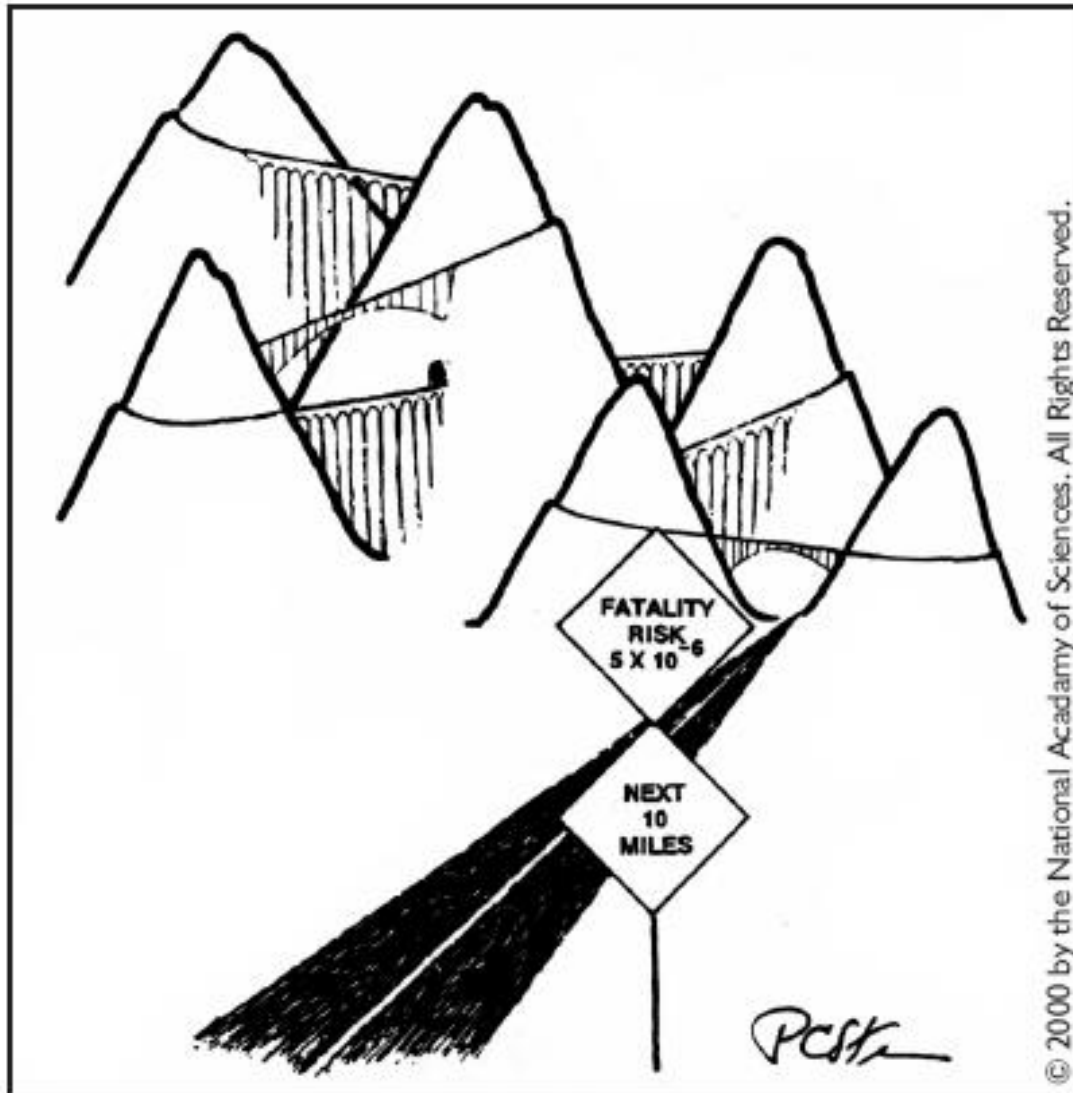
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Clear communication is really important!



Anonymous Example 3

- Starting from the grant announcement
 - “Who’s Daniela? We’ve already done this work. Why is she involved?”
- Expected partnership dictated by funder
- Accomplishments
 - Sustained for 8+ years
 - Student successes
 - Leveraged funding
 - **Partner** visibility – symposia, papers, presentations, celebration, and AWARDS
 - Collaborative deliverables
 - Partnership assessment ... and continued work with partners on numerous grants



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6. INVEST IN RELATIONSHIPS; EVALUATE FOR IMPROVEMENT

Get up everybody and sing ... We go together like rama lama lama



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Anonymous Example 4

- Focus shifted AFTER grant already funded
- Were we flying by the seat of our pants?
 - No. We were the new kids on the block. We were strategic and focused on strengths of our team:
 - Community-based participatory research
 - Formative research
 - Interdisciplinary focus
 - We were collaborative!



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Developing Partnerships and Recruiting Dyads for a Prostate Cancer Informed Decision Making Program: Lessons Learned From a Community-Academic-Clinical Team

Daniela B. Friedman • Kim M. Johnson •
Otis L. Owens • Tracey L. Thomas •
DeLisa S. Dawkins • Lucy Gansauer • Sharon Bartelt •
Nancy M. Waddell • Pastor J. Talley •
James D. Bearden III • James R. Hébert

An Evaluation of a Community–Academic–Clinical Partnership to Reduce Prostate Cancer Disparities in the South

Daniela B. Friedman • Otis L. Owens • Dawnyea D. Jackson • Kim M. Johnson •
Lucy Gansauer • Joe Dickey • Ron Miller • Johnny Payne • James D. Bearden •
James R. Hébert

Reducing Cancer Disparities Through Innovative Partnerships: A Collaboration of the South Carolina Cancer Prevention and Control Research Network and Federally Qualified Health Centers

Daniela B. Friedman • Vicki M. Young • Darcy A. Freedman • Swann Arp Adams •
Heather M. Brandt • Sudha Xirasagar • Tisha M. Felder • John R. Ureda •
Thomas Hurley • Leepao Khang • Dayna Campbell • James R. Hébert



Tools we used:
Bell-Elkins' Principles of Partnership in a Community-Campus Partnership, PARTNER Tool, and the Wilder Collaboration Factors Inventory

Regular check-in during and debrief following each collaboration

7. LEAVE TOXICITY BEHIND

Just turn around now cause you're not welcome anymore and Let it go, let it go



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Back to our seven layers!



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Lessons I've Learned from Collaborators (*Similar to lessons that are key to effective crisis communication*):

- Keep it simple and clear and not clear as mud
 - Be clear with expectations; meet people where they are with content and format preferences
- No “lecturing”
 - Listen first; acknowledge concerns; build trust
- Establish roles (give people things to do)
 - Mobilize; Sense of control



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Rise Up, Get Tested, and Live: an Arts-Based Colorectal Cancer Educational Program in a Faith-Based Setting

Daniela B. Friedman¹ · Swann Arp Adams² · Heather M. Brandt¹ · Sue P. Heiney³ · James R. Hébert⁴ · John R. Ureda⁵ · Jessica S. Seel⁶ · Courtney S. Schrock⁶ · Wilhelmenia Mathias⁷ · Vivian Clark-Armstead⁷ · Reverend Vernetta Dees⁸ · Reverend Perry Oliver⁸

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Takeaways – What led to the successful collaborations discussed?

- Reached out early ... it's never early enough
- Shared vision and clear expectations
- Trust among team members
- Discussed goals and deliverables upfront
- Clear roles for everyone involved – including authorship and credit
- Communicated successes – sharing in these sets you up for continued partnerships down the road
- Understand that each project and each collaboration is unique and cannot be replicated but you can apply what you learn from one to another



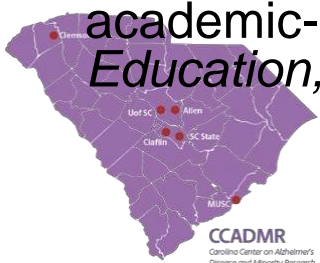
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Some Additional Resources

1. Shaikh, A.A. A brief guide to research collaboration for the young scholar. November 24, 2015 - Updated August 30, 2019. Elsevier website: <https://www.elsevier.com/connect/a-brief-guide-to-research-collaboration-for-the-young-scholar>
2. Kraemer Tebes, J., & Thai, N.D. (2018). Interdisciplinary team science and the public: Steps toward a participatory team science. *American Psychologist*, 73(4), 549-562.
3. Belza, B., Altpeter, M., Smith, M., & Ory, M.G. (2017). The Healthy Aging Research Network: Modeling collaboration for community impact. *American Journal of Preventive Medicine*, 52(3 Suppl 3), S228-S332.
4. Soltani, S.N., Kannaley, K., Tang, W., et al. (2017). Evaluating community-academic partnerships of the South Carolina Healthy Brain Research Network. *Health Promotion Practice*, 18(4), 607-614.
5. Delgadillo, L.M. (2016). Best practices for collaboration in research. *Family and Consumer Sciences Research Journal*, 45(1), 5-8.
6. The Conversation (2016 Feb). Ten rules for successful research collaborations. Accessed at: <http://theconversation.com/ten-rules-for-successful-research-collaboration-53826>
7. Friedman, D.B., Owens, O.L., Jackson, D.D., et al. (2014). An evaluation of a community-academic-clinical partnership to reduce prostate cancer disparities in the South. *Journal of Cancer Education*, 29(1), 80-85.



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THANK YOU!

Please feel free to contact me for further information:

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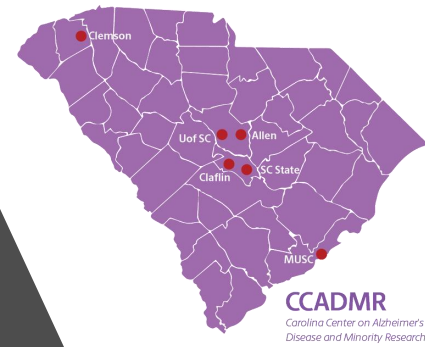
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TODAY'S SPEAKER

Daniela Friedman, Ph.D., Professor and chair of the Department of Health Promotion, Education, and Behavior, **University of South Carolina**

- Dr. Friedman is also co-director for the university's Office for the Study of Aging which houses the oldest and most comprehensive Alzheimer's Disease Registry in the U.S. Her interdisciplinary and partner-engaged research is focused on health communication with racially and ethnically diverse older populations.



Thank you for participating!

Please give us your feedback about the session by answering a brief survey.

For the in-person attendees, we will have the survey available on the tablets at the end of the session, or you can use the QR code on screen to access the survey.

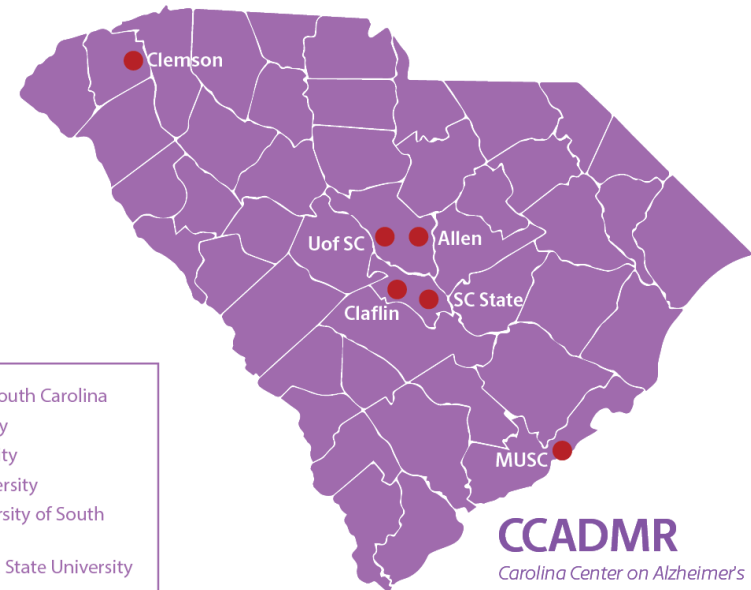
For virtual attendees, we will be emailing a survey link to all participants, you can access it through the QR code to the right or through the survey link.

The QR code appears here or it can be accessed via the [Survey Link](#).



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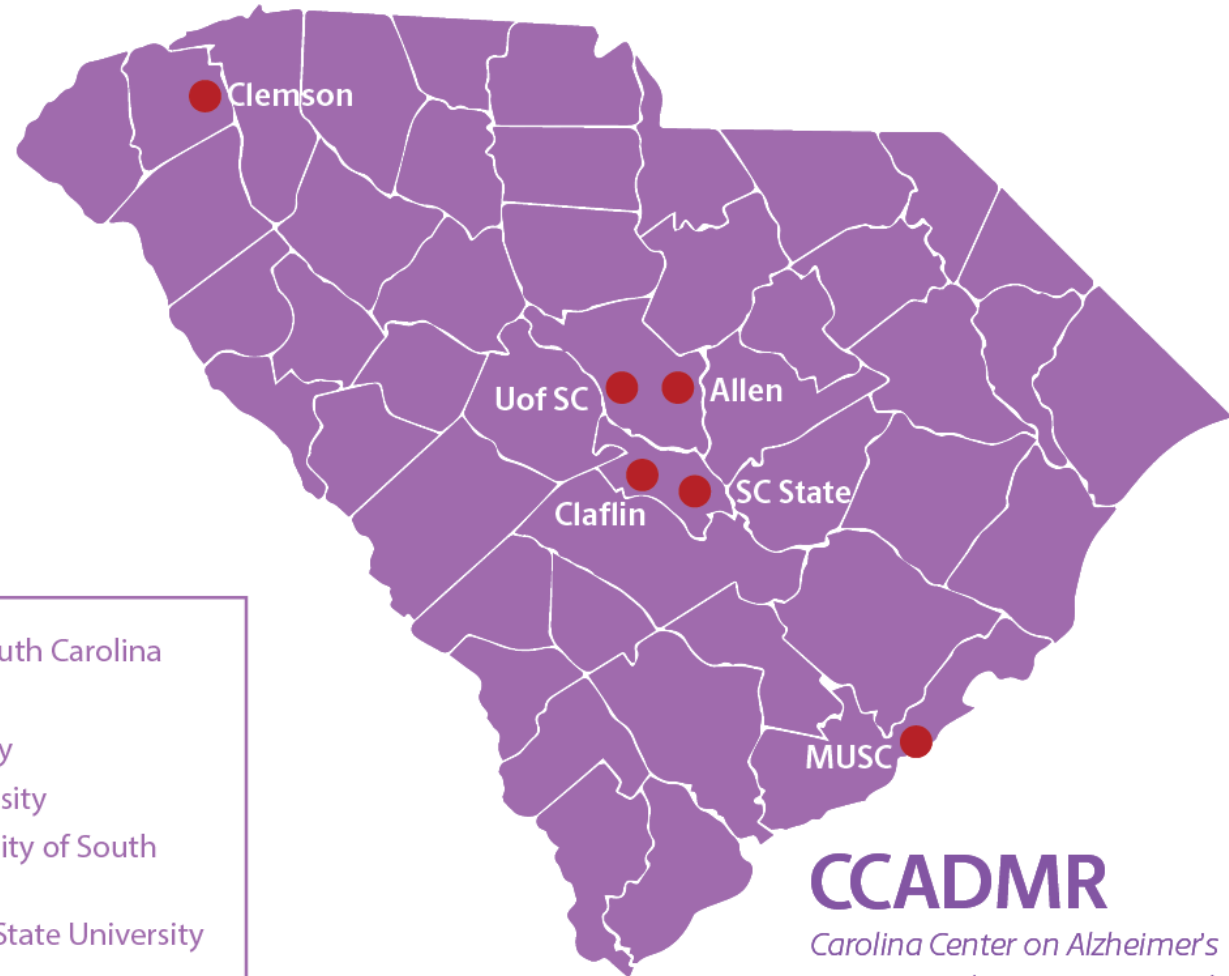


Thank you!

If you have any questions,
please contact Quentin
McCollum
mccolluq@email.sc.edu or
Brianna Ashford-Carroll,
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