

Project Lead: Deanna Lewis, DrPH, Mel & Enid Zuckerman College of Public Health

Area: Advancing Community-Campus Collaborations

Support Requested: \$5,500

Background:

Inequitable health disparities continue to persist within Lesbian, Gay, Bisexual, Transgender, Queer+ (LGBTQ+) communities, and within these communities Transgender and Gender Diverse individuals suffer high rates of adversities related to gender identity^{1,2}. Improving the experiences of Transgender and Gender Diverse populations can be improved through transgender-focused research, education, and training³. A recent study conducted by Reisner, et. al., 2019 (manuscript submitted to the American Journal of Public Health) suggest that the majority of accredited colleges of public health curricula does not include specific courses on diverse populations such as Transgender and Gender Diverse individuals. The University of Arizona’s Mel & Enid Zuckerman College of Public Health (MEZCOPH) is one of those colleges. As such, the lack of curricular content at MEZCOPH, on Transgender and Gender Diverse populations, perpetuates deprivation violence and social injustices against Transgender and Gender Diverse individuals in our academic environment.

Methods:

This project uses a Community-Based Participatory Research⁴ (CBPR) approach driven by the rich social capital of community and academic connections of the project lead. CBPR is the co-construction of research through partnerships between researchers and the people affected by, or responsible for, action on the issue under study. Some of the benefits of participatory approaches include the creation of culturally and logistically appropriate research, enhanced recruitment, increase stakeholder capacity, improve sustainability of project goals, and greater potential for systems change⁵.

Phase I: August 2019-November 2019 [completed]

Using a CBPR approach, 39 key informant interviews were conducted by Dr. Lewis to:

- 1) Identify community experts
- 2) Identify areas of expertise (discipline, experience)
- 3) Identify workplace sectors (public/private/NGO sectors)

Phase II: March 2020 – May 2020

A qualitative analysis, using CBPR principles, will be conducted to better understand, provide insight to, and will inform the development a focus group facilitator’s guide that will to be used for Phase III. The process of the qualitative analysis will include representation from the Transgender and Gender Diverse community (community) and the academic community (campus). These individuals will comprise the community-campus team (CCT), will represent public, private, and non-profit sectors, and are crucial for the analysis, coding of themes & topics, and creation of a focus group facilitator’s guide.

Actions Phase II	Responsibility	Timeline
1. Transcription of Key Informant Interviews	Lewis, Undergraduate students	March 2020
2. Analysis & Coding of Themes & Topics	Lewis, Community-Campus members	April 2020
3. Creation of Focus Group Facilitator’s Guide	Lewis, Community-Campus members	May 2020

¹Giffort, D. M., & Underman, K. (2016). The relationship between medical education and Trans health disparities: a call to research. *Sociology Compass*, 10(11), 999-1013.

²Betancourt, J. R., & Maina, A. W. (2004). The Institute of Medicine report" Unequal Treatment": implications for academic health centers. *The Mount Sinai Journal of Medicine, New York*, 71(5), 314-321.

³Vela, M. B., Kim, K. E., Tang, H., & Chin, M. H. (2008). Innovative health care disparities curriculum for incoming medical students. *Journal of general internal medicine*, 23(7), 1028-1032.

⁴Wallerstein N, Duran B. Community-Based Participatory Research Contributions to Intervention Research: The Intersection of Science and Practice to Improve Health Equity. 2010;100(S1):S40-S6.

⁵Jagosh J, Macaulay AC, Pluye P, Salsberg JON, Bush PL, Henderson JIM, et al. Uncovering the Benefits of Participatory Research: Implications of a Realist Review for Health Research and Practice. *Milbank Quarterly*. 2012;90(2):311-46.

Phase III: May 2020 - October 2020

Phase III of the project involves 1) identifying one instructor to train four (4) facilitators on how to conduct focus groups, 2) recruiting four (4) focus group facilitators, 3) a training on how to conduct focus groups for four (4) facilitators (2-academic community and 2-Transgender and Gender Diverse community), 4) conducting 5-7 focus groups (participants, n=50), and 5) the analysis and identification of focus group themes/topics. Focus group participants will be identified from existing groups, the key informant networks, and word of mouth (snowball-effect). The focus group participants will receive a \$25 stipend for participation in the focus group. The purpose of the stipend is to recognize the participants for their time and expertise, and reduce potential barriers to participation such as transportation. The focus group facilitators will each receive a stipend for attending the training, conducting the focus groups, and documenting responses, (the focus groups will not be audio recorded). The instructor and community-campus members will also receive stipends for their time and expertise in the analysis, coding of themes & topics from the focus groups. Dr. Lewis will attend every focus group session to assure that fidelity to the facilitator manual is being met. The focus group facilitators and community-campus members will be invited to review and provide feedback.

Actions Phase III	Responsibility	Timeline
1. Identify an Instructor	Lewis	April 2020
2. Recruitment focus group facilitators	Lewis	April 2020
3. Training facilitators [focus group methods]	Lewis, Instructor	May 2020
4. Conduct 5-7 focus groups	Lewis, Facilitators	June - August 2020
5. Analysis & ID focus group themes/topics	Lewis, Community-Campus members	August-September 2020
6. Review & feedback	Lewis, Facilitators, Community-Campus members	October 2020

Conclusion

Funding to support this project will result in the cultivation of community-campus relationships between MEZCOPH and the Transgender and Gender Diverse Communities, and promote research and education driven by the Transgender and Gender Diverse community. Lastly, the findings of this project will serve as a launching point for continued community-campus conversations and collaborations to inform the development of a culturally competent public health curriculum that focuses on Transgender and Gender Diverse individuals.

Budget: Jan 2020 - Dec 2020		Advancing Community-Campus Collaborations			
Item	Quantity	Cost per unit	Amount requested	Total Budget	
Service Providers	Hrs./mo.	USD\$	USD\$	320 hrs.	%
Deanna Lewis, DrPH	40	In-kind	0.00	320	100
Project Expenses				USD\$	%
Undergraduate students (Phase II)	4	100	400.00	400	7
Community-Campus Members (Phase II)	5	200.00	1000.00	1000	18
Instructor (Phase III)	1	400.00	400.00	400	7
Focus Group Facilitators (Phase III)	4	200.00	800.00	800	15
Focus Group Participants (Phase III)	50	25.00	1250.00	1250	23
Community-Campus Members (Phase III)	5	200.00	1000.00	1000	18
Project Supplies	-	350.00	350.00	350	6
Professional Academic Services	-	300.00	300.00	300	5
Total Expenses				5,500	

Clarification on the following questions:

1. Provided updated time frames.
2. How does this work complement the Haury Program Partnering Grant?
 - a. I have been working on the Kore Press Gender Diversity Initiative (GDI) with Lisa Bowden (Kore's executive director) since summer 2019. Phase three of this proposal includes conducting focus groups. I am coordinating with Lisa Bowden/Kore Press/GDI to conduct a focus group with the GDI constituents (Transgender and Gender Diverse community).
3. How does/might this work complement the work of UA Campus Conversations?
 - a. Facilitating focus groups for Transgender and Gender Diverse community members complements the work of UA Campus Conversations by reaching marginalized community members outside (and within) the UA Campus by providing additional perspectives and by engaging community members that may not feel safe participating in UA campus conversations.
4. How will you share the information you gain in this work with the various participants and others who can benefit from the information such as the new CPH faculty hire...?
 - a. To date I have interviewed 39 key informants, representing private section, public sector and the non-profit section. ALL participants are the recipients of ALL the data that either has been and/or will be collected to include focus group participants: This practice ensures and promotes transparency, inclusion, and trust. The distribution of the information allows each stakeholder to take this information and use it to make informed decisions that best support their constituents e.g. Kore Press/GDI focus is on safe spaces, in schools k-12, for Transgender and Gender Diverse youth; CPH faculty hire will be able to use this information in developing a course and/or curriculum based on important general knowledge on Transgender and Gender Diverse community in addition to identifying gaps in information on Transgender and Gender Diverse community.
 - b. On-going communications support this work via continuing and new partnerships and collaborations, meetings, emails, and presentations e.g. conference presentations, community/campus presentations.