Chicago Gun Violence Research Collaborative (CGVRC) Fellowship
Syllabus
December 8, 2017

Review: We began our work in November with an examination of the principles and praxis of community-engaged research. We listened to the experiences and stories of men, women and youth living in North Lawndale, and joined them in viewing and discussing *Holding Ground: The Rebirth of Dudley Street,* a documentary about community vision, struggle and change. The community engagement process of the Dudley Street rebirth inspires hope and collective self-determination. The CGVRC seeks to apply a public health approach to tackling gun violence in Chicago neighborhoods, using a community engagement process similar to the Dudley Street process. We recognize that such an approach is organic, and thus unpredictable and time-intensive, yet, we believe, hope-filled and forward-moving. The CDC Principles of Community Engagement (appended) guide our work. The CGVRC fellows are moving us toward formal community engagement, by accomplishing the second step of the engagement process through information gathering and asset mapping.

CGVRC strives to be a seed and impetus for four Chicago neighborhoods hard hit by gun violence to work effectively at the neighborhood level, promoting youth resiliency and opportunity, and working toward systemic change aimed at reducing gun violence. The CGVRC Community Engagement Workgroup established guiding principles, developed a logic model for our collective action, and is in the process of hosting community listening sessions. The CGVRC Research Workgroup built the CGVRC website for cataloguing research evidence on reducing and preventing gun violence, and launched the CGVRC 2017 Fellowship program. Together these efforts seek to build successful collaboration built on community input and collaborative processes that work, and use methods that identify and mobilize community area and Chicago area assets for preventing youth and gun violence.

Updated Schedule:

Large Group Meeting Dates	Topic	Schedule

December 8, 2017
9 am – 4 pm
Sinai Urban Health Institute
	Introduction to Community-Engaged Research
	
	Training in Information Gathering
	
	Community Risk and Resiliency Profiles
		1. Introductions
		2. Principles and Praxis of Community-Engaged Research
		3. Urban Networks to Increase Thriving Youth (UNITY): Multi-Sector Asset-Based Approach to Violence Prevention
		    ○ **Applying Collaboration Multiplier**
		    ○ **Phase 1: Information Gathering**
		4. **Class joined by Lawndale community members**
		5. [Holding Ground: The Rebirth of Dudley Street](#): Award-winning documentary about community vision, struggle, and change.
		6. Phase 1: Information Gathering - Community Risk and Resiliency Profiles
		7. Neighborhood Team Work

December 8, 2017	**Sector-by-Sector: Community Area (Neighborhood) Profiles and Inventories**	**1. Welcome and Review** **2. Community Risk and Resiliency Profile Sharing (within sector groups)** **3. Public Health Multi-Sector Approach to Preventing Violence** **4. Inventory Method** **5. Planning Ahead - Asset Mapping Interviews: CITI and IRB**
January 19, 2018	**Asset Mapping Training**	
February 16, 2018	**Community-Friendly Information**	**TBA** **Strategies for Producing Community-Friendly Information**
March, 2018 (TBA) **April, 2018 (TBA)**	**Neighborhood Mini-Conference Planning and Sessions**	**Community Products Due** **Neighborhood Mini-Conference Planning**

Chicago Gun Violence Research Collaborative (CGVRC) Fellowship
"Our Way of Proceeding"

1. Use Community-engaged public health approach: "Involving the community and collaborating with its members are cornerstones of efforts to improve public health." We will follow the *Principles of Community Engagement*:

BEFORE STARTING A COMMUNITY ENGAGEMENT EFFORT...

1. Be clear about the purposes or goals of the engagement effort and the populations and/or communities you want to engage.
2. Become knowledgeable about the community's culture, economic conditions, social networks, political and power structures, norms and values, demographic trends, history, and experience with efforts by outside groups to engage it in various programs. Learn about the community's perceptions of those initiating the engagement activities.

FOR ENGAGEMENT TO OCCUR, IT IS NECESSARY TO...

3. Go to the community, establish relationships, build trust, work with the formal and informal leadership, and seek commitment from community organizations and leaders to create processes for mobilizing the community.
4. Remember and accept that collective self-determination is the responsibility and right of all people in a community. No external entity should assume it can bestow on a community the power to act in its own self-interest.

FOR ENGAGEMENT TO SUCCEED...

5. Partnering with the community is necessary to create change and improve health.
6. All aspects of community engagement must recognize and respect the diversity of the community. Awareness of the various cultures of a community and other factors affecting diversity must be paramount in planning, designing, and implementing approaches to engaging a community.
7. Community engagement can only be sustained by identifying and mobilizing community assets and strengths and by developing the community's capacity and resources to make decisions and take action.
8. Organizations that wish to engage a community as well as individuals seeking to effect change must be prepared to release control of actions or interventions to the community and be flexible enough to meet its changing needs.
9. Community collaboration requires long-term commitment by the engaging organization and its partners.

2. Adopt Social ecological perspective: we will work as interdisciplinary team, identify partners across sectors, and, seek evidence-informed approaches that address risk factors and social determinants of violence and resiliency across the life span, with special attention to youth.

3. Root ourselves in shared desire for social responsibility: we will shared commitment to the common good.
- o **Personal qualities:** genuine respect for persons, openness to perspectives different from own, desire to learn and study, willingness to be wrong, collaborative, articulate and reflective.
- o **Group qualities:** community-engaged, rely on critical thinking, dialogue, reflection and group processes, always open to adding fresh and more complete perspectives.

4. Begin with the lived experience of community members and use praxis approach, which emphasizes taking a systemic view, probing root causes, using critical thinking, dialogue and reflection as tools to move toward evidence-informed action. **Praxis** is an iterative process of:

➢ **Experience.** Seeking to "see more widely," that is starting with a deep desire to see and understand the **lived experience of community members**.
➢ **Inserting oneself** into the situation (neighborhood safety, gun violence trauma,, etc.) from a *stance of commitment to a common purpose*, which leads to personal connectedness and desire to see "more widely" and probe root causes to social problems.
➢ **Social analysis** of the root causes and structural barriers (seeing the situation with a wider lens): What is the *history* of this situation (e.g., gang activity, youth violence)? What are the major *structures* that influence this situation? What key *values* are operative in these structures? What is the future direction of this situation? Can we overcome structural impediments of bureaucracy, lack of empowerment, and other barriers to constructive action?

> ➤ **Reflection** involves thoughtfully seeking to understand the situation and choose a course of action by using one's professional and personal skills, evaluating evidence using theories of justice, moral reasoning, ethical principles and empirical data.
> ➤ **Evidence-informed, community-engaged action.**

5. Inspire hope and collective self-determination: to work effectively at the neighborhood level, promoting healthy communities and working toward systemic change, we need good models of successful collaboration, collaborative processes that work, and use methods for identifying and mobilizing a community's assets. To help families achieve greater health and well being, we need to know how to partner with community members, institutions, and organizations to plan, implement, evaluate, and sustain effective programs. Prerequisite to our work is to understand how discrimination, economic inequality and other structural and situational impediments impede or deny individual freedom and collective self-determination (e.g., lack of education, job, housing, health, and/or safety). A second kind of impediment is not in the situation but in the condition of the person, such as one's psychological personality, one's physical abilities, one's stage of moral development, and character features such as prejudice, emotional immaturity, and criminal behavior.

> ➤ **SPACE:** In order to act freely and responsibly as professionals, citizens, parents, and other community members, we need the **space, power, and authority to act**, individually and collectively (Hanigan, 1986: 50-73). **Space is the room to act, that is, a real, concrete opportunity to act.** We can create space in our professional practice, family living, our education, our political, economic, and religious life by building homes, schools, churches, programs, neighborhood collaborations, community forums, service opportunities. Such spaces must have guidelines, structures, assigned roles, as well as flexibility and creativity, so that relationships can be built, aspirations shared, and people can be meaningfully engaged.

> ➤ **POWER:** If space is the room to act, **power is the ability to act**. Without educational opportunities, job training, or marketable skills, a person cannot take advantage of job opportunities. In a community context (e.g., a neighborhood housing initiative), power has to do with the skills and capacities of the community residents, businesses, and institutions. When we use the word, 'power', we mean the ability to act. A community's ability, or power, to act and effect positive change resides in the capacity of individuals, associations, organizations, and institutions in the community. In *Building Communities from the Inside Out*, Kretzmann and McKnight describe a method, called capacity-focused development, which is a strategy for identifying what people *can do* (i.e., power) and finding concrete ways these capacities can be unleashed (i.e., providing the 'space' so that they *may do*). This strategy involves "mapping" and releasing individual capacities and the power of local associations and organizations. This capacity-focused method, also addresses how we can create the 'space', or concrete opportunities to act, by identifying and mobilizing assets in the local institutions of the community (e.g., As we will see in the Dudley Street Neighborhood Initiative case study, schools and churches can provide neutral space for community groups to meet, or serve as places that incubate community activities.). Another step in creating space, or the real opportunity to act, is to leverage activities, investments, and resources from outside the community to support asset-based, locally defined development.

> ➤ **AUTHORITY:** If persons and communities have the space and power to say "*I may,* or *we may,* have the opportunity to act," and if they also say, "*I can* or *we can* act," can convene our own meetings, stop illegal dumping in our neighborhood, develop community projects, etc.," is this enough for individuals and communities to act? No. One condition must be added to space and power. This condition is **authority, the will to act**. Here the person or community adds, "*I ought to*" or "*we ought to*". Until a person or community comes to **know what to do, feels called to do, is authorized to do, knows the right thing to do,** they will not act at all, or will act at the dictate of survival, whim, necessity, or something else. Without authorization (in the sense of being the 'author' of my own life), one's actions cannot be fully one's own. For example, teachers have two kinds of authority. They are authorized to require assignments, give grades, and insist upon order and discipline in class. This authority is secondary to the second kind of authority they are expected to have - to be authorities in their own field or discipline. Another example is a youth who may be in school with excellent opportunities and resources (i.e., space) and be endowed with natural abilities (i.e., power), but may lack any sense of purpose or direction. This youth has not yet found meaning or purpose in his or her life, and therefore lacks the authority to act.

CGVRC Fellowship Key Readings and Resources

Community Engagement

Clinical and Translational Science Awards Consortium, Community Engagement Key Function Committee Task Force on the Principles of Community Engagement. *Principles of Community Engagement, 2nd Edition*. Washington, DC: NIH Publication No. 11-7782; June 2011. https://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_508_FINAL.pdf.

Healthy Chicago 2.0 Goals

Dircksen JC, Prachand NG, et al. *Healthy Chicago 2.0: Partnering to Improve Health Equity.Chapter 4: Improving Health Outcomes. Reducing Violence*. Chicago, IL: City of Chicago, March 2016; 56-60. https://www.cityofchicago.org/content/dam/city/depts/cdph/CDPH/HC2.0Plan_3252016.pdf.

Chicago Neighborhood Profiles and Quality of Life Plans

LISC Chicago. Areas of Work & Neighborhoods. 2017. http://www.lisc-chicago.org/news/index.html.

Chicago Tribune. *Crime in Chicagoland*. Chicago, IL: Chicago Tribune; 2017. http://crime.chicagotribune.com/.

Neighborhood Scout. Worcester, MA: Location, Inc.; 2017. https://www.neighborhoodscout.com/about-the-data/crime-rates.

youth. GOV. *Map My Community.* 2017. https://youth.gov/map-my-community.

youth. GOV. *City of Chicago's Youth Violence Prevention Plan*.2017. https://youth.gov/youth-topics/preventing-youth-violence/forum-communities/chicago/brief.

City of Chicago, Office of the Mayor, Chicago Police Department. *Gun Trace Report 2017*. Chicago, IL: City of Chicago; https://www.cityofchicago.org/content/dam/city/depts/mayor/Press%20Room/Press%20Releases/2017/October/GTR2017.pdf.

Collaboration and Asset Mapping across Sectors

Tsao B, Davis R. *Multi-Sector Partnerships for Preventing Violence: A Guide for Using Collaboration Multiplier to Improve Safety Outcomes for Young People, Communities, and Cities*. Oakland, CA: Prevention Institute, April 2014. https://www.preventioninstitute.org/publications/multi-sector-partnerships-for-preventing-violence. **NOTE: We will be using this framework and guidebook.**

Orr, J. *Where We Live Matters: Place-Based Neighbourhood Work – A Review, Promising Practice and an Approach*. Burlington, ON: Community Development Halton, August 2013. http://www.cdhalton.ca/pdf/Where-We-Live-Matters-FINAL.pdf.

Evidence-Informed Youth Violence Prevention: *Go Local*

David-Ferdon C, Vivolo-Kantor AM, Dahlberg L, Marshall KJ, Rainford N, Hall JE. *A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors.* Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. Atlanta, GA: 2016. file:///Y:/Public%20Desktop/CDC%20Youth%20Violence%20Prevention.pdf.

Centers for Disease Control and Prevention. *Preventing Youth Violence: Opportunities for Action*. 2017. https://cdpsdocs.state.co.us/safeschools/Resources/CDC%20Centers%20for%20Disease%20Control%20Prevention/CDC%20Preventing%20Youth%20Violence%20one%20page%20summary%20sheet.pdf.

Centers for Disease Control and Prevention. *Youth Violence*. 2017. https://www.cdc.gov/violenceprevention/youthviolence/index.html.

Aufrichtig A, Becket L, Diehm J, Lartey J. *Want to Fix Gun violence in America? Go Local.* the guardian. 2017. https://www.theguardian.com/us-news/ng-interactive/2017/jan/09/special-report-fixing-gun-violence-in-america.

Aufrichtig A. *Mapping US Gun Murders at a Micro Level: New Data Zooms in on Violence.* the guardian. 2017. https://www.theguardian.com/world/2017/mar/20/mapping-gun-murders-micro-level-new-data-2015.

Gun Violence in the US: Population Health and Health Policy Perspectives

Lopez, G. *America's Unique Gun Violence Problem, Explained in 17 Maps and Charts*. Vox. 2017. https://www.vox.com/policy-and-politics/2017/10/2/16399418/us-gun-violence-statistics-maps-charts.

National Academies of Sciences, Engineering, and Medicine. 2017. *Community Violence as a Population Health Issue: Proceedings of a Workshop.* Washington, DC: The National Academies Press. doi: https://doi.org/10.17226/23661.

Bieler S, Kijakazi K, La Vigne N, Vinik K, Overton S. *Engaging Communities in Reducing Gun Violence: A Road Map for Safer Communities.* Washington, DC: Urban Institute, 2017. http://www.joycefdn.org/assets/images/Engaging_Communities_Policy_Roadmap.pdf.

Dudley J. *Gun Violence Prevention Research: Summer 2017 Newsletter*. The Joyce Foundation. Chicago, IL: 2017. http://www.joycefdn.org/search-results?c=research-and-reports&prg=Gun-Violence-Prevention.

Evidence for Action. Program of the Robert Wood Johnson Foundation, Administered by the University of California, San Francisco. *Building a Culture of Health around Firearms - The Relationship between Social Gun Culture, Gun Ownership, Firearm Policy, and Firearm Violence*, 2017. http://www.evidenceforaction.org/building-culture-health-around-firearms-relationship-between-social-gun-culture-gun-ownership.

Office of Congresswoman Robin L. Kelly (IL-02). *2014 Kelly Report: Gun Violence in America.* Washington, DC: 2014. https://robinkelly.house.gov/sites/robinkelly.house.gov/files/wysiwyg_uploaded/KellyReport_1.pdf.