

Application of a Race(ism)-Conscious Adaptation of the Consolidated Framework for Intervention Research (CFIR) to a School-Connectedness Intervention

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Study Team



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Agenda

- Background
- Description of Project TRUST & participatory approach
- Racism-neutral application of CFIR
- Public Health Critical Race Praxis application
- Questions and discussion

Original Report

APPLYING A RACE(ISM)-CONSCIOUS ADAPTATION OF THE CFIR FRAMEWORK TO UNDERSTAND IMPLEMENTATION OF A SCHOOL-BASED EQUITY-ORIENTED INTERVENTION

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Objectives: To use the Consolidated Framework for Implementation Research (CFIR) adapted to a race-conscious frame to understand ways that structural racism interacts with intervention implementation and uptake within an equity-oriented trial designed to enhance student-school con-

INTRODUCTION

Implementation science is an important field of study that aims to move effective interventions into

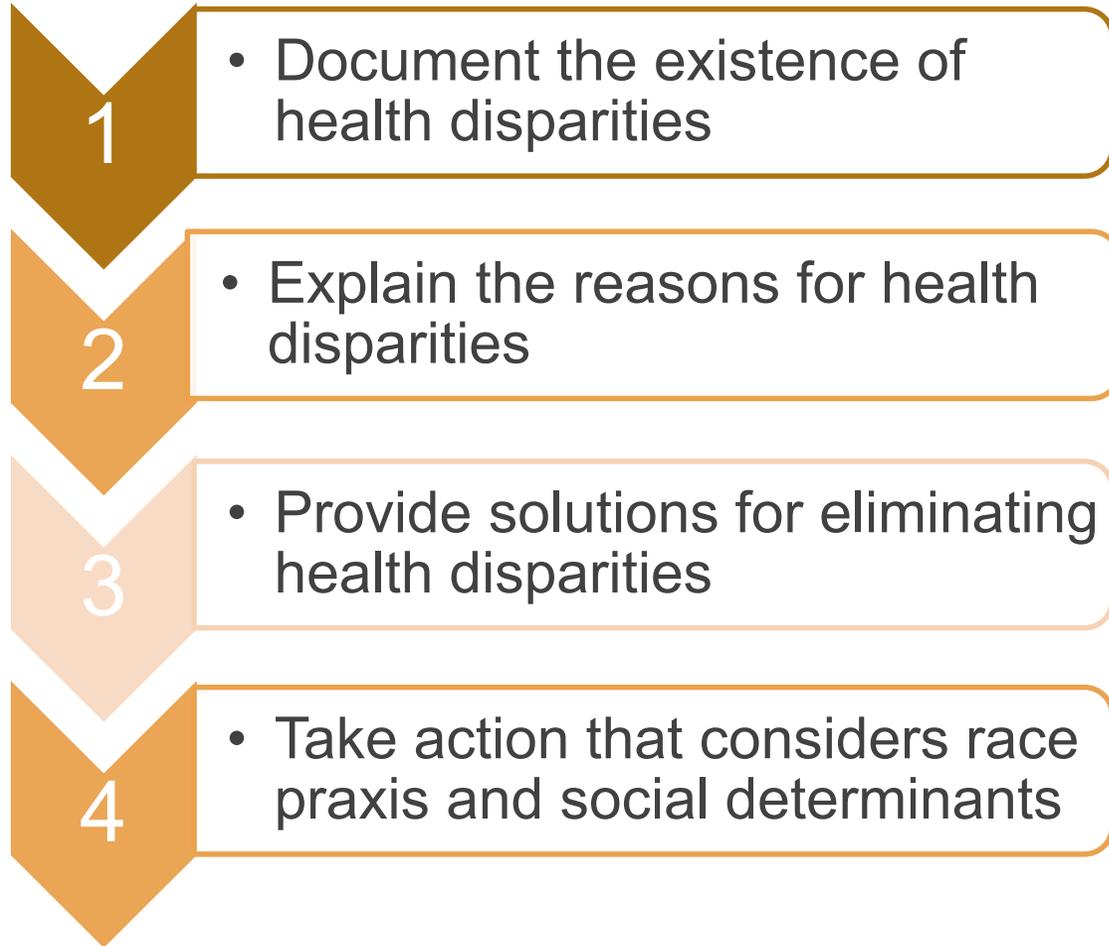
consider systemic and ecological contributors to intervention uptake, and thus have been suggested to offer insight into understanding and reducing health disparities.⁵

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4 Generations of Health Disparities Research

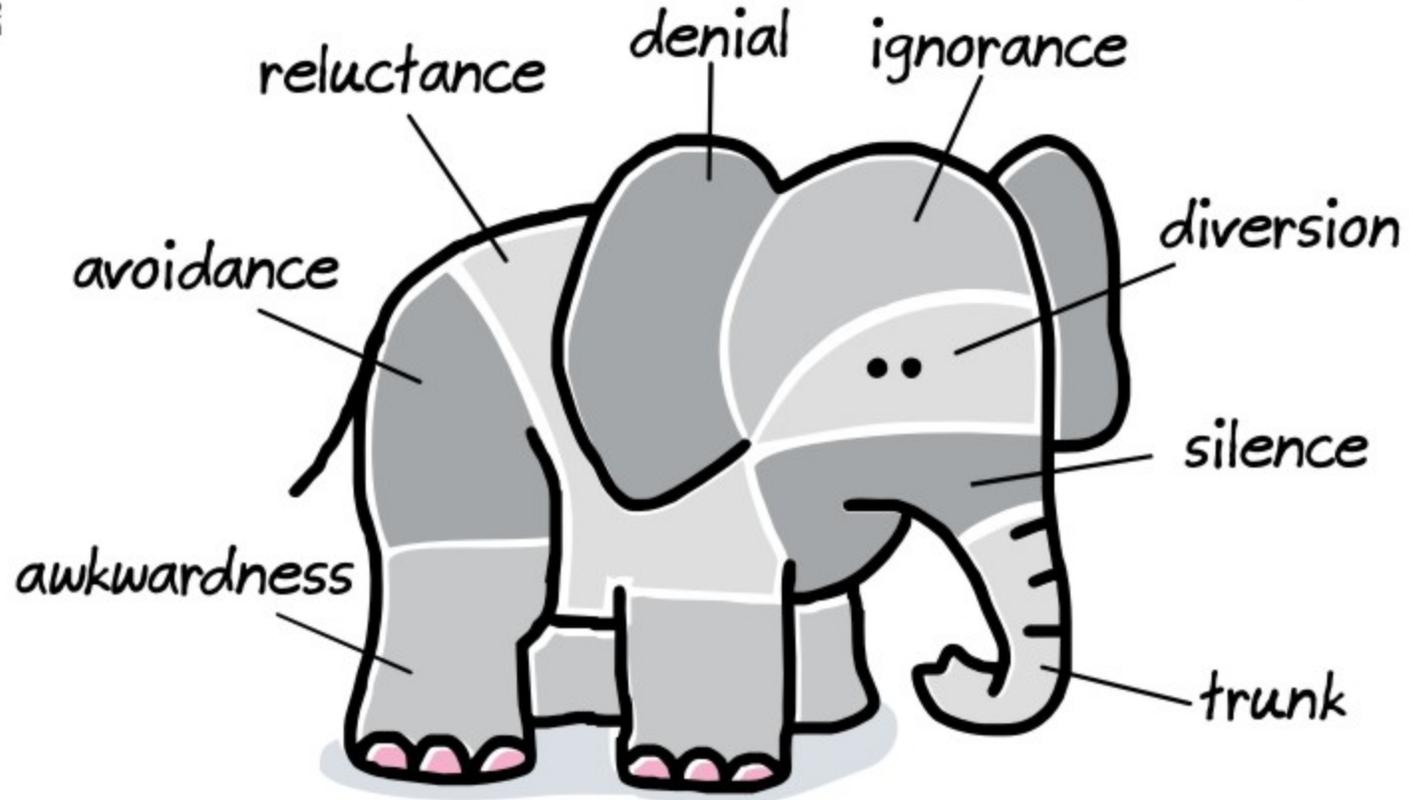


Thomas et al. Annu Rev Pub Health, 2011.



PARTS OF THE ELEPHANT IN THE ROOM

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Racism defined

Racism is an organized and dynamic system in which the dominant racial group, based on a hierarchical ideology, develops and sustains structures and behaviors that privilege the dominant group, while simultaneously disempowering and removing resources from racial groups deemed inferior. (Gee, AJPH 2019)

- Institutionalized or Structural
- Personally Mediated
- Individual/Internalized

(Camara Jones)

Implementation Science and Health Equity

- IS conceptual frameworks consider systemic and ecological contributors to intervention uptake & so may offer insight into understanding and reducing health disparities
- Stakeholder engagement is a component of many IS approaches
- Still largely asking 2nd and 3rd generation questions
- Presumption of race-neutrality may obscure the influences of racism-related factors

4 Generations of Health Equity Implementation Research Questions?

1

- Does evidence based intervention implementation result in improved health for all or contribute to health disparities?

2

- What characteristics of an intervention predict better success at reducing disparities?

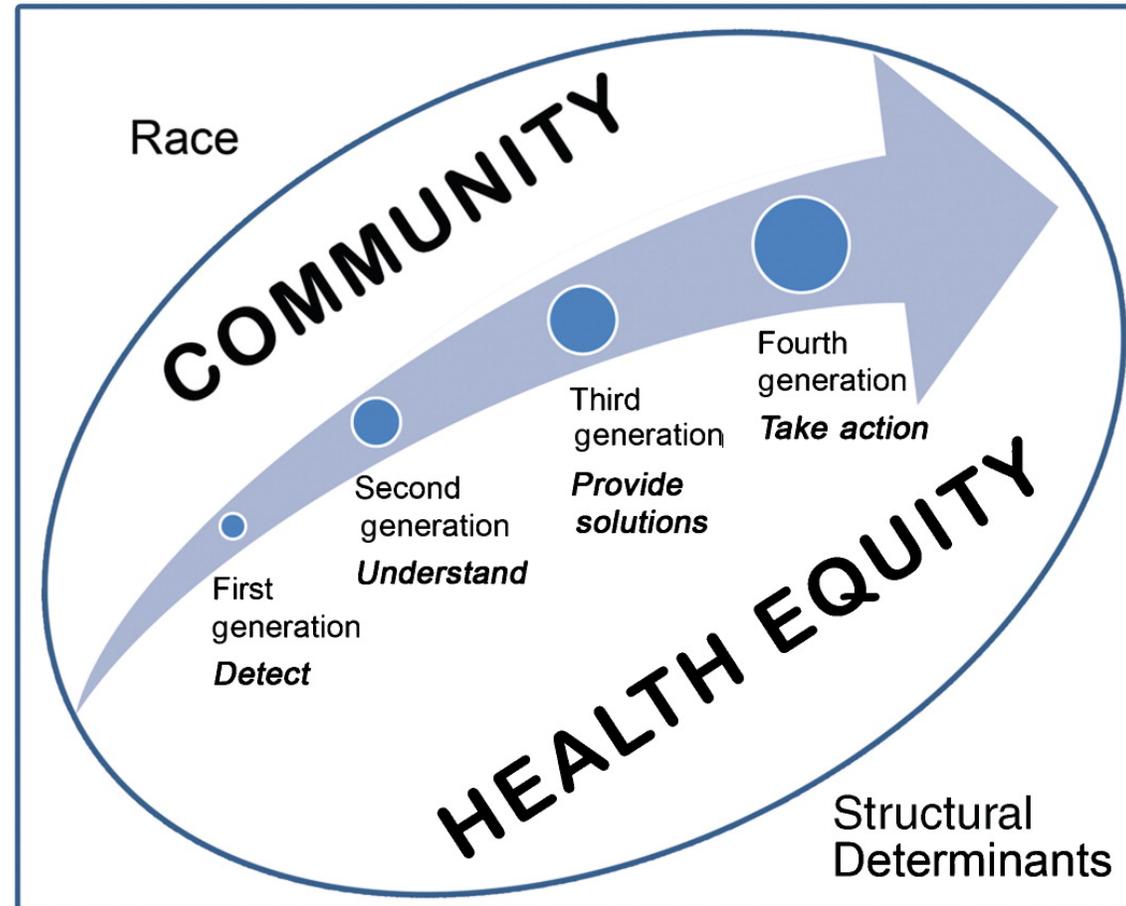
3

- Does structuring interventions with prior impactful characteristics reduce inequitable outcomes?

4

- How does racism function as a barrier or facilitator to intervention uptake?

Fourth Generation Health Equity Research



 Thomas SB, et al. 2011.
Annu. Rev. Public Health. 32:399–416

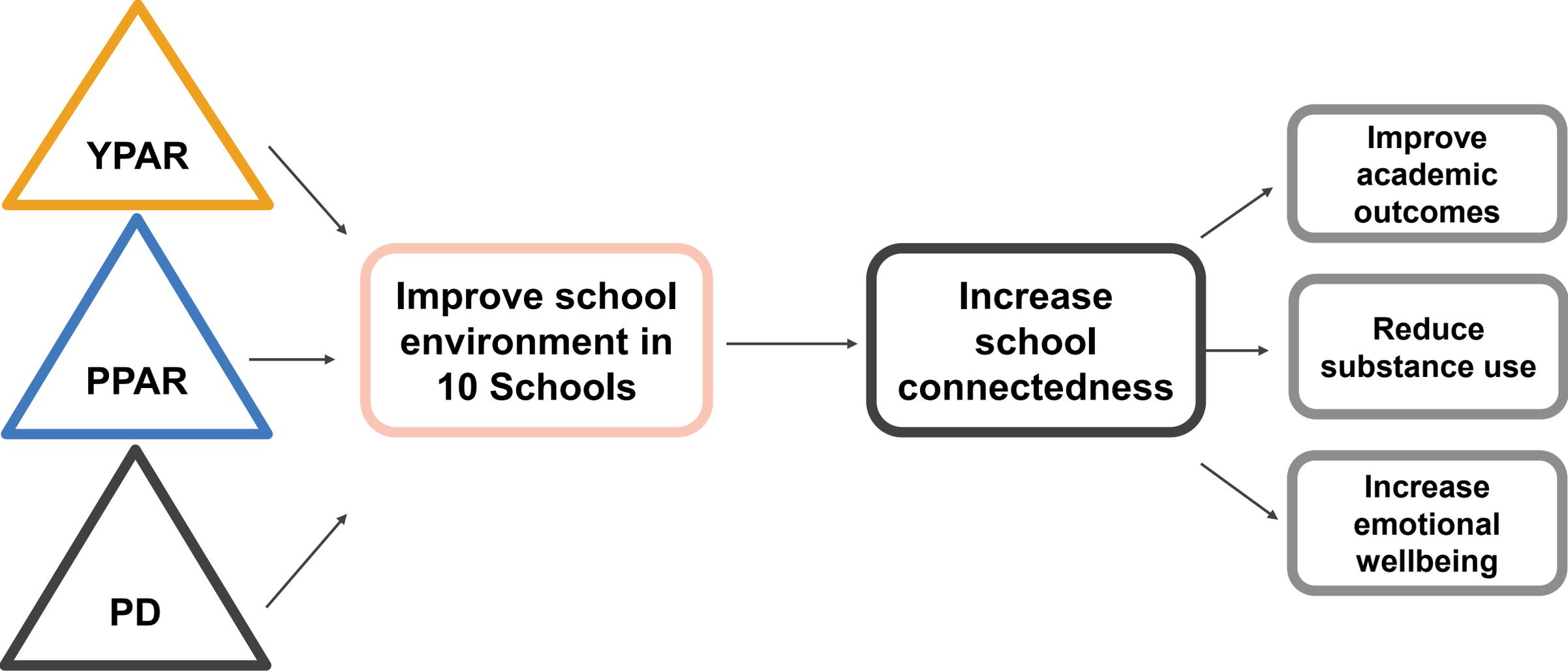


Project TRUST

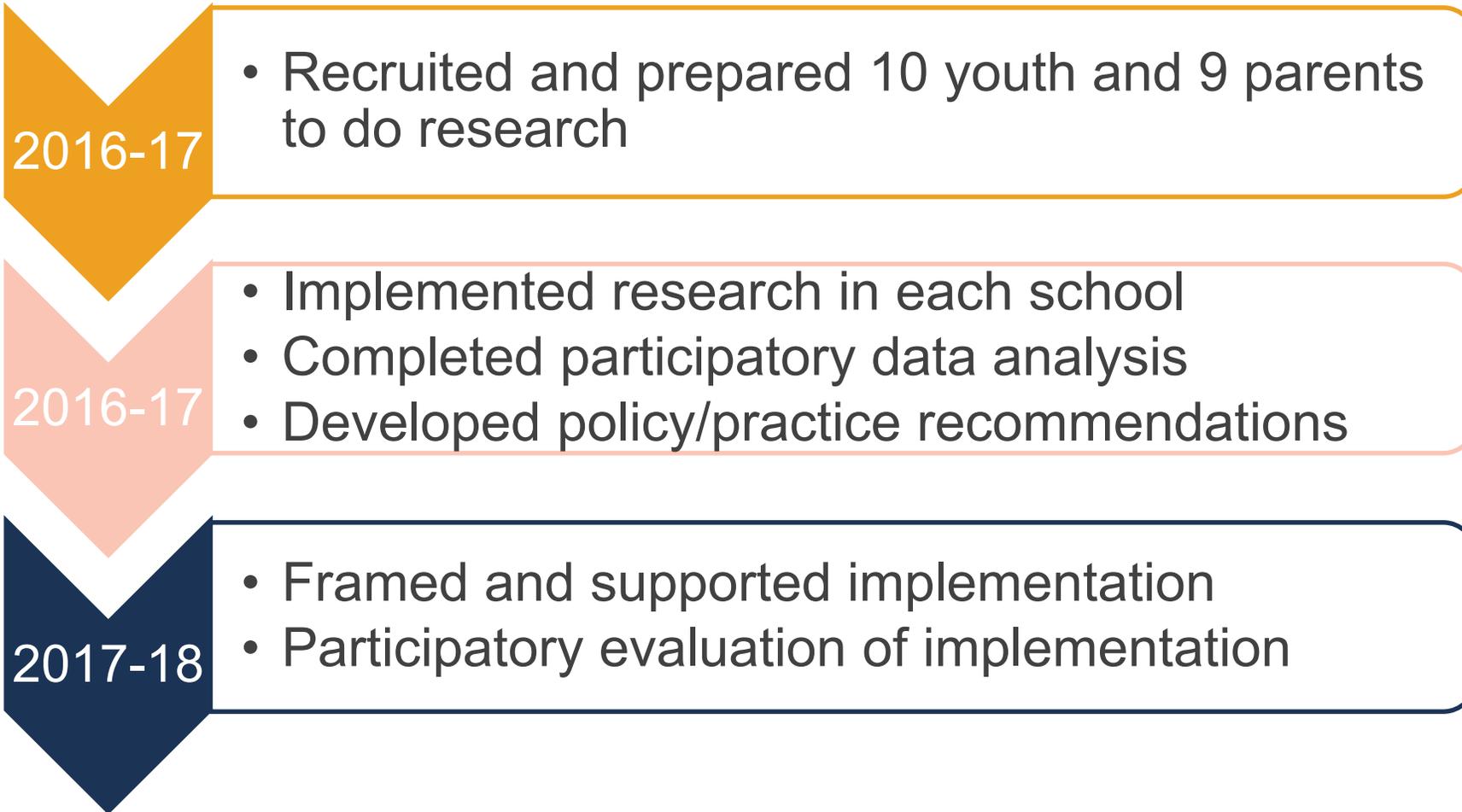
Project TRUST (Training for Resilience in Urban Students and Teachers)

- NIMHD funded R01
- Goal: Assess effectiveness of a school-based multi-component intervention on school connectedness, school engagement, and developmental assets for middle and high school youth (BIPOC youth - Somali, Latino, Hmong, and African heritage youth in particular) through a participatory trial.

Project TRUST

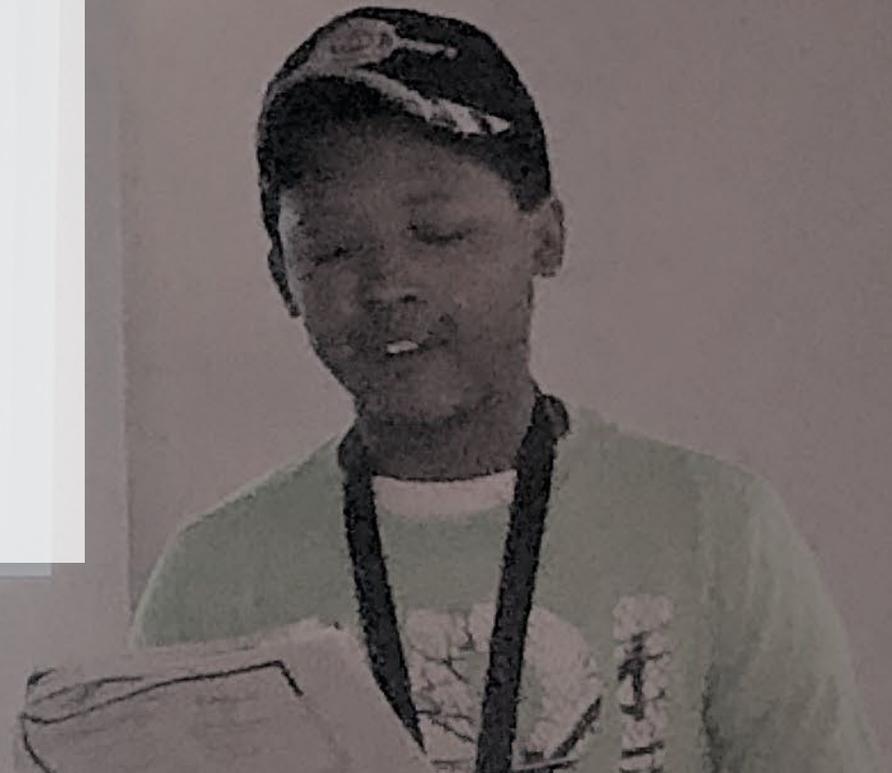


Wave 1 TRUST YPAR and PPAR



Sample Student Intervention Recommendations

- Teacher-student trust & relationship building
- Improve teacher understanding of race(ism)
- Transform disciplinary practices around drama/fights/bullying
- Transform in-school suspension spaces
- Better support ELL students





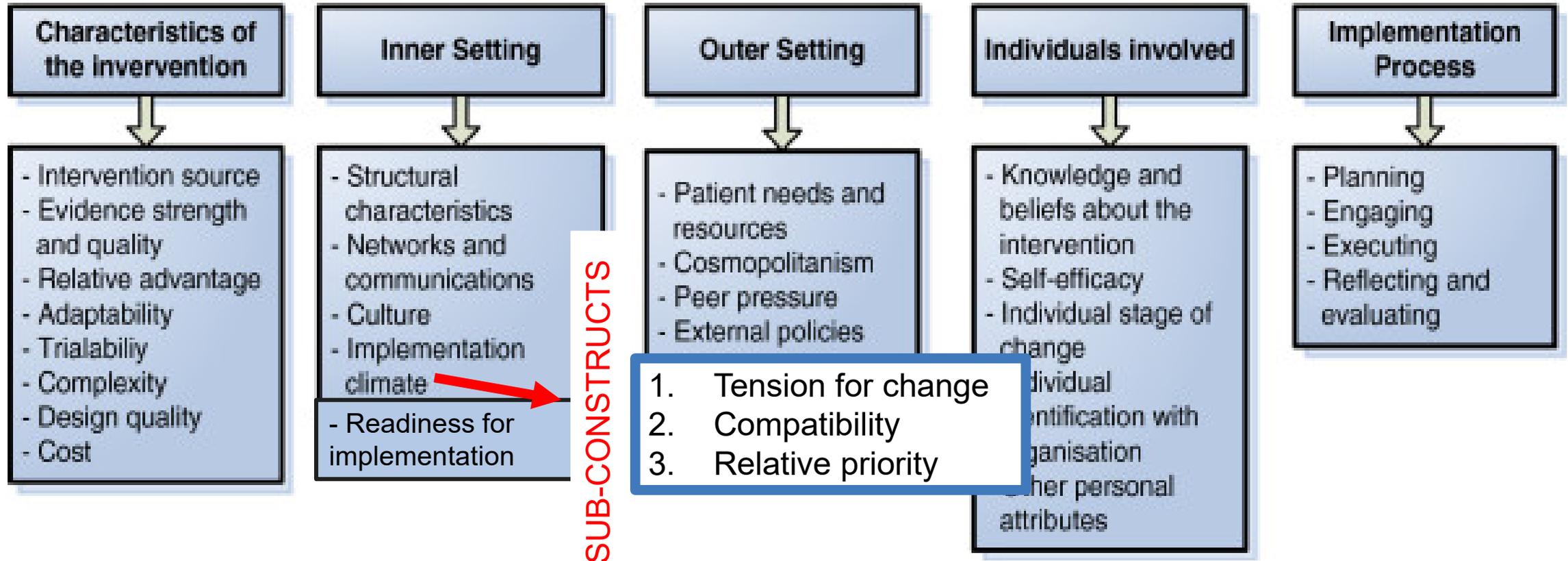
Project TRUST Reflection

Initial CFIR Analysis

The Consolidated Framework for Implementation Research (CFIR)

DOMAINS

CONSTRUCTS



Participants & data collection

Participants:

- 6 community-academic researchers
- 4 school administrators

Data collection:

- Observation notes from weekly team meetings
- Periodic semi-structured interviews
 - Weekly to monthly
 - Assessing barriers & facilitators to implementation

Data analysis

1. Deductive coding using adapted CFIR & directed content analysis
2. Development of summary memos for 5 schools
3. Scoring of intervention components in each school
 - Implementation effectiveness score (high, intermediate, low)
4. Rating assignments for each construct by school

Construct rating assignment criteria

Rating	Criteria
-2	<ul style="list-style-type: none">• The construct (or its absence) is a negative influence in the school generally, an impeding influence on work processes, and/or an impeding influence on implementation efforts.• 2 or more interviewees described explicit examples of how aspects of the construct manifested negatively.
-1	<ul style="list-style-type: none">• The construct (or its absence) is a negative influence in the school generally, an impeding influence on work processes, and/or an impeding influence on implementation efforts.• Interviewees made general statements of how the construct manifested negatively without concrete examples.
0	<p>The construct has a neutral effect in the school, on work processes, and/or on implementation efforts if:</p> <ul style="list-style-type: none">• Interviewees provided purely descriptive or generic data without evidence of positive or negative influence; and/or• Positive and negative influences at different levels in the school balance each other out. We defined this last category as 0 (mixed).

Data analysis

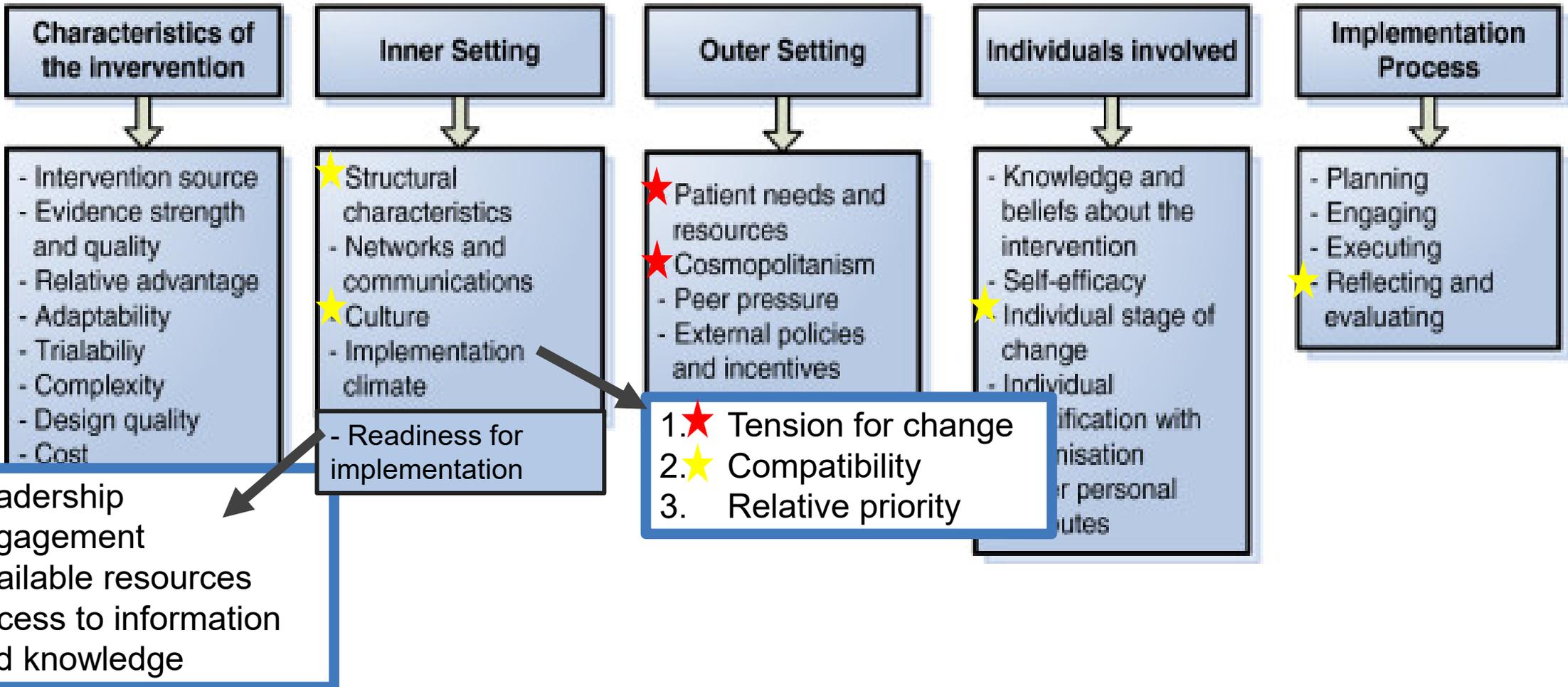
1. Deductive coding using CFIR & directed content analysis
2. Development of summary memos for 5 schools
3. Scoring of intervention components in each school
 - Implementation effectiveness score (high, intermediate, low)
4. Rating assignments for each construct by school
5. Cross-case comparison of constructs across high and low implementation schools

Results: Distinguishing constructs

10 of 30 constructs distinguished between high and low implementation schools

DOMAINS

CONSTRUCTS

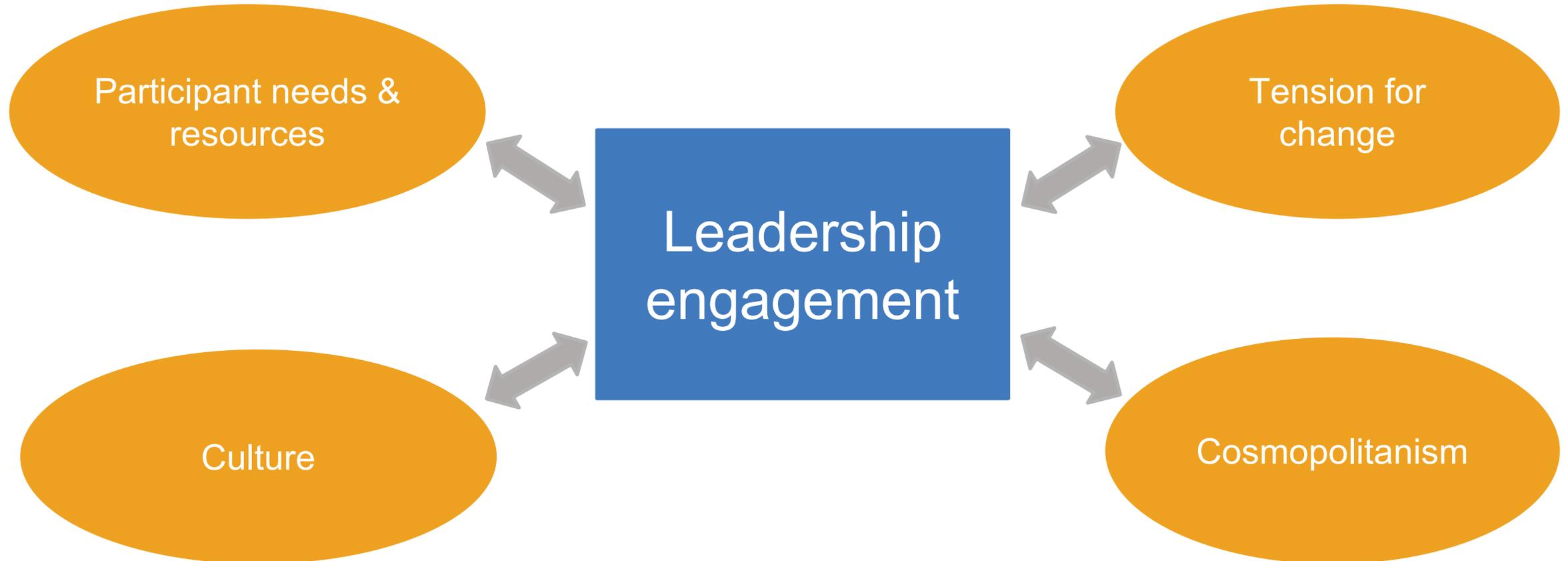


Results: Overarching themes

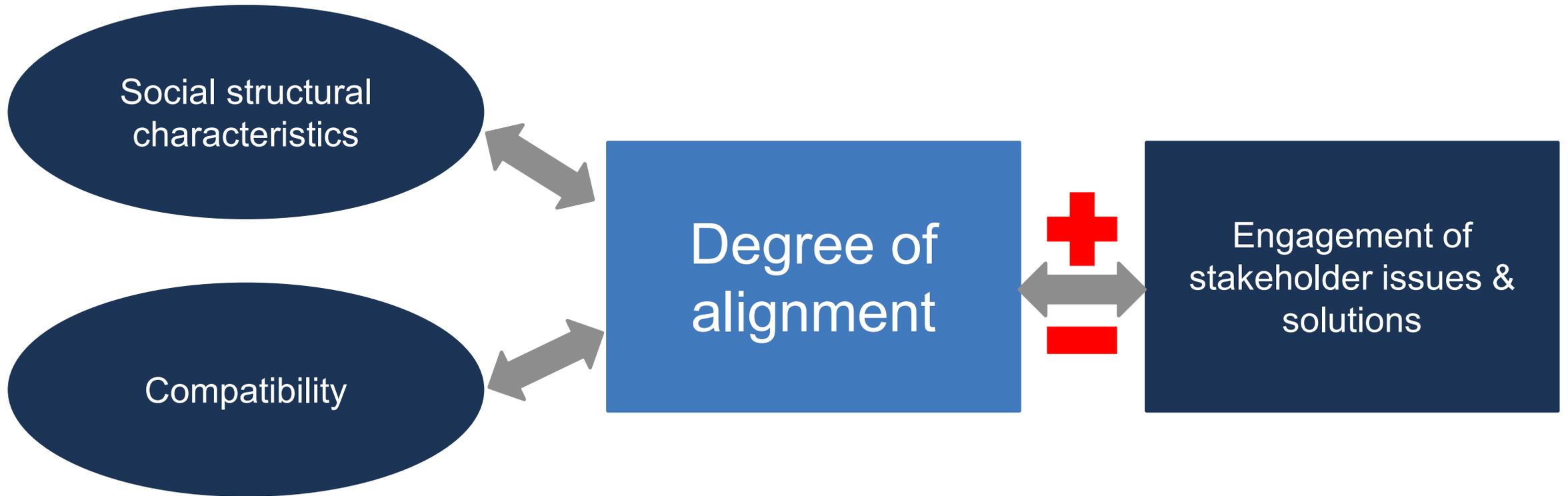
Distinguishing constructs fell into 2 broad themes

Level of leadership engagement	Degree of intervention-institutional alignment
<ul style="list-style-type: none">• Leadership engagement• Culture• Tension for change• Access to information & knowledge• Individual stage of change• Participant needs and resources• Cosmopolitanism	<ul style="list-style-type: none">• Social structural characteristics• Compatibility

Level of leadership engagement



Degree of intervention-institutional alignment



Initial Results

- 10 of 30 constructs distinguished between Project TRUST schools with high and low implementation levels
- Distinguishing constructs fell into 2 broad themes
 - Level of leadership engagement
 - Degree of intervention-institutional alignment
- Results raised additional questions

Initial CFIR Analysis

Reflection

Race(ism) Conscious CFIR Analysis

Public Health Critical Race Praxis

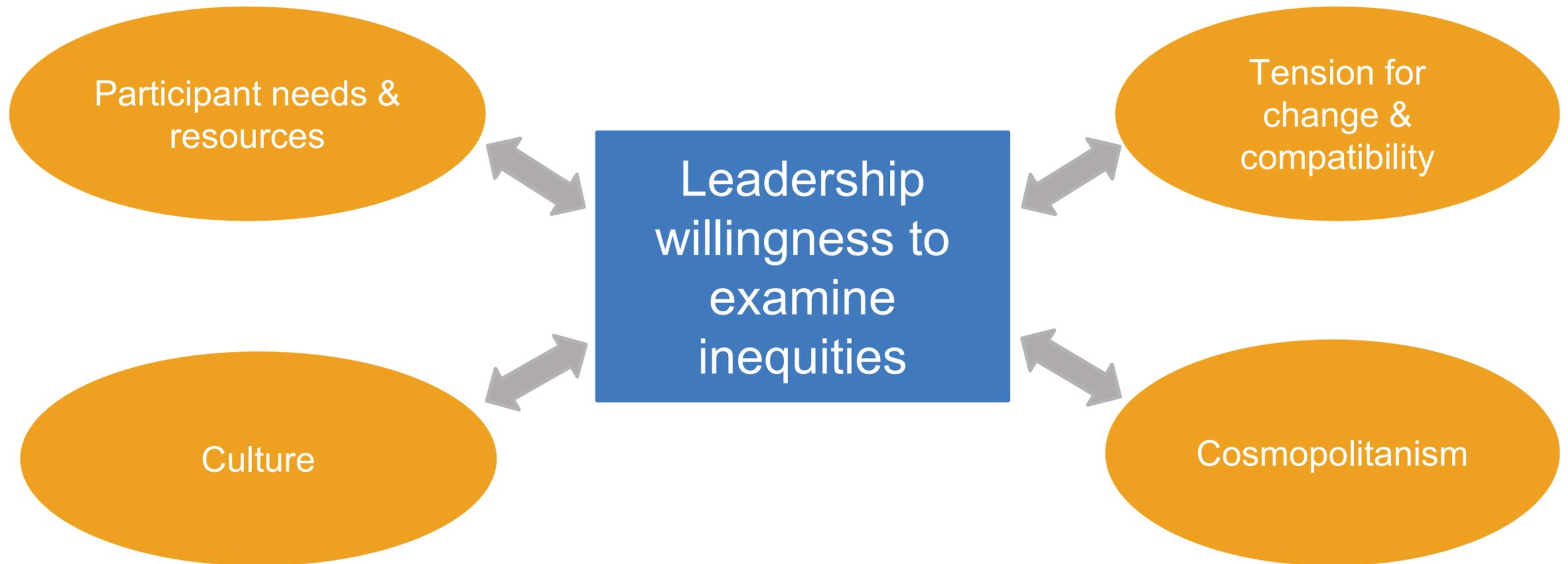


1. Race is a social construct
2. PHCRP “digs beneath the surface”
3. Positionality of researchers is key
4. Presumptions of race(ism) neutrality uphold the status quo

Race(ism) conscious analysis

1. Community-academic team
2. From distinguishing constructs chose 23 (constructs and sub-constructs) that were likely sensitive to racialized facilitators and barriers.
3. Refined four PHCRP presumptions that framed our approach
4. Defined PHCRP questions to guide analysis within each of the CFIR constructs
5. Iterative process to recode, develop PHCRP interpretations, identify exemplars and overarching themes.

Race(ism) conscious evaluation of leadership engagement



Key findings for equity interventions

- Need for a baseline common understanding of racial (in)equities
- Leadership willingness to “go there” in terms of change
 - Race/ethnicity of leaders
 - Community support
 - Culture, communication and facilitating connections
- Leadership understanding of (knowledge and belief) of equity oriented interventions and how they may disrupt the status quo.
- Perception and influence of champions was racialized
- Institutional (school district) policies and broader orientation to equity established back-drop to implementation

Conclusions & reflections

- Race(ism) conscious analysis uncovered new facilitators and barriers that are necessary to understand uptake of health equity interventions.
- Importance of institutional preparation and capacity for equity-grounded work.
- Diverse teams are necessary for 4th Generation Health Disparities Research

Reactions?

- What questions do you have about the PHCRP approach?
- Is it feasible for your projects and studies? Why or why not?
- What might it add to your analyses?
- What are barriers to using this approach?



Thank you!



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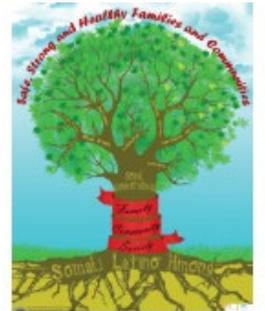
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