

# 2018 Online KT Conference: Engaging Ways to Engage Stakeholders

Hosted by AIR's Center on KTDRR

November 5, 7, and 9, 2018

Center on  
**KNOWLEDGE TRANSLATION FOR  
DISABILITY & REHABILITATION RESEARCH**

at American Institutes for Research ■

# Co-creating With Stakeholders: A Case of Engaging Through Concept and Design for Program Development

Tracy Boehm Barrett, MPH

Tannis Hargrove, MS

2018 Online KT Conference, Center on KT for Disability and Rehabilitation Research

November 7, 2018

 UNIVERSITY OF MONTANA  
Rural Institute



# Disclosure

The contents of this presentation were developed under grants from the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR #90RT50250100, #90DP0073). NIDILRR is a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS). The contents of this presentation do not necessarily represent the policy of NIDILRR, ACL, HHS, and you should not assume endorsement by the Federal Government.

We have no financial conflicts to disclose.

# Overview

- About us
- Brief project overview
- Stakeholder engagement practices used
- Outcomes and impacts of engagement practices
- Q & A

# Who We Are

- Research and knowledge translation staff at the University of Montana Rural Institute for Inclusive Communities
- Conduct research as part of the NIDILRR-funded Research and Training Center on Disability in Rural Communities (RTC:Rural), as well as other NIDILRR-funded and non-NIDILRR-funded projects
- A long-term partner of the Association of Programs for Rural Independent Living (APRIL)



# Project: Healthy Community Living (HCL)

- Five-year, NIDILRR-funded development project conducted in collaboration with APRIL to co-create a new curriculum and adapt an existing one with end users from the disability community
- Result is a program to support opportunities for people with disabilities to live well and participate fully in their communities
- Includes two peer-led independent living skills curricula, **Community Living Skills** and **Living Well in the Community**, delivered from a website in an in-person workshop setting

# Stakeholder Engagement Practices

# What Is Co-creation?

- A business-influenced concept for creating valuable products, services, and experiences for both the consumers and the firm (Aquilani & Abbot, 2014)
- The act of collective creativity shared across a group of individuals and applied at different stages of a design development process facilitates meaningful outcomes that can address community problems and provide a context for integrating design, inquiry, and local knowledge (Marques, McIntosh, & Campays, 2018)

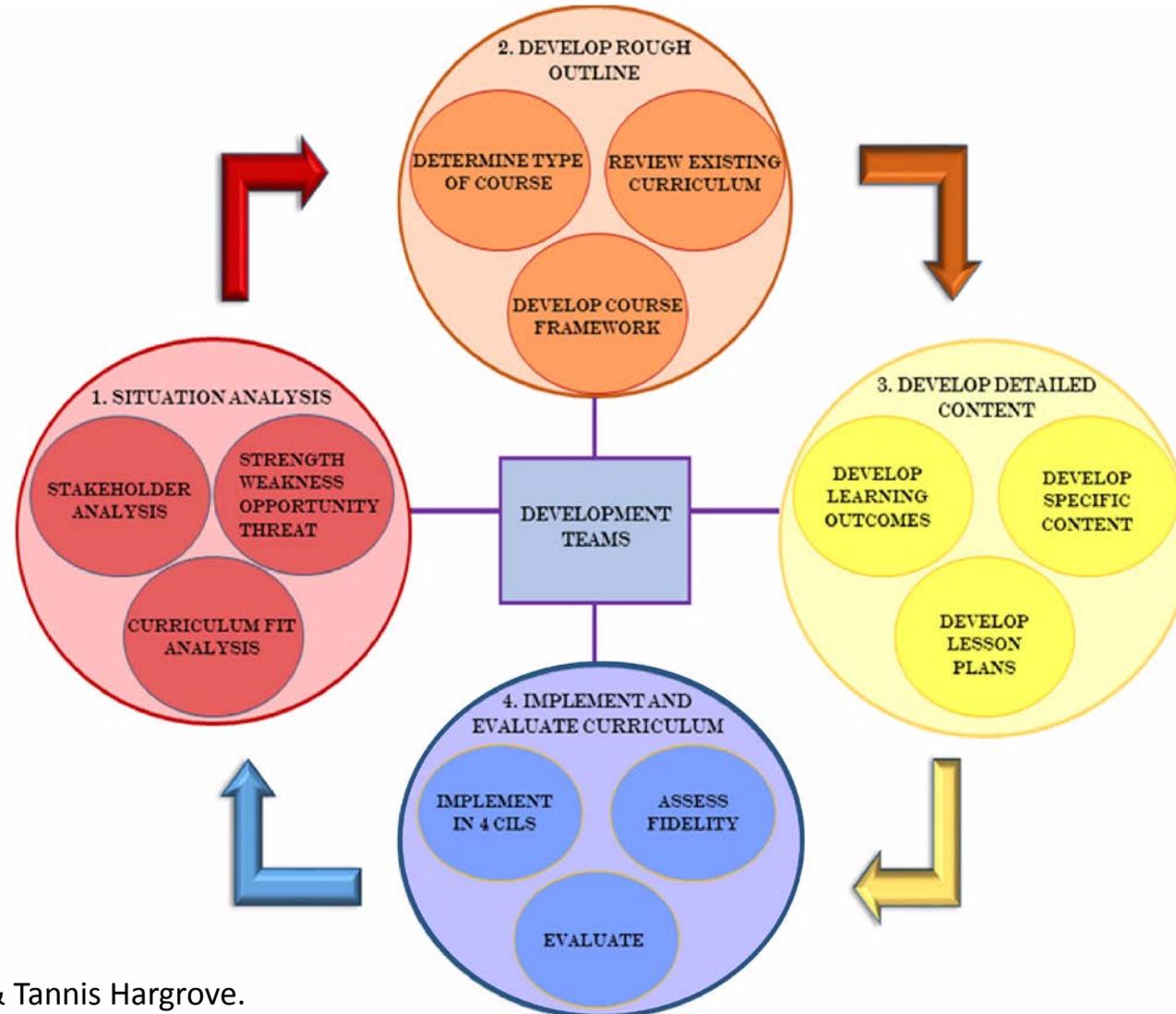
Aquilani, B., & Abbate, T. (2014). Open Innovation through Customers: Collaborative web-based platforms for ethically and socially responsible new products, part 2. *Handbook of Research on Consumerism in Business and Marketing: Concepts and Practices*, 375–412. Hershey, PA: IGI Global.

Marques, B., McIntosh, J., & Campays, P. (2018). Participatory design for under-represented communities: A collaborative design-led research approach for place-making. *Handbook of Research on Civic Engagement and Social Change in Contemporary Society*, 1–15. Hershey, PA: IGI Global.

# Our Co-creation Approach

- We used a **participatory curriculum development (PCD)** framework to involve key stakeholder engagement in the development, implementation, and evaluation of each HCL curriculum (Taylor, 2003).
- PCD is a continuous and flexible process that is responsive to the context in which it will be implemented as well as inclusive of the people who operate within the context.

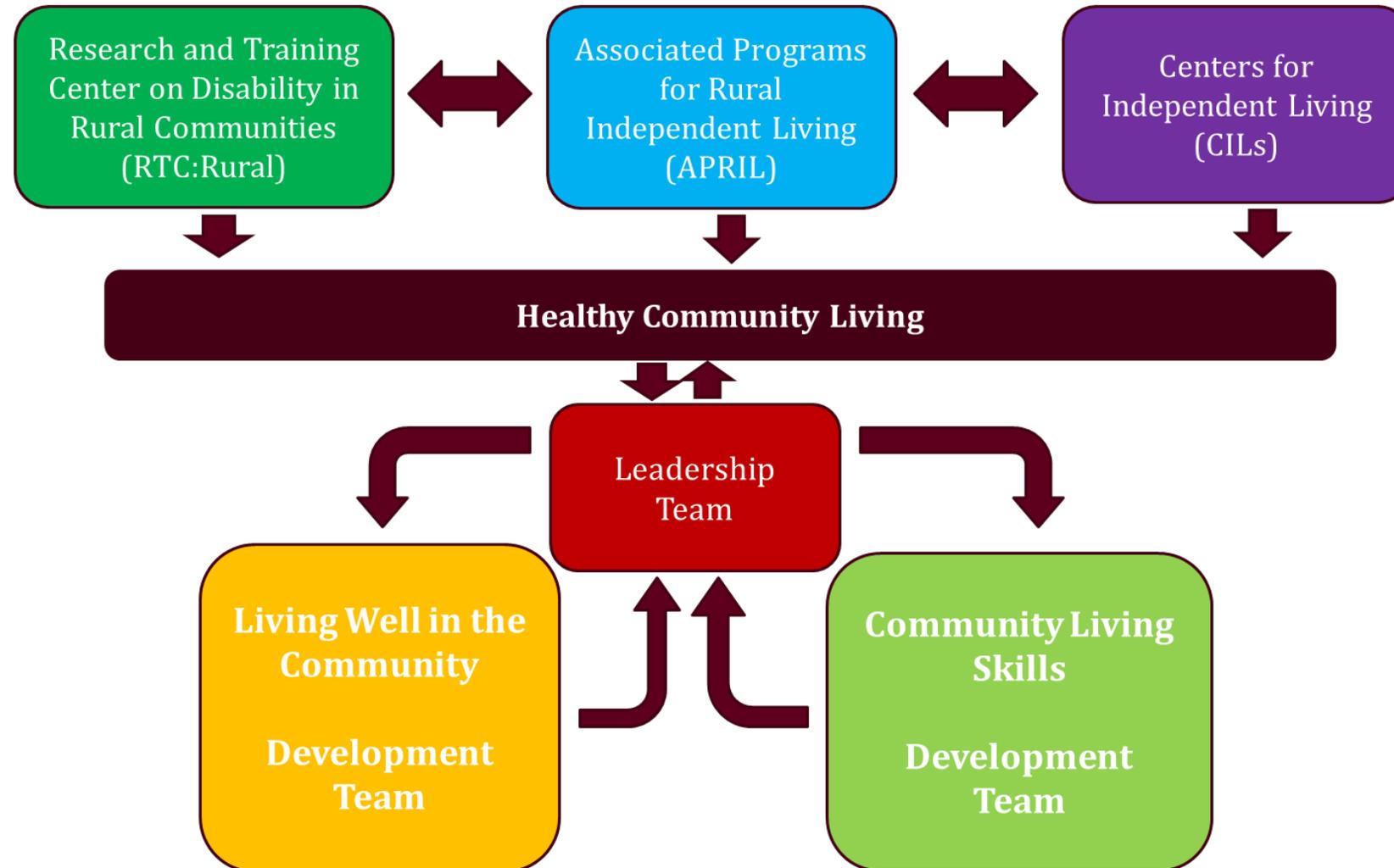
# Participatory Curriculum Development Framework



# Why a Participatory Process?

- Identifies:
  - What learners want or need to know
  - How to meet those needs
  - What content supports learning
  - How it is delivered
  - How to know if learning takes place
- Better positions it to be relevant to the end users and the context in which it is to be delivered
- Helps facilitate a thorough engagement process and is responsive to stakeholder needs and interests

# Our Engagement and Co-creation Team Design



# Stakeholder Identification and Recruitment

- Leveraged established relationships with Centers for Independent Living (CILs) prior to and during proposal development.
- Provided transparency with Scope of Work for the project and role descriptions for CIL staff.
- APRIL served as point of contact for recruitment.
- CILs helped shape recruitment selection criteria based on realistic capacity and expectations.

# Tools, Process, and Activities

# Engagement Tools

- Online Moodle classroom
- Teleconference calls with groups and one-on-one calls
- Webinar meetings
- In-person meetings
- Slack, a cloud-based team collaboration tool
- Digital cameras
- eNewsletter
- Facebook
- Pinterest
- Flickr

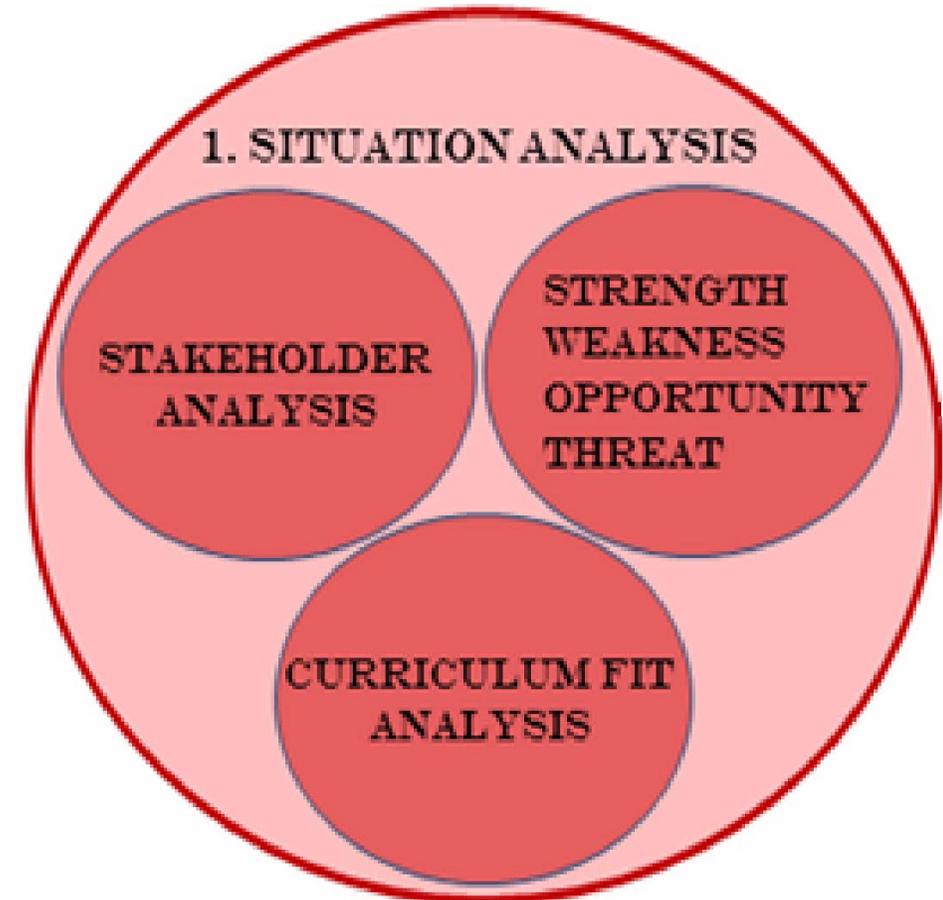
# Engagement Process and Activities

# Onboarding and Project Orientation

- A 4-week, distance-based onboarding and orientation to the project using Moodle
- Included videos, PowerPoint slides, discussion forums, webinars, conference calls, and training on the existing curriculum to be updated and adapted
- Began the team-building process

# Situation Analysis

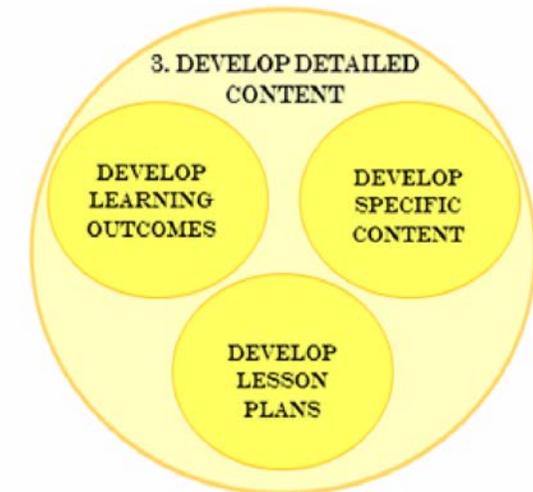
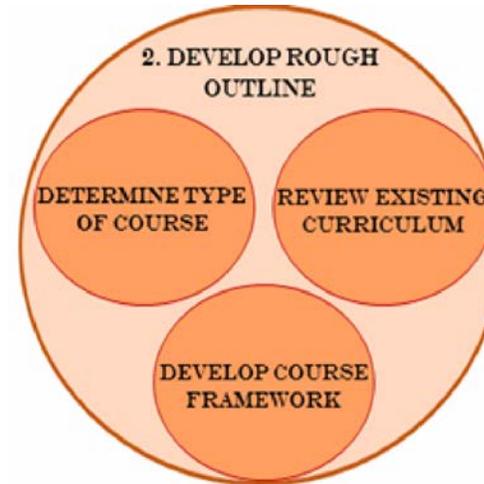
- A 2-day, in-person meeting to—
  - Form Development Teams
  - Facilitate a **situation analysis**
  - Establish a foundation, purpose, and direction



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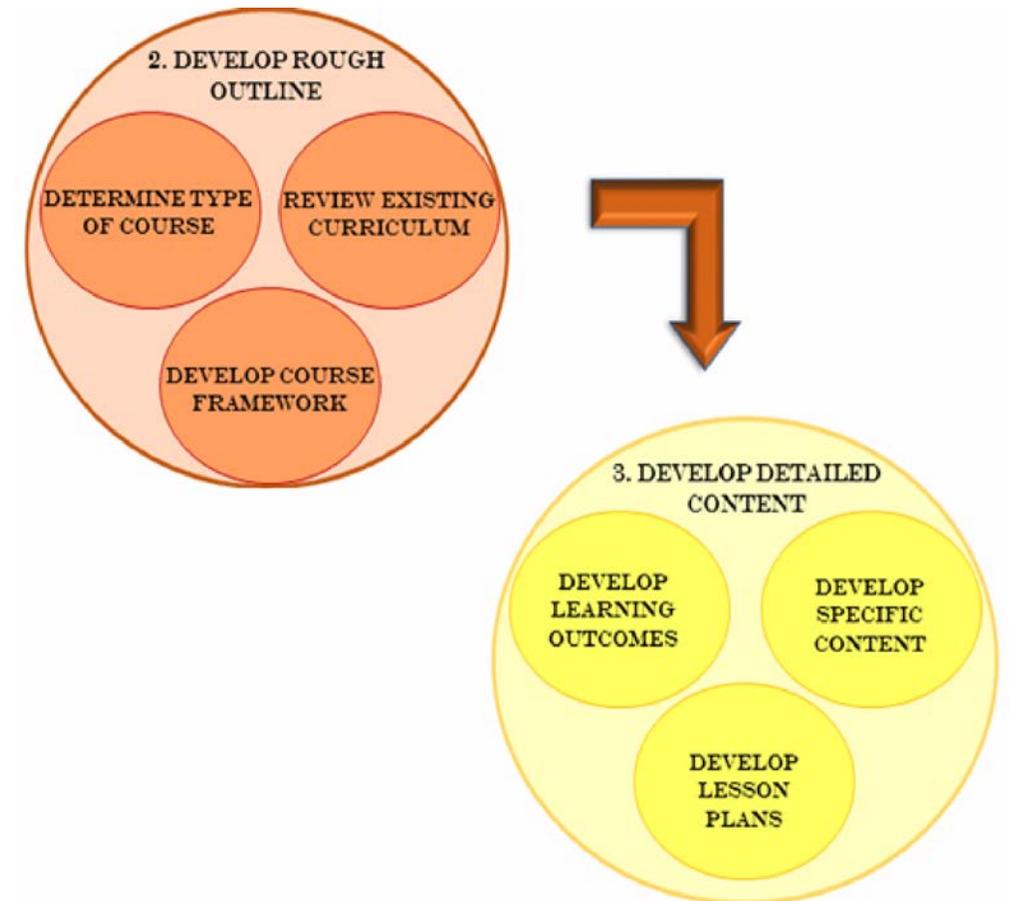
# Co-creation: Outlining Curriculum

- Weekly webinars and teleconference calls to—
  - Identify the type of course needed
  - Review existing curricula to identify useful content, adaptations, and new content needed
  - Develop a framework for establishing the **curriculum outline**
- Two-day, in-person Development Team meeting to establish curriculum content development procedures with each team



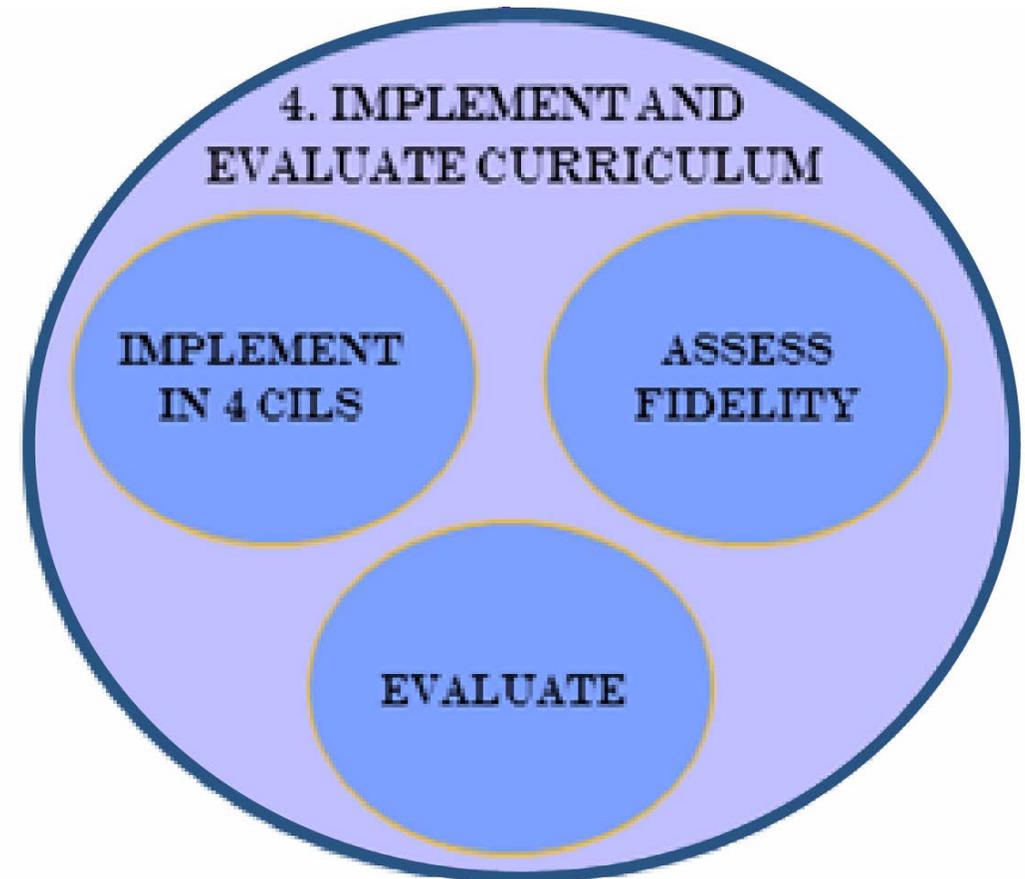
# Co-creation: Developing Content

- In-person conference reception to gather stakeholder feedback external to Development Teams
- Continued weekly communication, engagement, and collaboration to **develop detailed content**



# Evaluating the Co-created Product

- Ran pilot to **implement and evaluate the curriculum**
- Met with research staff on a weekly basis to:
  - Provide feedback
  - Share participant responses
  - Shape workshop facilitator training content
  - Review other recommended changes or adjustments



# Curriculum Impacts From Co-creation

# Community Living Skills

## Curriculum Impacts:

- Topics and content
  - Disability identity
  - Technical skills
- Content flow and delivery
  - Self-directed vs. succession of sessions

# Living Well in the Community

## Curriculum Impacts:

- Topics and content
  - Problem solving to building supports
  - Staying on course
- Content flow and delivery
  - Adjusted how existing concepts and activities were linked
  - More connections made to peer support
- Stakeholder feedback
  - Easy to facilitate
  - Valuable use of media to understand concepts
  - “Dispels myth that no one else is like me”

# Stakeholder Engagement Strengths and Challenges

# Relationship Development

- Relationship building is a key element to the success of the co-creation process.
- Activities must be flexible and respond to the various project stages, changes in direction, staffing, needed content changes, and the contexts in which CIL staff were working.
- Establishes accountability for all team members, helps maintain motivation, and serves as a reminder for common goals and investment in the work.

# Successful Relationship and Engagement Tools and Strategies

- Direct phone contact with each team member individually and in groups
- Daily check-ins and communication via Slack
- APRIL as a trusted leader and liaison in the disability community
- Peer support and personal disability experience from within the team created a sense of community
- Emerging leader visions: timely tools and interventions

# Successful Stakeholder Engagement Tools

- Facilitate trust; allow open and frequent communication, easy sharing, and peer connection
  - Slack
  - In-person meetings
  - Direct conversations
  - Recognition and thank-you's!
  - Celebrations

# Engagement Challenges

- Change is hard
  - Readiness for program shifts (i.e., LWD update)
- Staff turnover
- Technology buy-in, use, and accessibility
- Long project timelines
- Changing CIL partner sites for project stages
- Reaching consensus on content
- Balancing project goals and requirements with stakeholder goals and values

# Next Steps

- Evaluate pilot data
  - Look for trends in use (e.g., high content)
- Collect CIL staff and consumer testimonials and satisfaction
- Train evaluation site CIL staff with help from pilot CIL site staff
- Adjust curriculum content and facilitator training content and approaches based on pilot and continued CIL engagement

# Project Reflections

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# Thank you!

## Healthy Community Living

Craig Raveslout, PhD, Principal Investigator  
[craig.raveslout@mso.umt.edu](mailto:craig.raveslout@mso.umt.edu)

Tannis Hargrove, MS, Project Director  
[tannis.hargrove@mso.umt.edu](mailto:tannis.hargrove@mso.umt.edu)

Tracy Boehm Barrett, MPH, KT Director  
[tracy.boehm@mso.umt.edu](mailto:tracy.boehm@mso.umt.edu)

University of Montana

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