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## **Part 1. What is Community-Based Participatory Research?**

### **A. Community-Based Participatory Research: Definitions and Principles**

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### **C. Conceptual Models of CBPR Partnerships**

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#### **D. Other References/Resources**

*Community-Based Participatory Research Bibliography*  
<http://www.researchethics.org/uploads/pdf/cbpr.pdf>

*Developing and Sustaining CBPR Partnerships: A Skill-Building Curriculum*  
<http://www.cbprcurriculum.info/>

This evidence-based curriculum is intended as a tool for community-institutional partnerships that are using or planning to use a community-based participatory research (CBPR) approach to improving health. Each of the 7 units in the curriculum includes: learning objectives; in-depth content information about the topic(s) being presented; examples & interactive exercises designed to trigger discussion and help better understand the concepts being presented; citations and suggested resources.

*Guidelines and categories for classifying participatory research projects in health*. Larry Green and colleagues developed a set of guidelines that can be used to appraise the extent to which research projects align with principles of participatory research.  
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*Community-Based Participatory Research National Research Project*

The University of New Mexico Center for Participatory Research in partnership with the University of Washington Indigenous Research Wellness Institute launched a Community-Based Participatory Research national research project in 2006 to study how CBPR inputs of partnership and participation can improve health status and health equity outcomes. A national advisory committee of CBPR academic experts and community partners provide monthly oversight to the research efforts and participate in annual research meetings.

[http://mycbpr.org/index.php?option=com\\_content&task=view&id=31&Itemid=58](http://mycbpr.org/index.php?option=com_content&task=view&id=31&Itemid=58)

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## **Part 2: Partnership Formation, Maintenance, Sustainability and Evaluation**

### **A. Forming CBPR Partnerships**

Christopher, S., Watts, V., McCormick, A., Young, S. (2008). Building and maintaining trust in a community-based participatory research partnership. American Journal of Public Health, 98, 1398-1406.

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<http://www.cbprcurriculum.info/>

This evidence-based curriculum is intended as a tool for community-institutional partnerships that are using or planning to use a community-based participatory research (CBPR) approach to improving health. Each of the 7 units in the curriculum includes: learning objectives; in-depth content information about the topic(s) being presented; examples & interactive exercises designed to trigger discussion and help better understand the concepts being presented; citations and suggested resources.

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Higgins, D.L., Metzler, M. (2001). Implementing community-based participatory research centers in diverse urban settings. Journal of Urban Health 78(3): 488-494.

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Wallerstein, N., Duran, B.M., Minkler, M., & Foley, K. (2005). Developing and maintaining partnerships with communities. In B.A. Israel, E. Eng, A.J. Schulz & E. Parker (eds.), Methods in Community-Based Participatory Research for Health (pp. 31-51). San Francisco, CA: Jossey-Bass.

## **B. Identifying and Selecting Partners**

Israel, B.A., Lichtenstein, R., Lantz, P., McGranaghan, R., Allen, A., Guzman, J.R., et al. (2001). The Detroit Community-Academic Urban Research Center: Development, implementation and evaluation. Journal of Public Health Management and Practice, 7(5), 1-19.

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### Example of criteria for selecting partners:

Criteria for Selecting Potential New Board Member Organizations: Detroit Community-Academic Urban Research Center Board (Adopted January, 2002). These criteria were developed by the Detroit Community-Academic Urban Research Center Board for the purpose of making decisions about potential new partner organizations to invite onto the Board. (See Resource Section “Examples of Guidelines and Procedures from the Detroit Community-Academic Urban Research Center and Affiliated Projects” for a copy of this document.)

## **C. Assessing Community Strengths and Dynamics**

Eng, E., Moore, K., Rhodes, S.D., Griffith, D., Allison, L., Shirah, K., et al. (2005). Insiders and outsiders assess who is the community: Participant observation, key informant interview, focus group interview, and community forum. In B. A. Israel, E. Eng, A. J. Schulz & E. Parker (eds.), Methods in Community-Based Participatory Research for Health (pp. 77-100). San Francisco, CA: Jossey-Bass.

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#### **D. Identifying Priority Health Concerns and Research Questions**

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## E. Maintaining and Sustaining Partnerships

Developing and Sustaining CBPR Partnerships: A Skill-Building Curriculum

<http://www.cbprcurriculum.info/>

This curriculum is intended as a tool for community-institutional partnerships that are using or planning to use a community-based participatory research (CBPR) approach to improving health. Each of the 7 units in the curriculum includes: learning objectives; in-depth content information about the topic(s) being presented; examples & interactive exercises designed to trigger discussion and help better understand the concepts being presented; citations and suggested resources.

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Examples of Memorandum of Understanding (MOU)/Memorandum of Agreement (MOA):

MOU for the Healthy Environments Partnership's CATCH-PATH project. This MOU was developed to specify roles, responsibilities, timelines and financial compensation between the University of Michigan School of Public Health (the fiduciary for the Healthy Environments Partnership) and one of the community-based organizations serving as a subcontractor for the CATCH-PATH intervention. (See Resource Section "Examples of Guidelines and Procedures from the Detroit Community-Academic Urban Research Center and Affiliated Projects" for a copy of this document.)

MOA for Members of the Healthy Environments Partnership Steering Committee. This MOA describes the working relationship of the Healthy Environments Partnership, the University of Michigan School of Public Health and one of the community-based Steering Committee members, including their roles and responsibilities as part of the partnership. (See Resource Section "Examples of Guidelines and Procedures from the Detroit Community-Academic Urban Research Center and Affiliated Projects" for a copy of this document.)

## **F. Organizational Structure and Group Process**

Becker, A.B., Israel, B.A., & Allen, A. (2005). Strategies and techniques for effective group process in community-based participatory research partnerships. In B.A. Israel, E. Eng, A.J. Schulz & E. Parker (eds.), Methods in Community-Based Participatory Research for Health (pp. 52-72). San Francisco, CA: Jossey-Bass.

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LeCompte, M. (1995). Some notes on power, agenda, and voice: A researcher's personal evolution towards critical collaborative research. In P. McLaren & J. Giarelli (eds.), *Critical theory and educational research* (pp. 91-112). Albany: State University of New York Press.

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## H. Evaluating Partnerships

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Parker, E.A., Eng, E., Schulz, A.J., Israel, B.A. (1999). Evaluating community-based health programs that seek to increase community capacity. New Directions for Evaluation, 83:37-54.

Parker, E.A., Israel, B.A., et al. (2003). Community action against asthma: examining the partnership process of a community-based participatory research project. Journal of General Internal Medicine 18(7): 558-67.

*Participatory Evaluation: What is it? Why do it? What are the challenges?*

[http://depts.washington.edu/ccph/pdf\\_files/Evaluation.pdf](http://depts.washington.edu/ccph/pdf_files/Evaluation.pdf)

This 2002 brief lays out a framework for understanding the special nature of participatory evaluation, comparing and contrasting it with more traditional forms of evaluation; gives a rationale for its use; provides a short, step-by-step set of instructions on how to implement this approach; and then offers real-world examples of the challenges and rewards in applying the principles of participatory evaluation. Developed by the [Partnership for the Public's Health](#).

Sample Evaluation Tools from Allies Against Asthma (project of Community Allies Against Asthma): [http://www.asthma.umich.edu/Products/eval\\_instrus.html](http://www.asthma.umich.edu/Products/eval_instrus.html)

Schulz, A.J., Israel, B.A., & Lantz, P. (2003). Instrument for evaluating dimensions of group dynamics within community-based participatory research partnerships. Evaluation and Program Planning, 26(3), 249-262.

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## **Part 3: Planning and Conducting Community-Based Participatory Research**

### **A. Research Design & Data Collection**

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Lantz, P.M., Israel, B.A., Schulz, A.J., & Reyes, A. (2006). Community-based participatory research: Rationale and relevance for social epidemiology. In J.M. Oakes & J.S. Kaufman (eds.), Methods in Social Epidemiology (pp. 239-266). Hoboken, NJ: Wiley Press.

Mercer, S.L., DeVinney, B.J., Fine, L.J., Green, L.W., Dougherty, D. (2007). Study designs for effectiveness and translation research: Identifying trade-offs. American Journal of Preventive Medicine, 33(2), 139-154.

### **B. Surveys**

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Dillman, D.A. (2007). Mail and Internet Surveys: The Tailored Design Method. Update with Internet, Visual and Mixed Mode Guide Hoboken, NJ: John Wiley and Sons.

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*Participatory Evaluation: What is it? Why do it? What are the challenges?*

[http://depts.washington.edu/ccph/pdf\\_files/Evaluation.pdf](http://depts.washington.edu/ccph/pdf_files/Evaluation.pdf)

This 2002 brief lays out a framework for understanding the special nature of participatory evaluation, comparing and contrasting it with more traditional forms of evaluation. It gives a rationale for its use; provides a short, step-by-step set of instructions on how to implement this approach; and then offers real-world examples of the challenges and rewards in applying the principles of participatory evaluation. Developed by the Partnership for the Public's Health.

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*Community Based Participatory Research National Research Project*

Inventory of measures of CBPR resulting from the pilot CBPR study funded by the National Center on Minority Health & Health Disparities (NCMHD, 2006-2008) in partnership with the University of New Mexico and the Native American Research Centers for Health (NARCH).

[http://mycbpr.org/index.php?option=com\\_content&task=view&id=21&Itemid=43](http://mycbpr.org/index.php?option=com_content&task=view&id=21&Itemid=43)

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## **Part 4: Dissemination and Translation**

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### **A. Disseminating Results**

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#### Example of Request for Data Form:

Request for Data Form: Procedures for Request, Use and Dissemination of REACH Detroit Partnership Data.

This form, which also includes a companion form "Authorization to Use Data", was developed by the REACH Detroit Partnership for processing requests from outside groups and individuals who wish to use data from studies conducted by the REACH Detroit Partnership. (See Resource Section "Examples of Guidelines and Procedures

from the Detroit Community-Academic Urban Research Center and Affiliated Projects” for a copy of this document.)

## **B. Translating Results to Practice and Policy**

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*Speaking Truth, Creating Power: A Guide to Policy Work for Community-Based Participatory Research Practitioners*

[http://depts.washington.edu/ccph/pdf\\_files/ritas.pdf](http://depts.washington.edu/ccph/pdf_files/ritas.pdf)

Authored by Cassandra Ritas, this tool-kit is designed for community-based participatory research institutional and community partners who want to create or change policies that affect health in their communities.

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## ***Part 5: Challenges, Benefits and Lessons Learned in Conducting CBPR***

### **A. Challenges, Benefits and Lessons Learned in Conducting CBPR**

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## **B. Other References/Resources**

### Community-Engaged Scholarship

<http://depts.washington.edu/ccph/scholarship.html>

This webpage provides an overview of the field of community-engaged scholarship (CES) including defining key terms, outlining assessment standards, reviewing the support for and barriers to promoting CES and discussing current efforts underway in promoting CES in academic institutions and other organizations.

*The Community-Engaged Scholarship Review, Promotion & Tenure Package*

[http://depts.washington.edu/ccph/pdf\\_files/CES\\_RPT\\_Package.pdf](http://depts.washington.edu/ccph/pdf_files/CES_RPT_Package.pdf)

This 55-page resource describes 8 characteristics of quality community-engaged scholarship, and includes a sample dossier that shows how a community-engaged scholar may present his or her work to review, promotion and tenure (RPT) committees. A group exercise simulating an RPT committee process can be used as an educational tool with RPT committees.

*Developing and Sustaining Community-University Partnerships for Health Research: Infrastructure Requirements*

[http://depts.washington.edu/ccph/pdf\\_files/p-nih012903.pdf](http://depts.washington.edu/ccph/pdf_files/p-nih012903.pdf)

Community Campus Partnership for Health (CCPH) was commissioned by the NIH Office of Behavioral and Social Sciences Research to prepare this report. Published in January 2003, the paper identifies nine critical issues that affect the infrastructure required for community-university research partnerships and, consequently, the future of the field. Attention to these issues is critical in order to provide the necessary support for both academic and community partners.

*Directory of Funding Sources for Community-Based Participatory Research*

[http://depts.washington.edu/ccph/pdf\\_files/directory-062704f.pdf](http://depts.washington.edu/ccph/pdf_files/directory-062704f.pdf)

Published by CCPH and the Northwest Health Foundation in June 2004, this directory includes funding agency descriptions, deadlines, contact information, examples of previously funded CBPR projects, and an annotated listing of funding resource websites.

*Ensuring Community-Level Research Protections*

[http://depts.washington.edu/ccph/pdf\\_files/FinalResearchEthicsCallSeriesReport.pdf](http://depts.washington.edu/ccph/pdf_files/FinalResearchEthicsCallSeriesReport.pdf)

This 33-page report is the proceedings from the 2007 Educational Conference Call Series on Institutional Review Boards and Ethical Issues in Research co-sponsored by Community Campus Partnerships for Health (CCPH) and the Tuskegee University National Center for Bioethics in Research and Health Care. The report is intended as a resource and discussion piece for a wide variety of groups interested in learning about community-level research protections and ensuring that communities involved in research maximize their benefits and minimize their risks. A list of resources, including publications, organizations and websites, is provided.

*Tips & Strategies for Developing Strong Community-Based Participatory Research Proposals*

[http://depts.washington.edu/ccph/pdf\\_files/cbpr-reviewf.pdf](http://depts.washington.edu/ccph/pdf_files/cbpr-reviewf.pdf)

This handout was developed by Community Campus Partnerships for Health (CCPH) as a resource for those seeking funding to support CBPR. It contains a list of suggestions for ways to strengthen proposals, and a list of resources for staying on top of CBPR funding opportunities.

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