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**TOOLKITS:**

Principles and guidelines for Community-University Research

Partnerships <http://www.yale.edu/hrpp/resources/docs/PrinciplesandGuidelinesforCommunityResearchPartnerships10-27-11.pdf>

Are We Ready? A Toolkit for Academic-Community Partnerships in preparation for Community-Based Participatory Research

Israel BA, Schulz AJ, Parker EA, Becker AB. Community-based participatory research: policy recommendations for promoting a partnership approach in health research. *Educ Health (Abingdon)*. 2001;14:182–197.cbpr  
Israel BA, Schulz AJ, Parker EA, Becker AB (1998). Review of community-based research: Assessing partnership approaches to improve public health. *Annual Review Public Health*, 19:173–202.

Johansson F. *The Medici Effect: What Elephants and Epidemics Can Teach Us About Innovation*. Harvard Business School Press, October 2006.

Leshner AI, Terry SF, Schultz AM, Liverman CT. Committee to Review the Clinical and Translational Science Awards Programs at the National Center for Advancing Translational Sciences; Board of Health Sciences Policy; Institute of Medicine. *The CTSA Program at NIH: Opportunities for Advancing Clinical and Translational Research*. The National Academies Press; 2013.

Marriott LK, Nelson DA, Allen S., Calhoun, K, Eldredge CE, Kimminau KS, Lucero RJ, Pineda-Reyes F, Rumala BB, To REd, UO8001701

## **BOOKS:**

Blumenthal, DS, DiClemente, RJ, Braithwaite, RL, Smith, SA (Eds.). (2013). Community-based participatory health research: Issues, methods and translation to practice. New York, NY: Springer Publishing Company.

Israel BA, Eng E, Schulz AJ, Parker EA (Eds.). (2005). Methods in community-based participatory research for health. San Francisco, CA: Jossey-Bass Publishing Company.

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Minkler, M. (2008). Community-based participatory research for health: From process to outcomes. N. Wallerstein (Ed.). San Francisco, CA: Jossey-Bass Publishing Company.

Minkler, M, Wallerstein, N. (Eds.). (2003). Community-based participatory research for health. San Francisco, CA: Jossey-Bass Publishing Company.

Principles of Community Engagement. (2011). This book was developed by the Community Engagement Key Function Committee of the NIH Clinical and Translational Science Awards Consortium: <http://www.atsdr.cdc.gov/communityengagement/>

## **WEB SITES:**

New England Resource Center for Higher Education. Carnegie Community Engagement

Classification. <http://nerche.org/>

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A community is an interdependent group of people who share a set of characteristics and are joined over time by a sense that what happens to one member affects many or all of the others. (Source: The National Committee on Vital and Health Statistics (NCVHS). The Community as a Learning System: Using local data to improve local health. December 2011. Available: <http://www.ncvhs.hhs.gov/111213chip.pdf>).

Community Engagement is defined as the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. (Source: Carnegie Foundation's elective classification for Community Engagement; copyright 2007 the Carnegie Foundation for the Advancement of Teaching)

a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community and has the aim of combining knowledge with action and achieving social change. (W.K. Kellogg Community Health Scholars Program, 2001)

1. CEnR is a process of inclusive participation that supports mutual respect of values, strategies, and actions for authentic partnership of people affiliated with or self-identified by geographic proximity, special interest, or similar situations to address issues affecting the well-being of the community of focus. (Ahmed & Palermo, 2008) 2. CEnR is a core element of any research effort involving communities. It requires academic members to become part of the community and community members to become part of the research team, thereby creating a unique working and learning environment before, during, and after the research. (Ahmed & Palermo, 2008)

"a structured learning experience that combines community service with preparation and reflection. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens and professionals." (LCME IS-14-A)