

Pre-Health Service Learning: A Resource Sheet

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I) Syllabi and General Information

1) Community-Campus Partnerships for Health:

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

FEATURING: A) Syllabi from Health-related courses (including interdisciplinary courses in the social sciences and humanities).

B) Funding information and sample project ideas.

CCPH is a nonprofit organization that promotes health (broadly defined) through partnerships between communities and higher educational institutions. Founded in 1996, we are a growing network of over 1,800 communities and campuses across North America.

2) Campus Compact Service Learning SYLLABI:

<http://www.compact.org/syllabi/>

Campus Compact recently examined over 900 service-learning syllabi. Of these 900 syllabi, CC chose 300 exemplary service-learning syllabi across a wide variety of disciplines and put them on their service learning resources web-site.

3) Examples of Pre-Health Service Learning Courses at Loyola University Chicago. Including: Community Health, Health Care in America, Aging in America, Health Care Program Planning & Evaluation, Health Care Leadership & Policy, and Health Care Ethics.

http://www.luc.edu/experiential/sl_fall2008.shtml

4) Molecular Biology of Cancer Service Learning Course @ Tulane University

cell.tulane.edu/Syllabi/Fall2006/CELL471671BurdSalF06.pdf

This course will focus on the genetics of cancer and the associated changes in cell biology in transformed cells. Topics covered will include: viral carcinogenesis, oncogenes, tumor suppressor genes, genetic instability, metastasis, the regulation of gene expression in cancer cells, and anti-cancer treatment strategies. Students enrolled Cell 471 may also participate in a Service Learning project, in which they will explore cancer treatment strategies in a clinical setting. Service Learning will be performed by volunteering on the Oncology Ward and in the Oncology Outpatient Clinic at Touro Infirmary in New Orleans.

5) Intro to Public Health Service Learning Course @ Tulane University

<http://tulane.edu/cps/students/upload/Fall-08-Courses.pdf>

Students learn basic concept of public health, and will conduct research about nutrition and healthy lifestyle, and present it working as reading buddies. They will also learn about environmental health hazards and participate in a recycling project for the Green Project.

6) Service Learning Classes in Pre-Med @ Century College

http://centuryservicelearning.project.mnscu.edu/index.asp?Type=B_BASIC&SEC={869871AA-2CEE-45D7-95B7-A02CFEB43FC1}

7) Trojan Health Volunteers

Welcome to the Trojan Health Volunteers Program. THV gives pre-health students the opportunity to obtain valuable experience in a number of different hospital and clinical settings. Students gain hands-on experience while witnessing the various aspects of medicine. Volunteers also have the chance to receive letters of recommendation from the program director.

<http://www.usc.edu/dept/LAS/jep/jep/thv.htm>

8) Medical Physics Course @ Carleton College

<http://apps.carleton.edu/collab/civic/courses/past/commonlyoffered/MedicalPhysics/>

9) Variety of Health and Nursing Related Service Learning Courses @ Carrol Com. College

<http://www.carrollcc.edu/studentlife/servicelearning/students/curricularcourses.asp>

10) Nutrition and Nursing Related SL Course Descriptions @ U. Penn.

<http://www.upenn.edu/ccp/abcs-courses/abcs-course-list.html>

II. Example Service Learning Programs

1) A) Vanderbilt Center for Health Services

Collaboration between the community, Meharry Medical College, and Vanderbilt University.

<http://www.mc.vanderbilt.edu/root/vumc.php?site=chs>

The Center for Health Services has served disadvantaged communities in the Southeast since 1972. The Center is a group of community service projects whose goal is to support people working at the grassroots level to take control of their physical, social, political, and environmental health. The four main projects within the Center today are the Student Community Health Coalition, the Maternal and Infant Health Outreach Worker Program (MIHOW), the South Nashville Family Resource Center, Service Training for Environmental Progress Project (STEP), Community Health Emphasis Program, and Communities And Students Together for Learning-Enhanced Service (CASTLES).

B) Service Training for Environmental Progress (STEP): Community Health Program@

Vanderbilt University Medical Center

<http://staging.mc.vanderbilt.edu/root/vumc.php?site=step&doc=813>

The mission of the Service Training for Environmental Progress (STEP) program is to assist community-based environmental organizations in low-income communities as they mobilize and educate citizens about environmental health. Since its conception, STEP has provided community education and technical assistance on a wide range of issues such as environmental justice,

community mobilization, pollution prevention, environmental testing and documentation of environmental problems.

2) Office of Community Health

<http://och.stanford.edu/>

The Office of Community Health is the home in the School of Medicine for informed, committed, and sustained community engagement in local health issues. We are developing an innovative national model to train future leaders in community health, disseminate community health scholarship, and enhance local health via community-academic partnerships.

3) Occupational Therapy and a Homeless Shelter: University of Saint Francis (Fort Wayne, IN)

http://www.cic.org/projects_services/epe/st_francis.asp

"Since the University of Saint Francis Occupational Therapy Assistant (OTA) Program's inception in 1998, we have been active in the community via student group activities. In 2001, we developed a partnership with a local homeless shelter that focuses on families, Vincent House, so that our students could have experiential learning while providing a community service."

4) Ministerio de Salud: University of the Incarnate Word (San Antonio, TX)

<http://www.uiw.edu/ministerio/>

"In 1999, the University's School of Nursing and Health Professions and the St. Philip of Jesus parish developed a partnership for health--the Ministerio de Salud. Its purpose is to promote the health and well-being of the predominantly Hispanic community through capacity building and collaboration. The activities are guided by combining principles of service-learning, community health and parish nursing, and focus on health screening, health promotion, and disease management."

5) Nursing Program Community Outreach at Azusa Pacific University

<http://www.apu.edu/nursing/resources/community/>

"Reaching out into the local, regional, national, and international community provides students with hands-on training while allowing the School of Nursing to serve those in need of medical care. Important community connections such as the Neighborhood Wellness Center, federal traineeships, mission trips, clinics for the homeless, the Spiritual Care Research Network, and the Pediatric Neurodevelopment Institute afford opportunities for educational growth on many levels."

6) Community Health Web-Site:

<http://palolovalley.tripod.com/index.html>

In May of 2006, students from the University of Kansas, St. Mary's University, and Park University teamed up with students from the University of Hawaii at Manoa and KCC for the "Global Solutions" project. As part of this project, the students produced the Building Healthy Community website tailored to the specific needs of residents of Palolo Valley.

7) Medical Service Learning at Azusa Pacific University

<http://www.apu.edu/infocus/xfactor/allpages/>

APU creates highly qualified and highly desirable pre-med students by emphasizing the importance of educating the whole person by learning through service.

"This component not only serves the community, but it also gives students rare field experience and a distinct advantage upon graduation. Athletic training students volunteer 11,000 hours within a variety of internships at two local high schools and three sport medicine clinics; while student nurse interns volunteer nearly 70,000 hours in hospitals, clinics, and local schools every year, as well as in APU's Neighborhood Wellness Center (NWC)."

8) Sisters of Charity Health Systems Program with Bates College

St. Mary's Hospital and its affiliated programs provide a rich environment for Bates students to do substantive community engagement work. Projects have included working with the local Franco-American elderly population, youth in residential psychiatric care, a community health center, and a community gardening and nutrition program.

<http://www.bates.edu/x165548.xml>

9) The Global Biomedical Service program (GBS) @ U. Penn.

<http://www.seas.upenn.edu/~gbsprog/>

GBS seeks to provide students with the opportunity to have hands on technical and cultural experience abroad. The program consists of an 8-week preparatory courses and a 16 day trip to the onsite location where students will apply their technical knowledge to a clinical environment. This year, we will be traveling to Qing Yuan, China, to make orthotics for children with neuromusculoskeletal disorders.

III. Community Based Research in Health Fields

1) Community-Campus Partnerships for Health: Community-Based Participatory Research

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

FEATURING: Health-related CBR research, course syllabi, grant assistance information, etc.

"CCPH is a nonprofit organization that promotes health (broadly defined) through partnerships between communities and higher educational institutions. Founded in 1996, we are a growing network of over 1,800 communities and campuses across North America."

2) Developing and Sustaining Community Based Participatory Research (CBPR)

Partnerships: A Skill-Building Curriculum

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

This is an extensive and in-depth step-by-step explanation of how and why to incorporate community based research into standard research curriculum. Though the focus is on CBPR for health-related fields, all of the information applies very strongly to all kinds of CBR.

3) Agency for Healthcare Research and Quality: “The Role of Community-Based Participatory Research” (U.S. Department of Health & Human Services)

<http://www.ahrq.gov/research/cbprrole.htm>

This site summarizes how community based research is different from traditional research in health-related fields. It also gives multiple examples of CBR from community member and researcher perspectives.

“In CBPR, community-based organizations (CBOs) or groups (such as churches, church members, neighborhood organizations, community residents, and other social organizations) help researchers to recruit subjects. But they do more than that. Community-based organizations play a direct role in the design and conduct of the research study by:

- 1) Bringing community members into the study as partners, not just subjects.
- 2) Using the knowledge of the community to understand health problems and to design activities to improve health care (interventions).
- 3) Connecting community members directly with how the research is done and what comes out of it.
- 4) Providing immediate benefits from the results of the research to the community that participated in the study”

4) Center to Reduce Health Disparities @ Mount Sinai School of Medicine, Department of Health Policy

A) This site contains summaries of multiple CBR projects carried out with minority populations in East and Central Harlem, in health related fields.

<http://www.mssm.edu/healthpolicy/research.shtml#disparities>

B) East Harlem Diabetes Center of Excellence, Project Coordinator: Carol Horowitz, M.D., M.P.H.

“The East Harlem Center began with a community health committee, and sought to raise awareness of diabetes in this predominantly minority community. To reach the population with information on the disease, the Center sponsored salsa and merengue dances. It also commissioned street artists to bring diabetes awareness to the East Harlem residents. But the Center also conducted research—it surveyed 1,000 community residents to find out their knowledge about diabetes, and did a survey comparing the availability of healthy foods in East Harlem and in the adjoining neighborhood, the wealthy Upper East Side of Manhattan ”

<http://www.ahrq.gov/research/cbprrole.htm>

C) Empirical Article about the Harlem Diabetes CBR:

“...health providers, community advocates, and researchers surveyed East Harlem residents with diabetes to assess their knowledge, behaviors, barriers to care, and actions taken in response to barriers.”

Horowitz, C.R., Williams, L., & Bickell, N.A. (2003). A community-centered approach to diabetes in East Harlem. *Journal of General Internal Medicine*, 18(7): 542–548.

<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1494885>

D) Empirical Article about Barriers to Buying Healthy Foods in Harlem:

Horowitz, C.R., Colson, K.A., Herbert, P.L., & Lancaster, K. (2004). Barriers to buying healthy foods for people with diabetes: evidence of environmental disparities. *American Journal of Public Health*, 94(9): 1549-1554.

<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1448492>

5) Health Promotion Research Center (HPRC): PRC @ University of Washington

<http://depts.washington.edu/hprc/>

HPRC conducts community-based research projects aimed at promoting the health and well-being of Washington State residents, with a focus on older adults. Our mission is to partner with communities to conduct prevention research that promotes healthy aging and is incorporated into community practice. This work was funded in part by the Centers for Disease Control and Prevention (CDC), Prevention Research Centers Program, through the University of Washington Health Promotion Research Center Cooperative Agreement.

**Includes a Comprehensive bibliography of the HPRC's many publications.

6) Institute for Community Research (ICR)

www.incommunityresearch.org

ICR conducts research in collaboration with community partners to promote justice and equity. ICR publishes ICR-Abstracts, an electronic compilation of abstracts of recently published CBPR articles and reports. This site also includes examples of a large range of successful CBR projects in health, mental health, education, arts/culture, and international affairs.

7) The Center for Collaborative Planning (CCP)

<http://www.connectccp.org/>

Possible model for how to interact effectively with a local community to do community based service or community based research.

The Center for Collaborative Planning (CCP) promotes health and social justice in California by providing training and technical assistance and by connecting people and resources.

CCP supports diverse communities in key areas, such as: 1) Asset-based Community Development (ABCD), 2) Leadership Development, 3) Working Collaboratively, and

8) Center for Research on Minority Health EXPORT Project @ University of Texas M.D. Anderson Cancer Center

<http://www.mdanderson.org/departments/CRMH/dIndex.cfm?pn=51588832-345F-4076-9B979FCF7E3E3D5D>

The original focus of the EXPORT Project was multidisciplinary research, education and community outreach concerning gene-environment interaction and health risks of migrant farm workers and minority communities in Houston.

9) Health and Social Science CBR @ the NY Academy of Medicine: The Center for Urban Epidemiologic Studies (CUES)

<http://www.nyam.org/initiatives/cues.shtml>

“CUES is a research unit that uses epidemiology and social sciences to identify opportunities to improve the health of urban populations and reduce health disparities. CUES is a research consortium established by The New York Academy of Medicine in partnership with the New York City Department of Health. Community residents and organizations help to identify vital research needs.”

10) Prevention Research Center of Michigan @ University of Michigan School of Public Health

Funded by the Centers for Disease Control and Prevention PRC program.

<http://www.sph.umich.edu/prc/>

“The mission of the Prevention Research Center of Michigan (PRC/MI) is to create and foster knowledge resulting in more effective public health programs and policies. The Center conducts community-based prevention research to improve health and prevent disease, especially focused on populations with a disproportionate share of poor health outcomes.”

11) Yale Griffin Prevention Research Center (PRC)

<http://www.yalegriffinprc.org/>

The Yale-Griffin Prevention Research Center (PRC) is committed to research pertaining to the primary, secondary, & tertiary prevention of chronic disease that is responsive to the priorities of the Lower Naugatuck Valley residents, the residents of Connecticut’s major cities, and other communities throughout the state. The center is dedicated to participatory research methods, to a robust research agenda inclusive of developmental/determinant, intervention, and translational research; to community involvement in public health; to the eradication of disparities in health and health care in the communities served; and to the dissemination of effective interventions in support of the national objectives of Healthy People 2010.

12) Alcohol and Drug Abuse CBR: Institute for Community-Based

Research of the National Development and Research Institutes, Inc.

<http://www.ndri-nc.org/>

The main purpose of this organization is to conduct research and improve understanding of alcohol and drug abuse problems and their consequences, and develop and evaluate treatment programs, policies, and processes.

13) Health and Social Science CBR @ the NY Academy of Medicine: The Center for Urban Epidemiologic Studies (CUES)

<http://www.nyam.org/initiatives/cues.shtml>

“CUES is a research unit that uses epidemiology and social sciences to identify opportunities to improve the health of urban populations and reduce health disparities. CUES is a research consortium established by The New York Academy of Medicine in partnership with the New York City Department of Health. Community residents and organizations help to identify vital research needs.”

14) Office of Community-Based Education and Research @ Dartmouth Medical School

<http://dms.dartmouth.edu/ocer/>

15) Dana-Farber Cancer Institute

<http://www.dana-farber.org/abo/community/center-for-community-based-research/>

“The Center for Community-Based Research (CCBR) at Dana-Farber conducts research aimed at cancer prevention and control, with a particular emphasis on the development and evaluation of effective interventions designed to modify behaviors, policies and practices to reduce cancer risk and to provide increased access to and comprehension of cancer risk information. This research program has a special focus on reducing racial/ethnic and socioeconomic disparities in cancer risk.”

16) AIDS Project of Los Angeles (APLA): Community-Based Research Unit

<http://www.apla.org/cbr/cbr.html>

“The Community-Based Research (CBR) unit at AIDS Project Los Angeles provides culturally, linguistically and gender-appropriate research designed to improve services to people, communities and institutions affected by HIV/AIDS. The program also serves as a resource to other organizations conducting community-based research.”

17) St. Luke’s Episcopal Health Charities: Center for Community-Based Research

<http://www.slehc.org/CenterOfExcellence/index.cfm>

“The Center For Community-Based Research (CCBR) is a part of St. Luke’s Episcopal Health Charities dedicated to research and furthers The Charities’ mission of advancing community health: Body, Mind, and Spirit. The Center is dedicated to excellence in community-based participatory research practices by putting into action the Charities’ operating values: Informed Action, Collaboration and Empowerment through community participation, innovative research, and community training.”

IV. Potential Partners/Grant Supporters

A) Ohio Resources

1) Alford Center for Service Learning at Denison University

<http://www.denison.edu/campuslife/servicelearning/>

2) Ohio Campus Compact: Supports Academic Service Learning in all disciplines.

<http://www.ohiocampuscompact.org/>

B) National Resources

1) Community-Campus Partnerships for Health:

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

FEATURING: A) Syllabi from Health-related courses (including interdisciplinary courses in the social sciences and humanities).

B) Funding information and sample project ideas.

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2) Grants and Funding from U.S. National Library of Medicine

<http://www.nlm.nih.gov/grants.html>

Chart of grants and their application due-dates:

<http://grants.nih.gov/grants/funding/submissionschedule.htm>

3) Government Grants

<http://www.grants.gov/>

Grants.gov is your source to FIND and APPLY for federal government grants.

4) National Center on Minority Health and Health Disparities (NCMHD) (part of the U.S. Department of Health and Human Services)

http://ncmhd.nih.gov/about_ncmhd/mission.asp

Supports health-related research which aims to eliminate health disparities between American sub-populations.

“The mission of the National Center on Minority Health and Health Disparities (NCMHD) is to promote minority health and to lead, coordinate, support, and assess the NIH effort to reduce and ultimately eliminate health disparities. In this effort NCMHD will conduct and support basic, clinical, social, and behavioral research, promote research infrastructure and training, foster emerging programs, disseminate information, and reach out to minority and other health disparity communities.”

5) The Public Health Institute

<http://www.phi.org/>

The Public Health Institute promotes health, well-being and quality of life for all people through research and evaluation, training and technical assistance, and by building community partnerships.

Our programs include both inspiring leaders and diverse teams that involve the expertise of communities. From health officials to grassroots organizers, and marketing experts to nurses, our programs consistently demonstrate that everyone has a role to play in ensuring the public's health.

The roles the Public Health Institute fills are varied: initiator, fiscal sponsor, incubator, partner, and collaborator.

6) National Institute of Environmental Health Sciences

(NIEHS) of the U.S. Department of Health and Human Services

<http://www.niehs.nih.gov/>

The focuses of this organization are public education, research, and funding research in environmental health. NIEHS tries to work closely with community members in the environmental health work that it carries out and promotes.

7) Centers for Disease Control and Prevention –

A) Prevention Research Centers (PRCs):

www.cdc.gov/prc

The PRCs are a network of academic researchers, community members, and public health agencies that conducts applied research in disease prevention and control in their local communities. Sponsored by the Centers for Disease Control, PRCs have been established at 33 cities across the U.S. Funding for the development of this curriculum came from the PRC Program through a cooperative agreement between the CDC and the Association of Schools of Public Health. Examples in this curriculum are drawn from the Flint PRC and the Yale-Griffin PRC.

B) Example PRC: National Community Committee

<http://www.hpdp.unc.edu/ncc/>

“A national network of community representatives engaged in equitable partnerships with researchers to define local health priorities, drive prevention research agendas, and develop solutions to improve the overall health and quality of life of all communities.”

C) Example 2 PRC: Prevention Research Center of Michigan @ University of Michigan School of Public Health

Funded by the Centers for Disease Control and Prevention PRC program.

<http://www.sph.umich.edu/prc/>

8) Make Your VOICE Count!

<http://www.projectvoice.ca/English/Home.html>

This site is a model and support/networking system for community participation in the formation of public health policy.

9) Comprehensive List of Grant Supporters of Community Based Education

OCER Grant Library: <http://dms.dartmouth.edu/ocer/research/resources/>

10) Funding Opportunities: Bureau of Health Professions

<http://bhpr.hrsa.gov/grants/default.htm>

“HRSA Health Professions grants and cooperative agreements support innovations and targeted expansions in health professions education and training. Emphasis is on increasing the diversity and quality of the health care workforce and preparing health care providers to serve diverse populations and to practice in the nation's 3,000 medically underserved communities.”

11) Quentin N. Burdick Rural Program for Interdisciplinary Training

<http://bhpr.hrsa.gov/interdisciplinary/rural.html>

The Quentin N. Burdick Program for Rural Interdisciplinary Training supports the interdisciplinary education and training of health professional teams to enter into and/or remain in rural areas.

12) Funding Opportunities with the Agency for Healthcare Research and Quality

<http://www.ahrq.gov/fund/>

13) The Commonwealth Fund

http://www.commonwealthfund.org/faq/faq_show.htm?cat_id=877#295753

The mission of The Commonwealth Fund is to promote a high performing health care system that achieves better access, improved quality, and greater efficiency, particularly for society's most vulnerable, including people with low-incomes, the uninsured, minority Americans, young children, people with disabilities, and the elderly.

14) The Josiah Macy, Jr. Foundation

<http://www.josiahmacyfoundation.org/>

The Foundation supports programs designed to improve the education of health professionals in the interest of the health of the public, and to enhance the representation of minorities in the health profession.

15) American Academy of Family Physicians

<http://www.aafpfoundation.org/online/foundation/home.html>

“The American Academy of Family Physicians Foundation advances the values of Family Medicine by promoting humanitarian, educational, and scientific initiatives that improve the health of all people.”

16) National Science Foundation

<http://www.nsf.gov/funding/>

V. Recommended Books & Guidebooks

Best Resources:

Seifer, S.D., Hermanns, K., & Lewis, J. (Eds.). (2000). *Creating community-responsive physicians: Concepts and models for service-learning in medical education*. In E. Zlotkowski (Series Ed.), AAHE's series on service-learning in the disciplines. Washington, DC: American Association for Higher Education.

***Available in the Alford Center for Service Learning.

Other Great Resources:

Billings, D. M. , & Halstead, J.A. (Ed.). (2005). Service learning: Developing values and social responsibility, service learning in the nursing curriculum. *Teaching in nursing : A guide for faculty* (pp. 220). St. Louis, MO: Elsevier Saunders.

<<http://olc1.ohiolink.edu/search~S0?/tteaching+in+nursing+a+guide+for+faculty/tteaching+in+nursing+a+guide+for+faculty/1%2C1%2C4%2CB/frameset&FF=tteaching+in+nursing+a+guide+for+faculty&2%2C%2C4>>

Cauley, K., Maurana, C.A., & Clark, M.A. (1996). Service-learning for health professions students in the community: Matching enthusiasm, talent, and time with experience, real need, and schedules. In B. Taylor (Ed.), *Expanding boundaries: Serving and Learning* (pp. 54-57). Washington, D.C.: Corporation for National Service.

Connors, K., Kirk Henry, J., and Seifer, S.D. (2000). Improving the preparation of nursing professionals through community-campus partnerships, in M. Gott (Ed.), *Nursing Practice, Policy and Change*. Radcliffe Medical Press.

Hofrichter, R. (Ed.). (2003). *Health and social justice: Politics, ideology, and inequity in the distribution of disease*. San Francisco: Jossey-Bass.

Israel, B.A., Eng, E., Schulz A.J., & Parker, E.A. (Eds.). (2005). *Methods in community-based participatory research for health*. San Francisco: Jossey-Bass Publishers.

“Written by distinguished experts in the field, this book shows how researchers, practitioners, and community partners can work together to establish and maintain equitable partnerships using a Community-Based Participatory Research (CBPR) approach to increase knowledge and improve health and well-being of the communities involved. This book provides a comprehensive and thorough presentation of CBPR study designs, specific data collection and analysis methods, and innovative partnership structures and process methods. This book informs students, practitioners, researchers, and community members about methods and applications needed to conduct CBPR in the widest range of research areas—including social determinants of health, health disparities, health promotion, community interventions, disease management, health services, and environmental health” (<http://www.cbprcurriculum.info/>).

- Levy, B.L., & Sidel, V.W. (2006). *Social injustice and public health*. Oxford: Oxford university Press.
- Minkler, M., & Wallerstein, N. (Eds.). (2003). *Community-based participatory research for health*. San Francisco: Jossey-Bass Publishers.
- “The editors have brought together, in one important volume, a stellar panel of contributors who offer a comprehensive resource on the theory and application of community based participatory research. The book contains information on a wide variety of topics including planning and conducting research, working with communities, promoting social change, and core research methods. The book also contains a helpful appendix of tools, guides, checklists, sample protocols, and much more” (<http://www.cbprcurriculum.info/>).
- Richards, R. (Ed.). (1995). *Building partnerships: Educating health professionals for the communities they serve*. San Francisco, CA: Jossey-Bass.
- Rieke, E., Seifer, S.D., & Connors, K. (2000). *Service-learning in health professions education: A syllabi guide* (Vol. 1). San Francisco, CA: Community-Campus Partnerships for Health.
- **Available at: <http://www.ccpd.info>
- Schensul J (1994). *The Development and Maintenance of Community Research Partnerships*. Occasional Papers in Applied Research Methods, Institute for Community Research, Hartford, CT.
- www.mapcruzin.com/community-research/index.html
- “In this paper, the author considers beginning stages in the development of action research partnerships. Steps described include building the community base, identifying the problem and building a program model, building a research model, brokering funding possibilities, and negotiating collaborative roles” (<http://www.cbprcurriculum.info/>).
- Skelton, W. D., & Osterweis, M. (1993). *Promoting community health: The role of the academic health center*. Washington, D.C.: Association of Academic Health Centers.
- Stanton, B., Galbraith, J., & Kaljee, L. (2009). *Uncharted path from clinic-based to community-based research*. Nova Science Publishers Inc.
- This book will be used both by researchers and by those teaching upper-graduate level and graduate level health education.
- Zuvekas, A. & Rosenbaum, S. (1995). *Teaching community health centers: A guide*. Washington, D.C.: National Association of Community Health Centers.

VI. Recommended Journal Articles and Reports

Best Resources:

Community Based Participatory Research Annotated Bibliography

<<http://www.researchethics.org/uploads/pdf/cbpr.pdf>>

**Comprehensive list of 84 empirical research studies conducted using CBR methods. Many articles are summarized. Most of the journal articles cover themes such as public health, environmental justice, and sociological issues.

****Please see <http://www.cbprcurriculum.info/> APPENDIX B: SELECTED REPORTS, for Health-related CBR handbooks and summaries of empirical research.**

Other Great Resources:

Ahmed, S.M., Beck, B., Maurana, C.A., Newton, G. (2004). Overcoming barriers to effective community- based participatory research in U.S. medical schools. *Education for Health*, 17(2), 141-151.

<http://depts.washington.edu/ccph/pdf_files/EducforHealthAhmed.pdf>

“In this article the authors consider the barriers to institutional change and faculty participation in CBPR, and propose some steps for overcoming the barriers and making CBPR an integral part of a medical institution’s research agenda. Training and supporting faculty in the philosophy and methods of this approach is the cornerstone of improved community-based research” (<http://www.cbprcurriculum.info/>).

Baker, E.L., White, L.E., & Lichtveld, M.Y. (2001). Reducing health disparities through community based research. *Public Health Reports*, 116, 517-519.

Barger, S.E., & Kline, P.M. (1993). Community health-service programs in academe: Unique learning opportunities for students. *Nurse Educator*, 18(6), 22-26.

Bhattacharji, S., Joseph, A., Abraham, S, Muliyl, J. John, K.R., & Ethirajan, N. (1990). Teaching nutrition to medical students: A community-based problem-solving approach. *Medical Education*, 24(1), 32-36.

Boelen, C. (1992). Medical education reform The need for global action. *Academic Medicine*, 11, 745-749.

Braithwaite, L.B. & Lythcott, N. (1989). Community empowerment as a strategy for health promotion for blacks and other minority populations. *Journal of the American Medical Association*, 261(2), 282-283.

Eisinger, A., & Senturia, K. (2001). Doing community-driven research: A description of Seattle partners for healthy communities. *Journal of Urban Health*, 78(3), 519-534.

<http://depts.washington.edu/ccph/pdf_files/Eisinger.pdf>

“In this article, the authors describe the development and characteristics of Seattle Partners, a partnership of community agency representatives, community activists, public health professionals, academics, and health care providers whose mission is to improve the health of urban Seattle. The article includes a section describing the legacy of community-based

- research in Seattle, as well as the research methodology used to generate the report and ample discussion of research results” (<http://www.cbprcurriculum.info/>).
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“This paper reports findings from a postal questionnaire survey and in-depth interviews with UK funders of health-related research that explored whether, why and how they promote consumer involvement in research projects. Many UK funders of health-related research are adopting a policy of promoting consumer involvement in research projects. Telephone interviews revealed they have several reasons for doing so, and that they vary in the ways they encourage and support researchers to involve consumers” (<http://www.cbprcurriculum.info/>).
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describes a process evaluation implemented by CAAA of their community-academic partnership, and includes discussion of research methodology, results, and analysis” (<http://www.cbprcurriculum.info/>).

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VII. Publishing Resources:

1) Listing of journals that publish Health Community Based Research:

<http://depts.washington.edu/ccph/links.html#Journals>

By: Community-Campus Partnerships for Health

****An increasing number of peer-reviewed journals are publishing articles and theme issues on Health CBPR. For example:**

1) The November 2004 issue of the *Journal of Interprofessional Care*

<http://journalsonline.tandf.co.uk/link.asp?id=WP6TA2TN1HAJ>

2) The July 2003 issue of the *Journal of General Internal Medicine*

http://depts.washington.edu/ccph/pdf_files/JGIM3.pdf

VIII. Future Opportunities for Pre-Health Students Interested in Social Justice:

1) Doctors Without Borders

<http://www.doctorswithoutborders.org/>