T-0 Research

I want to conduct CTR

Testing new interventions in human subjects under controlled environments

Preclinical Research or animal studies?

no

Research involve humans?

no

yes

Testing in controlled settings?

yes

T-2 Research

yes

Research involve human response?

no

Testing in general practice?

no

Testing effect in population or public?

yes

T-1 Research

Translation to humans-Testing basic science for clinical effect and/or applicability

yes

T-3 Research

Research on the application of new treatments into practice; research on best ways to implement in clinic

yes

T-4 Research

Investigations of factors and/or interventions that influence the health of populations; ultimately will improve the overall health of the public

Increasing Level of Community Involvement, Impact, Trust, and Communication Flow

Outreach	Consult	Involve	Collaborate	Shared Leadership
Some Community Involvement	*More Community Involvement*	*Better Community Involvement*	*Community Involvement*	*Strong Bidirectional Relationship*
Communication flows from one to the other, to inform	*Communication flows to the community and then back, answer seeking*	*Communication flows both ways, participatory form of communication*	*Communication flow is bidirectional*	Final decision making is at community level.
Provides community with information.	Gets information or feedback from the community.	Involves more participation with community on issues.	Forms partnerships with community on each aspect of project from development to solution.	Entities have formed strong partnership structures.
Entities coexist.	Entities share information.	Entities cooperate with each other.	Entities form bidirectional communication channels.	Outcomes: Broader health outcomes affecting broader community. Strong bidirectional trust built.
Outcomes: Optimally, establishes communication channels and channels for outreach.	Outcomes: Develops connections.	Outcomes: Visibility of partnership established with increased cooperation.	Outcomes: Partnership building, trust building.	

Reference: Modified by the authors from the International Association for Public Participation.

Figure 1.1. Community Engagement Continuum

Community-Engaged Research Worksheet

How to use this worksheet:

This worksheet is intended to help researchers who are considering community-engagement as a component of their research project. It begins by working through a set of questions to determine where in the process community partners may be necessary and general characteristics of appropriate partners.

> **Who is intended to benefit from your project? Describe any segments of the population that are harder to reach or may be experiencing disparities.**

> **What is the benefit you are trying to achieve and how does it align with community priorities? Describe your benchmark for success that will be used for sustainability decisions.**

> **What are your plans for communicating the results of the intervention?**

> **Where would your intervention (program, policy, system, or environmental change) ultimately be implemented and who would be the delivery agent?**

How will you develop processes to make sure the intervention is delivered as intended? How will you determine the resource needs and resource availability (costs) of, and for, the intervention?

What are your plans for decision-making relative to the sustainability of your intervention?

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Review Criteria with Rating Scale of Possible Responses[2]

1. Participants and the nature of their involvement:

		1	2	3	4	5
a.	Is the community of interest clearly described or defined?	no description	inexplicit/general description	general description but explicit	general detailed description	detailed description
b.	Do members of the defined community participating in the research have concern or experience with the issue?	no concern or experience with the issue	little concern or experience with the issue	moderate concern or experience with the issue	much concern or experience with the issue	high concern or experience with the issue
c.	Are interested members of the defined community provided opportunities to participate in the research process?	no opportunity to participate	little opportunity to participate	more than one opportunity to participate	several opportunities to participate	many opportunities to participate
d.	Is attention given to barriers to participation, with consideration of those who have been under-represented in the past?	no attention to offsetting barriers	low degree of attention to offsetting barriers	moderate degree of attention to offsetting barriers	several opportunities to participate	high degree of attention to offsetting barriers
e.	Has attention been given to establishing within the community an understanding of the researchers' commitment to the issue?	no attention to researchers' commitment	low attention to researchers' commitment	moderate attention to researchers' commitment	high attention to researchers' commitment	explicit agreement on researchers' commitment
f.	Are community participants enabled to contribute their physical and/or intellectual resources to the research process?	no enabling of contribution from participants	mostly researcher effort; some support for contribution from participants	about equal contributions from participants and researchers	mostly resources and efforts of participants; researchers have some direct input	full enabling of participants' resources (researchers act only as facilitators

2. Origin of the research study:

		1	2	3	4	5
a.	Did the impetus for the research come from the defined community?	issue posed by researchers or other external bodies	impetus mainly from researchers; some input from community	impetus shared equally between researchers and community	impetus mainly from community; some input from researchers	issue posed by community
b.	Is an effort to research the issue supported by members of the defined community?	support for research from very few, if any, community members	less than half of community supports research on issue	community is roughly divided about research on issue	more than half of community supports research on issue	support for research from virtually all community members

3. Purpose of the research:

		1	2	3	4	5
a.	Can the research facilitate learning among community participants about individual and collective resources for self-determination?	no provision for learning process	low provision for learning process	moderate provision for learning process	moderate/high provision for learning process	high provision for learning process
b.	Can the research facilitate collaboration between community participants and resources external to the community?	no potential for collaboration	low potential for collaboration	moderate potential for collaboration	moderate/high potential for collaboration	high potential for collaboration
c.	Is the purpose of the research to empower the community to address determinants of health?	purpose devoid of empowerment objective	low priority given to empowerment objective	moderate priority for empowerment objective	moderate/high priority for empowerment objective	high priority for empowerment objective
d.	Does the scope of the research encompass some combination of political, social and economic determinants of health?	no consideration of political, social or economic determinants	only one or two determinants are considered	limited consideration of combined determinants of health	moderate consideration of combined determinants of health	comprehensive consideration of combined determinants

4. Process and context/methodological implications:

		1	2	3	4	5
a.	Does the research process apply the knowledge of community participants in phases of planning, implementation & evaluation?	no use of community knowledge in any phase	use of community knowledge in one or two phases only	limited use of community knowledge in all three phases	moderate use of community knowledge in all three phases	comprehensive use of community knowledge in all three phases
b.	For community participants, does the process allow for learning about research methods?	no opportunity for learning about research	low opportunity for learning about research	moderate opportunity for learning about research	moderate/high opportunity for learning about research	high opportunity for learning about research
c.	For researchers, does the process allow for learning about the community health issue?	no opportunity for learning about community issue	low opportunity for learning about community issue	moderate opportunity for learning about community issue	moderate/high opportunity to learn about community issue	high opportunity for learning about community issue
d.	Does the process allow for flexibility or change in research methods and focus, as necessary?	methods & focus predetermined; no potential for flexibility	mostly predetermined methods & focus; limited flexibility	equal blend of predetermined methods & focus w/ flexibility	high flexibility; some predetermined methods & focus	complete flexibility; methods & focus not predetermined
e.	Are procedures in place for appraising experiences during implementation of the research?	no procedures for appraising experiences	few procedures for appraising experiences	some procedures for appraising experiences	many procedures for appraising experiences	comprehensive procedures for appraising experiences
f.	Are community participants involved in analytic issues: interpretation, synthesis and the verification of conclusions?	no involvement of participants in any analytic issue	involvement in one or two analytic issues only	limited involvement of participants in all three analytic issues	moderate involvement of participants in all three analytic issues	comprehensive involvement in all three analytic issues

5. Opportunities to address the issue of interest:

		1	2	3	4	5
a.	Is the potential of the defined community for individual and collective learning reflected by the research process?	research process not aligned w/ potential for learning	limited alignment of research process w/ potential for learning	moderate alignment of research process w/ potential for learning	moderate/high alignment w/ potential for learning	comprehensive alignment w/ potential for learning
b.	Is the potential of the defined community for action reflected by the research process?	research process not aligned with potential for action	limited alignment of research process w/ potential for action	moderate alignment of research process w/ potential for action	moderate/high alignment w/ potential for action	comprehensive alignment w/ potential for action
c.	Does process reflect commitment by researchers & community participants to social, individual or cultural actions consequent to learning acquired through research?	no commitment to action beyond data collection & analysis, writing report for funding agencies	low commitment to social actions based on learning through research	moderate commitment to social actions based on learning through research	moderate/high commitment to social actions based on learning through research	comprehensive commitment to social actions based on learning through research

6. Nature of the research outcomes:

		1	2	3	4	5
a.	Do community participants benefit from the research outcomes?	research benefits researchers or external bodies only	researchers/external bodies benefit primarily; community benefit is secondary	equal benefit for researchers/external bodies and community	research benefits community primarily; benefit is secondary for researchers and external bodies	explicit agreement on how research will benefit community
b.	Is there attention to or an explicit agreement for acknowledging/resolving in a fair and open way any differences between researchers and community participants in interpretation of results?	no attention to or any agreement re interpretation of issues	low attention to interpretation of issues	moderate consideration of interpretation issues	high attention to interpretation issues; no explicit agreement	explicit agreement on interpretation issues
c.	Is there attention to or an explicit agreement between researchers and community participants with respect to ownership of the research data?	no attention to or any agreement re ownership issues	low attention to ownership issues	moderate consideration of ownership issues	high attention to ownership issues; no explicit agreement	explicit agreement on ownership issues
d.	Is there attention to or an explicit agreement between researchers and community participants with respect to the dissemination fo the research results?	no attention to or any agreement regarding dissemination issues	low attention to dissemination issues	moderate consideration of dissemination issues	high atttention to dissemination issues; no explicit agreement	explicit agreement on dissemination issues

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2   Guidelines and Categories for Classifying Participatory Research Projects in Health Promotion from Green LW, George MA, Daniel M, Frankish CJ, Herbert CP, Bowie WR, O'Neill M. Study of Participatory Research in Health Promotion. Royal Society of Canada, Ottawa, Ontario, 1995:43-50.
    http://www.lgreen.net/guidelines.html

Steps to Creating a Community-Engaged Program of Research

1. Define community and identify partners.

    a. Begin with existing community action collaboratives to determine if your goals align with those collaboratives.

    b. Become aware of other researchers or groups working in the community and avoid duplication.

    c. If starting a new collaborative include organizations that interface with the intended audience. Within organizations include those with decision making authority and those who are service providers.

2. Learn the etiquette of community engagement.

    a. Learning first about a community in terms of its history, culture, economic and social conditions, political and power structures, norms and values, demographic trends, and experience with research;

    b. Sharing power and showing respect

    c. Including partners in all phases of research and planning; and

    d. Compensating community partners fairly

3. Build a sustainable network of community-engaged researchers.

    a. GP IDeA CTR

4. Recognize that community engaged research will require the development of new methodologies.

    a. Include but move beyond RCTs

5. Improve translation and dissemination plans.

    a. Scientific

    b. Community focused

    c. Audience focused

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3292771/