MODULE 1: BUILD A WRITING TEAM

From Research Insights to Community Impact:

A DISSEMINATION TOOLKIT FOR COMMUNITY-ENGAGED RESEARCH TEAMS

NIH**CEAL**
COMMUNITY ENGAGEMENT ALLIANCE | Consultative Resource

CCPH **Community-Campus Partnerships for Health**
Promoting Health Equity and Social Justice

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Clinical and Translational Science Institute

MODULE 1: BUILD A WRITING TEAM

This module may be of special interest to those representing:

⭐ **Community**

⭐ **Academics**

⭐ **Team Leads**

This module is part of a larger resource, "From Research Insights to Community Impact: A Dissemination Toolkit for Community-Engaged Research Teams."

Scan the QR code
to access the full toolkit.

MODULE 1: BUILD A WRITING TEAM

Module 1 details the importance of your writing team's time and energy, lived experiences, and shared leadership roles in building a writing team.

Partner for Health Research

Collaborative writing teams are an important part of community-engaged research — research carried out through partnerships between academics and community members, patients, or other stakeholders. Collaborative writing teams can include researchers, patients, community members, partners, or trusted messengers involved in the research project.

Researchers can **partner with community representatives in research and advocacy to develop supportive resources that improve quality of life.**

REFLECTIVE QUESTION

How can researchers advocate for community representatives to be included throughout the writing and dissemination process?

Consider Your Time and Energy

When forming your writing team or starting a new project with an existing team, consider sharing a presurvey or having a conversation to gather information on team members' skills, capacity, and interest in certain writing activities.

HELPFUL TIP

When you start a writing project, design the timeline around your writing team members' capacity and needs. Community-engaged research sometimes includes people who are affected by the health conditions you are studying. When partnering with community members who may have chronic illness, spoon theory* can be a helpful tool for both communicating and managing your needs while living with chronic illness.

The theory suggests that people living with chronic illness and chronic pain have a limited amount of energy (represented by spoons) to spend on completing tasks on any given day. This means people living with chronic health conditions have to make many difficult choices about how to spend their limited energy.

Below is an example of presurvey questions that you can adapt for your writing team.

Please share your skills and experience that you would like to bring to this writing process (open-ended). This could include: a professional bio, prior writing, editing, research, or other work experience, or lived experience that can apply to content editing.

Are you interested in participating in any of the following? (Can select multiple)

Literature review

Drafting an outline

Drafting the text

Drafting a plain language summary

Reviewing the text and adding comments to a draft

Adding line edits to a draft

Creating tables and/or figures

Finalizing the draft

Selecting journals or other publication venues for submission

Developing community-centered dissemination products

How would you prefer to be involved with the writing process? (Can select multiple)

Join group meetings to discuss

Provide edits to a document

Both of the above

Other

How would you prefer to receive updates about the writing process? (Can select multiple)

E-mail

Teams message

Virtual meeting

Phone call

Other

What ideas do you have to help this writing team welcome you and work well together? (open-ended)

HELPFUL TIP

Keep your questions clear and straightforward, use neutral language, provide an "other" option so respondents can enter their own response, and make all questions optional.

Use the survey responses to assign writing team roles, and create a document that lists all writing team members' names, bios, role on the writing team, and contact information. Share this document with the entire writing team to build relationships.

Partnership Agreements

To work well together, writing teams should discuss and decide everything from how team members want to communicate to how the team shares data. To do this, the team may create a partnership agreement.

Partnership agreements are documents that explain how two or more parties will work together.

In community-academic partnerships, a partnership agreement typically lays out **shared principles, goals and outcomes, funding and support, and roles and responsibilities.**

REFLECTIVE QUESTION

Looking at the partnership agreement template, what's most important for you to discuss and include in the partnership agreement that you co-develop in your writing team?

Community Research Collaborative created a partnership agreement template for writing teams and other community-academic partnerships to adapt to their own unique needs.

It details important conversation topics about creating an effective partnership:

- Partnership Mission
- Partner Mission and Goals
- Partnership Values
- Goals and Outcomes
- Roles and Responsibilities
- Funding and Support
- Communication Plan
- Data and Credit

Building a writing team is a process that may change over time. Please be mindful of everyone's ability and interest to participate over time.

ABOUT CEACR:

The Community Engagement Alliance Consultative Resource (CEACR) serves as a channel for community-engaged best practices to research teams wanting to apply principles of community-engaged approaches to address differences in health outcomes and encourage participation in research programs. For more information, please visit **nihceal.org.**

We Value Your Feedback!

Please scan this QR code* to tell us your initial thoughts about the toolkit.

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