

A global resource for building research integrity and capacity

Building Research Integrity & Capacity

Bridging Research to Practice

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Disclosure

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Process Objectives

Describe
three phases
of designing
research ethics
education for
lay research staff

Formative Research – Participatory
Approach

Design, Test, Iterate

Transition from Research to Practice

What do researchers look like?

Like this?



Or this?



BRIC Research Aims

Building Research Integrity and Capacity

Education to increase research competencies

What skills/knowledge do Research CHWs/Promotores need to carry out their work?

How should these competencies be assessed?

Does BRIC training improve learning about research when compared to a control condition

BRIC Content

Module 1	Introduction: What is Research?
Module 2	Research Design
Module 3	Elements of Research
Module 4	Methods of Information Collection
Module 5	Handling Information
Module 6	Introduction to Human Research Ethics
Module 7	Research Risks and Benefits
Module 8:	Informed Consent in Research

Learning Objectives

LO-1A	Explain how research is designed to gain new knowledge.
LO-1D	Explain the role of researchers in enhancing research integrity.
LO-2A	Explain how associations between variables are used to answer research questions.
LO-2B	Explain why random assignment and random selection are used in research.
LO-2F	Explain why some information about a research study cannot be told to a research participant.
LO-3A	Explain how data management can influence interpretation of research results.
LO-3C	Explain how reliability and validity can influence interpretation of research
LO-4A	Explain the importance of good data management in ensuring research integrity.
LO-4B	Describe why changing or manipulating data can compromise interpretation of the results.
LO-5A	Define research and explain why it is important.
LO-5B	Explain key differences between research studies and service projects.
LO-5C	Explain why government protections for research participants were established.
LO-6A	Explain how research may benefit the participant and community represented.
LO-6B	List the four elements of risk associated with a research study.
LO-6E	Define confidentiality.
LO-6F	Explain why protecting confidentiality is important to the ethical conduct of research.
LO-6G	Describe two ways in which Research Support Staff (e.g., Promotor) can protect confidentiality.
LO-7A	Define the purpose of the informed consent process.
LO-7B	Name (identify, describe) the three components of the informed consent process.
LO-7C	Describe what information is presented to the potential participant during the consent discussion.
LO-7D	Define voluntary participation.
LO-7E	Describe what factors may influence the decision to participate.
LO-8A	List (define, identify) the three principles described in the Belmont Report



Sample BRIC Module

Not for Distribution

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Selección y Asignación Aleatoria

El proceso de selección de un grupo de individuos a partir de un grupo mayor de participantes en un estudio.

Cada persona tiene la misma oportunidad de ser seleccionado, lo que permite que cada uno tenga la misma oportunidad de participar.



Asignación Aleatoria

Un procedimiento utilizado en experimentos para crear grupos de estudio con características similares de manera que los grupos sean equivalentes al inicio de la investigación.



Results – BRIC RCT

Selection Criteria

CHW/Promotor

Interested in Research Ethics

Spanish Fluent

Random Assignment

BRIC (n=24)

Control (n=20)

Pre/Post-Assessment (73 items)

Research Knowledge (12 T/F; 47 M/C)

Community Examples (n=14)

Results

Mean improvement: 3.60 points greater in the intervention arm ($p = 0.015$

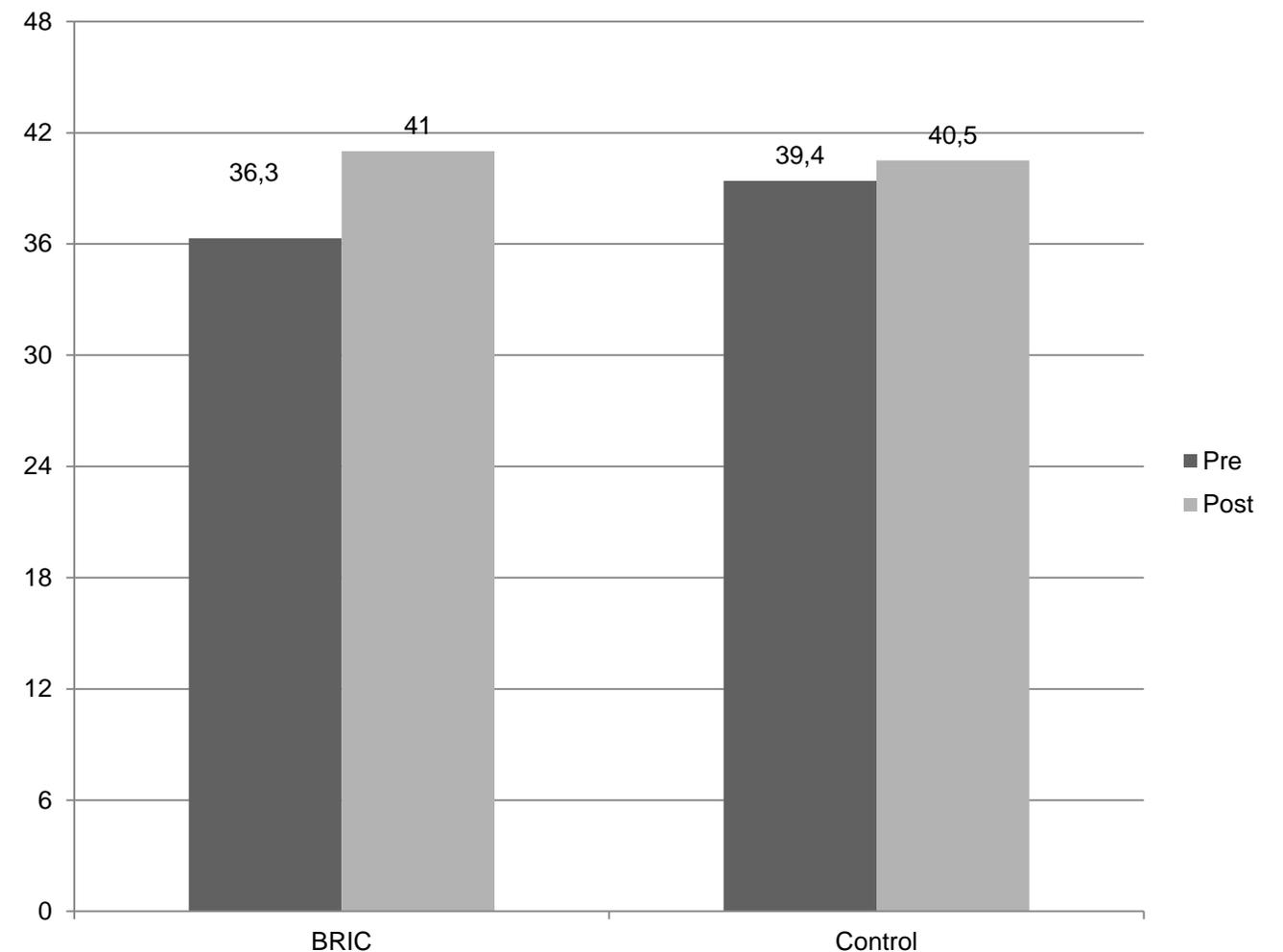
unadjusted – adjusted for age, gender,

and education mean improvement was 3.65

($p = 0.018$)).

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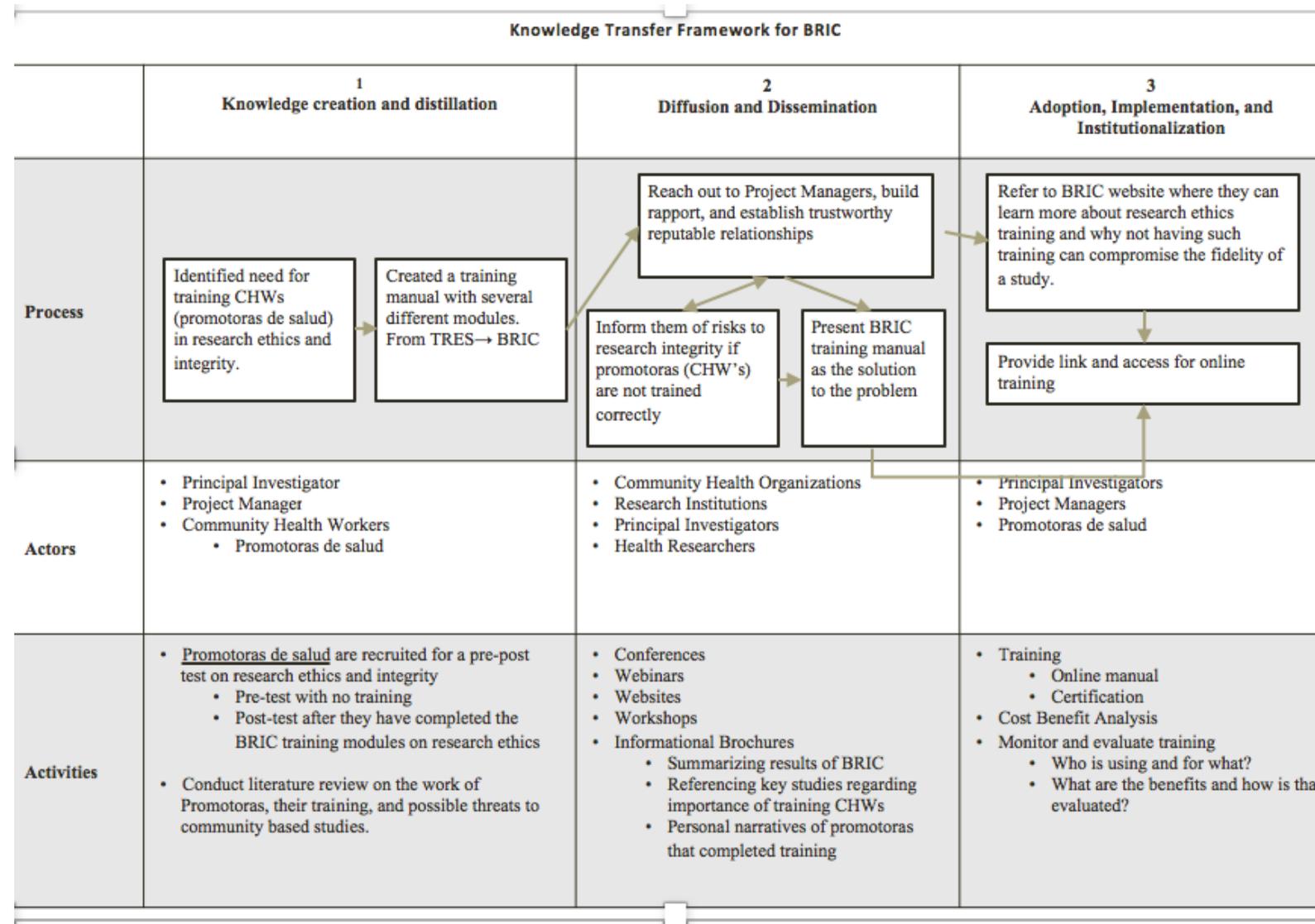
BRIC vs. Control Group Mean Scores



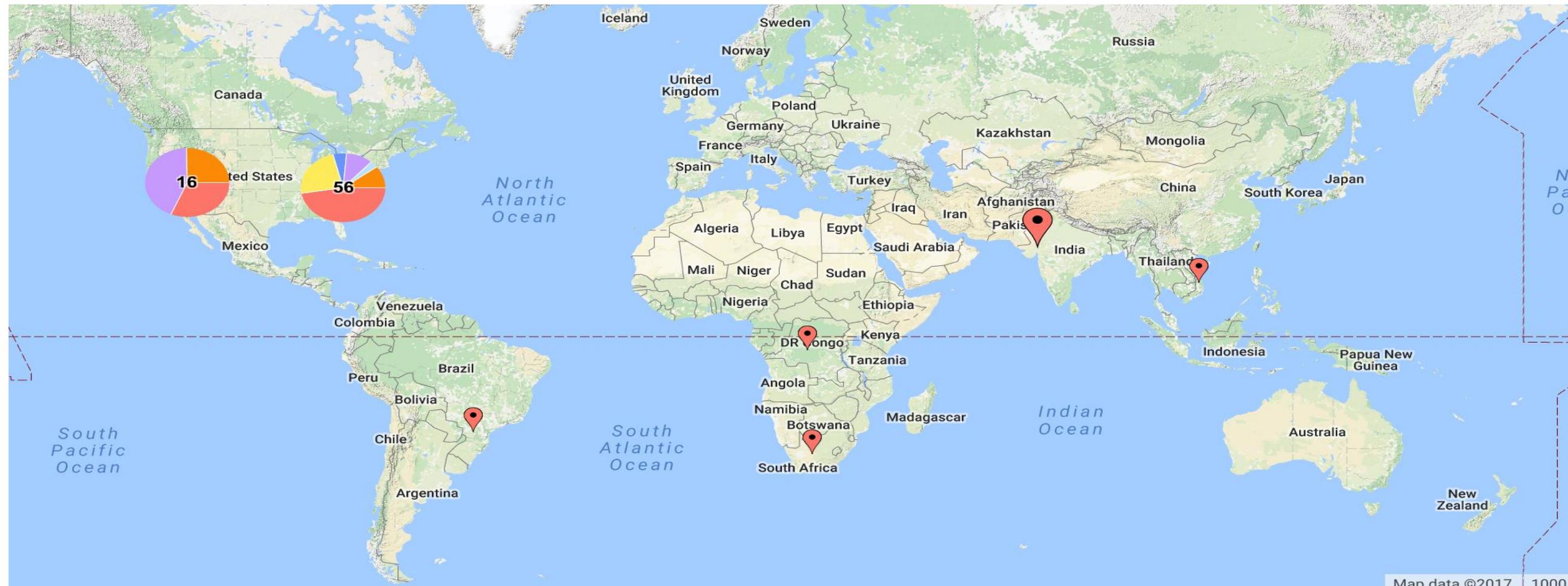
Dissemination & Implementation



Dissemination & Implementation



Global Reach



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Dissemination & Implementation

Early Adopters

DOR: CaPROMISE/Interwork Institute, SDSU, RCT focusing on special needs youth

U54: MCC/Institute of Behavioral and Community Health, SDSU. Cancer research foci on Latino community health

NCI and CTRI: PIC-Health, Pacific Islander Community Health, CSU San Marcos and Rawmana Fitness

NCI: Hawaash pilot study, City Heights/Somali Refugee CBPR study on nutrition

NIH: ESPINA – UC San Diego and Cimas del Ecuador study of pesticide exposure on child/adolescent development

NIH: OBY25 – UC San Diego and 4 global sites to gather data on kidney disease and intervention feasibility

BRIC Team

Formative Research

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Thank You

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