

Building capacity in quantitative research and data storytelling to enhance knowledge translation: a training curriculum for peer researchers

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reachnexus


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Background

- Engaging patient groups or community members is commonplace in HIV research where people living with HIV are trained as peer researchers
- However, there are still some gaps where community members are less engaged, especially in quantitative data analysis
- This presents a barrier preventing them from being meaningfully engaged in research about them

Addressing the gap

- We designed an online course that taught peer researchers about quantitative data analysis and interpretation
- Eight peer researchers (two from British Columbia, two from Alberta and four from Ontario) participated
- The peer researchers were employed by regional study teams conducting the People Living with HIV Stigma Index study
- The course ran for 8 weeks from February to March 2021 with lessons running twice a week for 2 hours

Training Curriculum

The course curriculum was based on a cycle of experiential learning where participants:

Learned

new concepts through online synchronous lessons and guest lectures

Applied

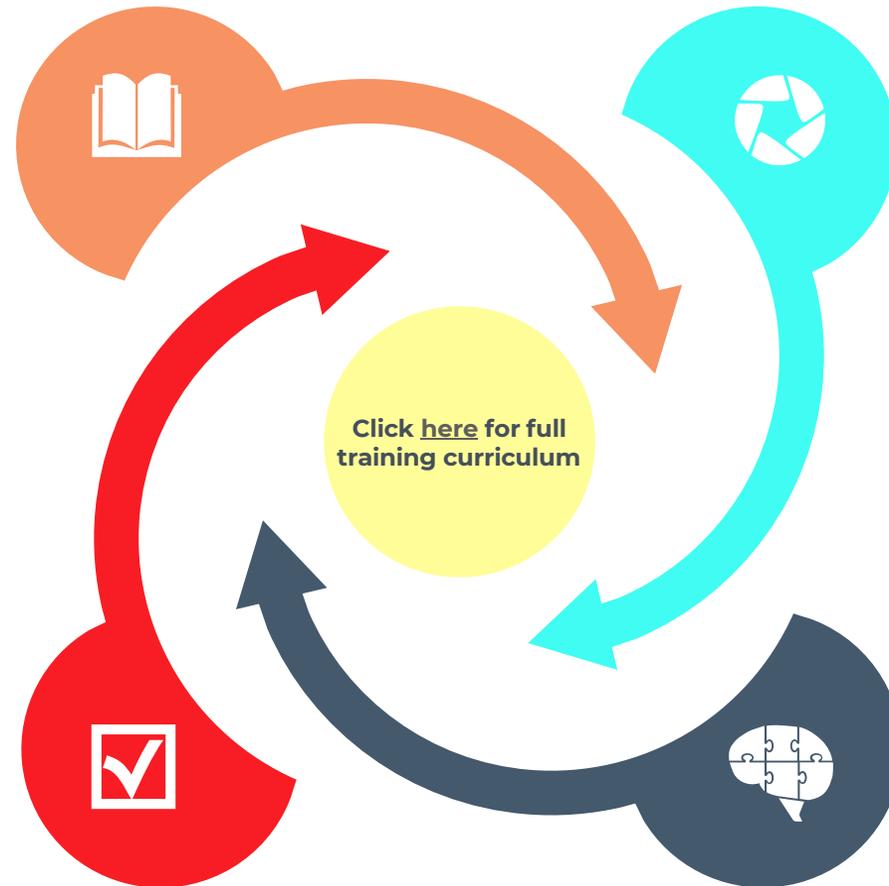
these concepts through weekly homework assignments and practice presentations

Reflected

on these concepts through a lens of lived experience

Integrated

these concepts into their existing knowledge and lived experience through group discussions



Results

- Peer researchers had been engaged in research from 1 to 15 years
- In previous studies, they were mostly involved in data collection and engaging community members
- Peer researchers were satisfied with the course structure, content, and the impact the training had on their work in research
- After completing the course, peer researchers rated their knowledge of key concepts before and after the course (see Figure 1)

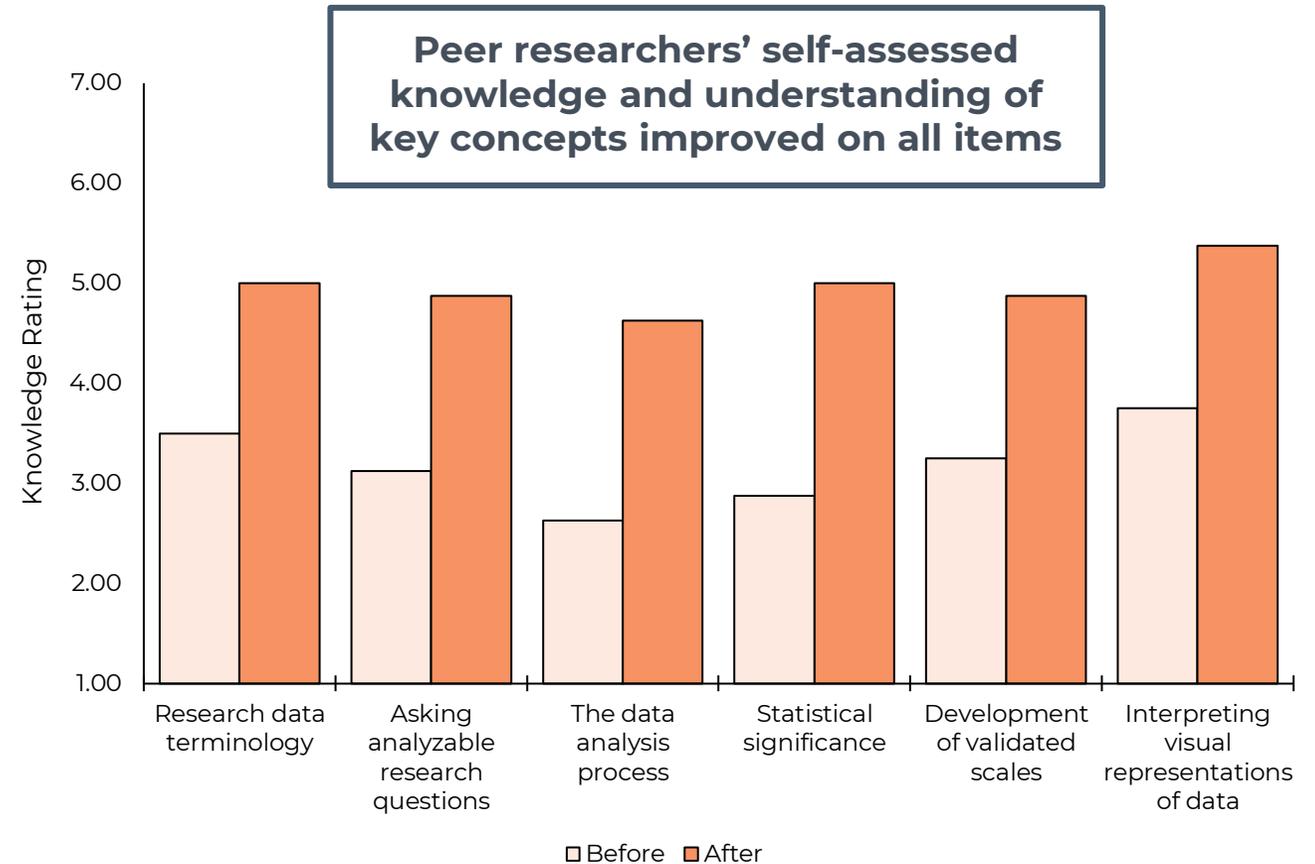


Figure 1 Knowledge ratings of quantitative data concepts before and after the training (n=8) Wilcoxon signed-rank test conducted to compare pre/post test scores; all categories were significantly different ($p < 0.05$)



“I’m really glad this is an ongoing learning opportunity. This part of research **hasn’t been offered to peer researchers and I find it fascinating”**

Conclusions

1

Our training program improved peer researchers’ knowledge and reduced anxiety around quantitative data

2

Peer researchers were better able to make study findings relatable and disseminate research

3

This curriculum provides a template for study teams to ensure meaningful engagement principles are met in their research