**Cranfill et al. Supplemental Materials A**

**2022 Duke ER&R Program Course Objectives**

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| **Core Courses (Participants Complete All)** | | |
| **Course** | | **Objectives** |
| Just Ask: Equity and Diversity in Clinical Research  *Online Pre-Learning Module: Just Ask: Intro to Equity and Diversity in Clinical Research* | * Define health disparity * Define health equity * Discuss what keeps diverse populations from accessing clinical research opportunities * Describe your role in promoting diversity in clinical research * Identify your own implicit biases * Recognize how bias impacts recruitment and engagement in clinical research | |
| Clinical Research Recruitment, Regulations, Best Practices, and Tools**\*** | * Discuss Duke policies related to recruitment and engagement * Recognize the importance of planning for recruitment * Recognize the process for obtaining IRB approval for recruitment plans and materials * Recall Duke Health branding requirements for materials and ads * Use Maestro Care tools to identify eligible participants | |
| Smarter to be Understood: Improving Readability  *Online Pre-Learning Module: Readability Fundamentals + Participant Facing Engagement Materials* | * Define readability and health literacy * Apply readability foundations to produce materials potential participants can understand * Identify ways to assess readability and confirm understanding * Recognize the importance of health literacy, readability and inclusivity in today’s scientific climate * Use available tools to perform a readability analysis of engagement materials * Recognize tools at Duke to develop lay-friendly materials | |
| Active Listening to Enhance Respect and Awareness of Participant Perspectives | * Define active listening * Recognize the importance of active listening and how it can lead to both respectful and aware engagement and recruitment practices * Identify strategies to build your capacity for hearing and respecting others * Recognize why listening is an important patient-centered engagement approach * Identify ways to shift your lens and consider other perspectives | |
| Using Social Marketing Principles to Design Your Engagement Strategy | * Define social marketing * Describe how evidence-based social marketing can be used to develop engagement and recruitment materials and strategies * Identify strategies to recognize your audience and recruitment strategies that will resonate with them * Discuss how formative research can help reach your audience * Describe the importance of tracking implementation and assessing outcomes of a recruitment strategy | |
| Building Trust and Partnerships | * Define trust and trustworthiness * Recognize the importance of trust between study team and participants * Discuss strategies for ensuring positive research interactions * Identify strategies for building trust with the community at large | |
| Retention: Challenges and Opportunities  *Online Pre-Learning Module: Strategies to Support Retention of Clinical Research Participants* | * Describe the importance of strong retention practices * Set study expectations and explain them clearly to support retention * Discuss strategies for relationship-building to support retention * Identify ways to assess continual participant interest in a study * Recognize ways to discuss the importance of study continuation without coercion | |

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| **Elective Courses (Participants Choose 3)** | |
| **Course** | **Objectives** |
| Principles and Best Practices of Stakeholder Engagement  *Online Pre-Learning Module: Community & Stakeholder Engagement* | * Recognize fundamental principles and practices for clinical research stakeholder engagement * Identify various stakeholder engagement strategies for clinical research * Describe how to identify stakeholders for a given study * Discuss stakeholder engagement in the design and implementation of engagement, recruitment and retention strategies and materials * Describe Duke tools and resources to help you identify and engage with stakeholders |
| Social Media: Is it right for your research?  *Online Pre-Learning Module: Using Social Media for Study Recruitment: Questions to Consider* | * Describe how social media is used for recruitment in research studies * Identify questions to determine whether social media is right for a study * Recognize different platforms and the benefits of using them as a recruitment option * Discuss how social media ad campaigns work and how to leverage existing Duke channels * Recognize the components of a social media marketing plan * Find Duke guidelines, policies, procedures, and resources for marketing studies on social media |
| Community Engaged Research Initiatives (CEnR)**\*\***  *Online Pre-Learning Module: Community & Stakeholder Engagement* | * Define Community, Community Engagement, and Community Engaged Research (CEnR) * Describe the Principles of CEnR * Describe why CEnR is important to addressing local priorities and improving well-being * Describe how CEnR can address trust, increase diversity and inclusiveness, and improve equity * Discuss the spectrum of community engagement in research * Find tools and resources to help you engage with the community |
| Telling The Story of Your Research | * Recognize opportunities to tell a story throughout different stages of a study * Recognize ways to communicate about research to a variety of audiences * Discuss strategies for making research inviting rather than overwhelming * Identify tools to develop lay summaries of study results |
| Engagement, Recruitment, and Retention on a Shoestring | * Identify and plan for the real costs of recruitment and retention * Recognize ways to plan for recruitment and engagement with a limited budget * Find tools and strategies for using your available recruitment budget |
| Remote Informed Consent: Design and Delivery Practices  *Online Pre-Learning Module: Elements of Effective eConsent Design* | * Recognize elements of effective eConsent design (cognitive load, multimedia, and interactivity) * Discuss components of user-centered design * Discuss social and cultural dynamics that are known to affect participant attitudes and preferences with respect to remote consent delivery * Identify ways to effectively use REDCap to create an engaging, informative eConsent |
| 5Ts: A Framework to Support Inclusion of Older Adults in Research | * Discuss case examples related to recruiting older adults * Recognize why it is difficult to recruit older adults and why they are a special population * Define a framework for supporting inclusion of older adults in research * Identify ways to include older adults in your studies |