

FAMILY ENGAGEMENT IN RESEARCH CERTIFICATE OF COMPLETION

DELIVERED BY
CanChild & Kids Brain Health Network

IN PARTNERSHIP WITH
McMaster Continuing Education



AN ONLINE 10-WEEK CERTIFICATE OF COMPLETION



CONTINUING
EDUCATION

FAMILY ENGAGEMENT IN RESEARCH CERTIFICATE PROGRAM

The Family Engagement in Research Certificate of Completion is a 10-week course delivered by CanChild and Kids Brain Health Network in partnership with McMaster Continuing Education. The course is delivered in an online format, using McMaster University's Learning Management Platform - Avenue to Learn (A2L or Avenue).

Coursework involves live online (synchronous) discussions, review of written materials and case studies, as well as collaborative online (asynchronous) group exercises. From its inception, the course has been developed in partnership with parents and researchers and will be delivered by both experienced parents and researchers.

This course is designed for researchers (graduate students, research coordinators, investigators) and family members (parents, siblings, grandparents) who have an interest in child neurodevelopmental research and family-researcher partnerships.

APPLICATION

If you are interested in applying, please fill out the application form [here](https://is.gd/FERcourseregistration).

<https://is.gd/FERcourseregistration>



COURSE GOALS

CREATE A COHORT OF FAMILY MEMBERS WHO ARE:

- Invested in contributing to and ready to engage in neurodevelopmental research
- Knowledgeable about the research process and can make informed decisions with regards to partnering on a research project
- Capable and confident to engage with researchers at various levels of the research process and recognize the impact they can have on the research community

CREATE A COHORT OF RESEARCHERS WHO ARE:

- Invested in contributing to neurodevelopmental research
- Knowledgeable about family engagement in research
- Capable and confident in engaging with families and other stakeholders in various stages of the research process

COURSE DESCRIPTION

This course is unique in that it brings together researchers and families in a fully integrated online course. Learners will gain a more in-depth understanding of family engagement in research (including why it is important, how to engage families throughout the research process, barriers/facilitators and ethics surrounding engagement, and tools and resources to support and evaluate engagement activities). By the end of the course, learners will have developed an advanced understanding of family engagement in research and be ready to contribute leadership expertise to family/researcher collaborative projects.

COURSE COMPLETION

By completing the course, you will earn a CanChild / Kids Brain Health Network/ McMaster University Certificate of Completion.



COURSE FEES

Successful applicants will receive full scholarships from Kids Brain Health Network to cover course registration costs.



COURSE DATES

Fall 2021 Cohort:

September 20th - November 28th

Winter 2022 Cohort:

January 17th - March 27th



COURSE COMPLETION

Upon completion of this course, learners will be able to:

1. Define and describe the benefits of family engagement in research
2. Identify family/research partners and understand how to engage families throughout each step of the research process
3. Discuss the roles/responsibilities of researchers and families on integrated teams
4. Understand the ethics surrounding family engagement in research as well as the rights and responsibilities of research 'participants' versus a research 'partners'
5. Recognize the barriers and facilitators to family engagement and identify strategies to support family engagement in research (at the family, researcher, and system levels).
6. Understand and utilize tools and resources available for the implementation and evaluation of family engagement activities
7. Communicate ideas related to family engagement verbally and in writing

COURSE SCHEDULE

Week 1

- Family Engagement in Research: What do we really mean?

Week 2

- Family Engagement in Research: Why is it important?

Week 3

- Building an integrated research team: How can we find each other?

Week 4

- Building an integrated research team: How can we work together?

Week 5

- Roles and responsibilities of families and researchers

Week 6

- Ethics of family engagement in research

Week 7

- Barriers and facilitators to family engagement

Week 8

- Family engagement tools & resources

Week 9

- Evaluation of family engagement activities

Week 10

- Next Steps: Building a community for family-researcher partnerships

GRADUATE PROJECTS

As part of the requirements of the course, researchers and family members are partnered together and required to create a knowledge translation tool on family engagement in research. To view past student projects, click [here](#).

From care to research LET'S PARTNER!

Partnering in research broadens perspectives

- The family**
The family shares priorities, expectations and needs in daily life.
They are the experiential expert!
- The health professional**
Based on their assessment, dialogues with the family, their clinical opinions, they share information from research reviews to propose the appropriate care.
They are the clinical expert!
- The researcher**
They build scientific knowledge using rigorous methods and test innovative solutions to well-defined questions.
They are the expert scientist!

Decision maker
Taking creative and making decisions.
e.g. Deciding the content of a research presentation or website

Listener
Developing an understanding of the project and building a research for collaboration.
e.g. Researching a new and understanding the needs of the results

Facilitator
Providing information by providing resources and saving questions.
e.g. Giving an opinion about an idea for a project

Scientific results and deciding about Interventions
When decisions are important, research evidence is needed (i.e., results of rigorous scientific studies). When decisions are difficult, patients and family goals must be identified through a dialogue. Sharing this information together will help select the right pathway.

When considering your role, ask yourself:
1. What are your interests?
2. What do you want to do in this project?
3. How far should you want to take your activities?
4. What impact do you want to have in this project?

Have roles and facilities. And may change throughout the project.

CarChild, Kids Brain Health Network, and McMaster University Family Engagement in Research Knowledge of Completion Course.

3 SOLUTION-FOCUSED (SF) TIPS FOR COMMUNICATING IN RESEARCH PARTNERSHIPS

The "Getting to Know" Stages

- ✓ Discuss + set priorities for each parent + researcher (e.g. Delphi survey)
- ✓ Develop a partner charter
- ✓ Parent/researcher resume exchange
- ✓ Discuss expectations + roles (i.e. time hrs/wk, compensation, childcare, communication preferences)
- ✓ Create a communication plan
- ✓ Leave rank + titles out of conversation

3 SOLUTION-FOCUSED (SF) TIPS FOR COMMUNICATING IN RESEARCH PARTNERSHIPS

The "Getting to Know" Stages

- 1. Establish a shared vision and goals
- 2. Share your expertise + skills
- 3. Share your resources + needs
- 4. Share your communication preferences
- 5. Share your timeline
- 6. Share your budget
- 7. Share your contact information

Try the SF Conversation Starter:

What are your interests?
What do you want to do in this project?
How far should you want to take your activities?
What impact do you want to have in this project?

The "Working Together" Stages

- 1. Share your expertise + skills
- 2. Share your resources + needs
- 3. Share your communication preferences
- 4. Share your timeline
- 5. Share your budget
- 6. Share your contact information

Try the SF Conversation Starter:

What are your interests?
What do you want to do in this project?
How far should you want to take your activities?
What impact do you want to have in this project?

ADDITIONAL CONSIDERATIONS FOR ENGAGING IN SOLUTION-

GRADUATE TESTIMONIALS

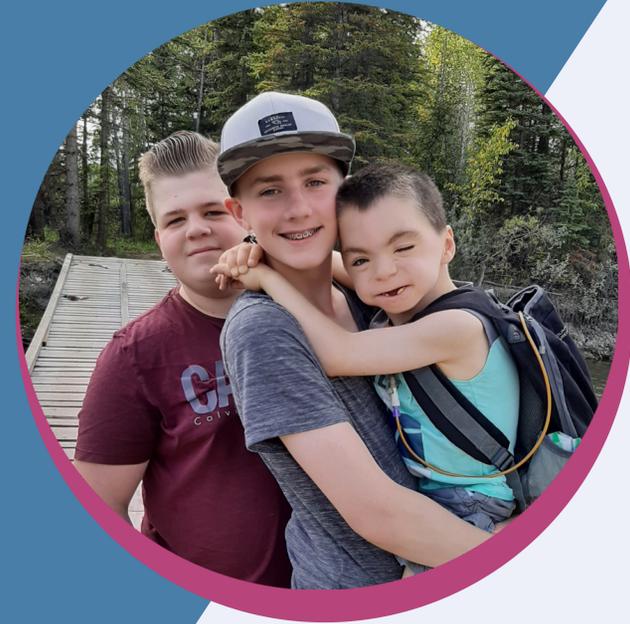


“ I highly recommend this course! With this course I was able to learn a lot about the research phases and how I could be engaged in research as a caregiver. The instructors and participants were fully engaged, the discussions were always respectful and the readings were right on target. An enlightening experience about Family Engagement in Research! ”

- Parent

“ I had zero experience regarding family engagement and research before taking this course, so it was very helpful for me to take this course. It really helped elevate my level of appreciation for family engagement in research. For anyone who is interested in family engagement in research I would definitely recommend it. It was really well designed. ”

- Researcher



HISTORY OF FAMILY ENGAGEMENT IN RESEARCH CERTIFICATE OF COMPLETION COURSE

The Family Engagement in Research Certificate of Completion was developed by Andrea Cross, Connie Putterman, Donna Thomson, Dayle McCauley, Patty Solomon, and Jan Willem Gorter at CanChild Centre for Childhood Disability Research at McMaster University. Course development was funded by Kids Brain Health Network.



For more information, please visit our course [website](#) or email us at fer@mcmaster.ca.

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