Research Ethics for All

**Ariel Schwartz:** Thanks for coming everybody. We’re so glad to have you join us to learn about Research Ethics for All.

This is a new resource for engaging community research partners with developmental disabilities in research. We are very grateful for the support of the University of New Hampshire Institute on Disability, and Syracuse University and the American Association on Intellectual and Developmental Disabilities Research Interest Network.

My name is Ariel Shwartz, I’m at the Institute on Disability at the University of New Hampshire. And I’m here presenting with my co-lead on the project, Katie McDonald, from Syracuse University. A few housekeeping things. We have CART, if you are having any challenges with CART, please send a message in the chat and hopefully, we will be able to problem-solve and have you see everything that you need to see.

We are recording this webinar. And you will be sent a recording afterwards. We have chat and Q&A open. Chat can be used to interact with other participants, share your experiences, and resources, and engage how you would like to with everyone. It's a public way to have the conversations you want to have. And the Q&A is going to be to ask us a question. If you will note those two controls on your zoom screen, feel free to use both of them throughout.

Today, we're going to teach you a little bit about Research Ethics for All. This is an accessible research education training, that we hope will be useful for community research partners with developmental disabilities. We'll talk about why we developed Research Ethics for All, why we thought it was needed, and what Research Ethics for All teaches.

We also will talk about how you can provide Research Ethics for All to the community research partners with developmental disabilities that are part of your team. Just a note that today we are not actually doing any of the Research Ethics for All training. If you are interested in doing it, please do reach out to us afterwards, we are excited to share it. But today is not a training in research ethics content.

We want to thank PCORI for funding this work, the many, many people who were a part of making research ethics for all to come to fruition. We engaged with a large number of researchers, IRB members, and people with developmental disabilities to develop this training. You can see their names here. We also had many research assistants who helped us across Syracuse University and MGM Institute of Health Professions and Consultant. Thank you to everybody who helped us bring this to fruition.

We want to start by just finding out who is here. And I’m going to launch a poll, where you can share your role. I'll get that going. Katie will put the questions in the chat.

**Katie McDonald:** I apologize, I’m unable to right now. Kate, maybe you can enable that.

**Kate Filanoski:** It should be working now. Just make sure to change it to everyone for the audience in the chat.

**Katie McDonald:** Unfortunately, not an option for me. Sorry about that.

**Ariel Schwartz:** Thanks everyone for responding. I see them coming in. Great. Looks like... Those who want to respond have responded. So, we have quite a diverse group here. We have many of you who are human research protection professionals. People with developmental disabilities engaged in research. IRB members. Faculty, many research project directors. Research staff, we have some funders, project coordinators, students. So, we are very excited to have this diverse group here.

Next question we have for you is about your experiences with -- sorry, as I pull up the poll. My apologies. So, we are curious if you do work with community research partners with developmental disabilities. How have they been engaged in your research? So, we have three questions pulled up here for you to think about and to share your experiences. It looks like those who want to respond have responded. I'm going to end the poll in just a moment.

All right, so, we have a lot of diverse experiences here. So, over half of folks on this call have worked with community research partners who have been engaged in human subject research, by consenting or collecting data. We also see that about 40% of you have found IRB training requirements to be a barrier for community research partners and about 30% of you have not. And we hope that today, we will be addressing that barrier through sharing this new training. And we see a range of experiences with research education with your community research partners. It seems that some of you have not needed this yet, and many of you -- about 30% --have used CITI training and others have developed their own training and some of you are not sure. With that, I will hand it over to Katie, she will build on this.

**Katie McDonald:** Thank you, Ariel. And good afternoon everyone for those of you in time zone where it is afternoon. We appreciate you sharing who you are and your experience to date. You will see Research Ethics for All is focused on community research partners with developmental disabilities. It may be useful for other groups.

We want to say we really appreciate the zoom call responses so we can hear from all the people who are joining this afternoon, and also to begin to see what you think about Research Ethics for All. We want to get user feedback and continue to improve it. We appreciate the opportunity to collect data from you. And before we talk more about what the heck Research Ethics for All is. We want to talk about the context in which it is possible to use something like Research Ethics for All in order to provide research ethic education to community research partners.

Many of you know, not necessarily everyone does, there are federal regulations that guide and help us think about how to engage people in research. So, as research participants, when they share data and information with us for research purposes. It is really important because we want to make sure we respect the rights and wellbeing of people who volunteer to be in our research studies.

We refer to that federal law here in the United States as the common rule. And it is important to note that the common rule doesn't actually say that researchers themselves need to be educated on how to appropriately treat research participants. However, the National Institutes of Health does recommend all investigators undergo education to make sure they know how to protect the rights and welfare, wellbeing of people who volunteer to be in research.

Many and most agencies and institutions around the United States have followed that recommendation from NIH. And the association for accreditation of human research protection programs, one of the accreditors of IRB’s are research ethic boards or institutional review boards, an independent group from a research project that look to make sure that participants rights and wellbeing are looked after.

AAHRP have accreditation standards and they say three things relevant to think about how we can use research ethics for all as a new training opportunity. And first of all, they say that people who play important roles in research projects must be educated. But they also added that education can be tailored to the role. Not everyone on a research project does the same things and this is particularly true for community research partners. Maybe particular responsibilities they hold or do not hold and so that education can be appropriately tailored to their responsibilities. And AAHRP’s standards say that its principal investigators are project leaders who are responsible to make sure there are plans in place to educate key personnel on a study team. And this is surprising to some people.

A lot of people think the federal law itself is part of what requires education. It does not. Next slide please. And so, it is in the context we are able to think about offering a new training opportunity, such as Research Ethics for All. As we know, everyone on this call is well aware, adults with developmental disabilities experience health disparities and many disparities in drivers and social determinants of health, PCORI, among others, focus efforts to think about how do we move toward greater health equity for people with developmental disabilities.

We know from working with other populations, not just with disability populations, doing partnerships between academic researchers and community researchers, community members, people who have lived experience of disability, that partnering together to figure out what to study, how to study it, what does it mean and what change to enact in policy and practice, doing that type of community engage research can help drive new innovations, address health equity, reduce health disparity and move toward health equity.

Of course, for community members to actually be able to engage in a full range of roles, as community research partners, they may be required to have training per the institutional policies or per policy of the collaborators. And however, as of today, until today, I should say -- excuse me, until today, there hasn’t been a training opportunity that is cognitively accessible to adults with developmental disability or that has been responsive and tailored to the roles and responsibilities on a research team. And that that considers the unique ethical issues that come up when we do research with people with developmental disabilities. And importantly, in particular, there isn't an education program that not only have these features, but also that leads to certification.

Next. And so, we are incredibly grateful to have the interest of all of you on the team and the support of PCORI and the stakeholders that Ariel reviewed to create Research Ethics for All. We believe by offering this new research ethics education program, we will be able to help community research partners with developmental disabilities take on additional roles. For example, they may be able to consent research participants or collect data themselves or work with individually-identifiable data and by increasing the contributions, both in terms of ways and ways they can contribute to research teams, but also the quality of the contributions because they have been brought up to a new level of professionalism around understanding, thinking about protecting the rights and wellbeing of research participants and we'll see more that we’re gonna see more effective and valid research.

Right, and as that happens, we are gonna see research that centers issues important to people with developmental disabilities. We’re gonna see research protocols that have greater accessibility and greater responsible inclusion of the population, which is really important. And all of this together will help generate new knowledge to promote health equity for the large and underserved health disparity population.

Next slide. As we have worked on to develop Research Ethics for All, it is an educational program to provide disability-accessible -- disability rights informed education and ethical issues in social and behavioral research. And the disability rights part is important because a lot of what you will see in the training program is our practices to think about presuming competency and capacity of people and preserving choice and agency.

And Research Ethics for All helps community research partners understand the rights and responsibilities related to the broader construct of responsible conduct of research. Not only does it deal with ethical issues in social and behavioral research, but we’ve also woven in topics such as authorship and conflict of interest. And as Ariel noted, this was created by a strong and incredible academic community partnership. Next slide. We'll tell you about how we got there before we tell you about what we are offering you.

So, over the past few years, we had a really robust and rigorous process in order to create Research Ethics for All. A couple of things we did, we first did a training analysis. We looked to see what do order leading programs teach around research ethics, education, and here we looked at some of the standards in the field, such as CITI, social behavioral education, we also looked at NIH research ethics training and we examined or analyzed two programs that are tailored to be offered to community research partners and that certification and cpert.

Maybe some of you have used those before. And we did a systematic literature review. Here we were looking to see what are the ethical issues that come up in research with people with developmental disability so that we could be sure that Research Ethics for All prepares community research partners with developmental disabilities for those types of challenges or opportunities that may come up and what are the ethical issues that come up for community research partners with developmental disabilities themselves.

We fed this information into a really strong stakeholder engagement process. We worked with people with developmental disabilities, disability service providers IRB administrators and members and researchers, to say what should teach and how can we teach it and teach in a disability-accessible way. Next slide please.

Research Ethics for All is comprised of five different learning units or modules. The first of which is community engaged scientific research. We didn't want to assume too much knowledge that people knew already what scientific research was, this is not an introduction to research methods. Education program. So, here in the unit, we talk about what are the -- what is research, what is scientific research, what are the different responsibilities or jobs of people on a research team. And ways that community research partners can make research better.

In unit two, we review the history of scientific research with people and rules. This is a somewhat brief module as we get into the history around the development of the common rule. What led to that. And the Belmont principles. The big ideas that guide how we think about engaging people in our research studies. And unit three, we talk about getting people involved in research and this is where we dive much deeper into issues of recruitment. Thinking about consent. Thinking about enrolling people who are and who are not subject to guardianship and with a strong emphasis on making sure we create consent processes that emphasize consent as voluntary, ongoing, and informed. In the fourth learning module, we talk about keeping research participants safe and we have a strong focus on privacy and confidentiality.

That's one thing that comes up quite a bit for community research partners roles as well as for social behavioral research. And we also talk about what to do when you can't keep something confidential. So, community research partners are prepared. And in the fifth module, or unit, we talk about community research partner rights. Here we talk about their safety and the right to be safe when they are participating in research. But also conflicts of interest and authorship. Next slide.

**Ariel Schwartz:** We have a poll for you. A poll for this slide.

**Katie McDonald:** Thank you, Ariel.

**Ariel Schwartz:** Yup. Not here -- I skipped right over it. Based on what Katie shared, you are able to answer your first impressions on whether or not Research Ethics for All covers essential information in social-behavioral research ethics for community research partners.

I’m going to close the poll. It looks like responses have slowed down.

**Katie McDonald:** Big sigh of relief. Most of you think, what you see in a quick glimpse, we are teaching what we need to be teaching. For those who may be think some topics may not be covered, feel free to pop that in the chat and Q&A. We would be happy to think about whether it does address that or not. Thanks, Ariel, for making sure we didn't miss that.

One of the other incredible features about Research Ethics for All, is that it issues a certification – a certificate. A learner who has completed the modules and been certified, Ariel will talk more about what Research Ethics for All looks like on the learner side and on the trainer side. One thing you can do is receive a certificate that says you have a basic understanding of the information. And one reason that is really important -- I’ll back up and say, we were really thoughtful about how we design this because we didn't want this to hold people to a higher standard than other training programs. And we also didn't want to create a certification process that felt or was ableist.

So, we put a lot of thought into how to do this as a way to reinforce more learning and Ariel will talk about that in just a moment. And it resulted in a certificate for those who learned... With the project leader. Next slide please.

So, a few of the accessibility features you will see Ariel demonstrate in a moment, that we built into Research Ethics for All, there's a lot of learning that happens by videos and written training. So, the videos have closed caption, or the information can be read. So, there's preference for how you access that information.

And everything uses plain language, we use a lot of images alongside plain language. We define important words and provide a glossary so that people can learn research words that are used on the research project. And the materials that we created provide supports for memory. Everything is multimodal, based in active learning and opportunities to apply to real-life experiences. And we sought to reduce the cognitive load of learning. So, reduce demands on working memory, and ideas and tasks are broken down into small parts. Next slide please.

Now, this in a moment, we'll give you access to the website. Bear with us, we want to walk through the components of it first, so you know what is there when you enter the website. This is the banner you will begin to see on the homepage. On that homepage is a welcome video. There we go. And you will see one of our partners. Jacob Meyers welcoming everybody to Research Ethics for All and talking about a few options.

One important thing that when you come into the website, we encourage you to register. You are able to see a little bit of information before registering, you have full access to the full training and all the information after you register. That is done so we can continue to stay in contact with you in case there are updates or in case we want to learn your experience about using research for ethics for all. The next section of the website is about and this one you can see before you register and here, we talk about what is Research Ethics for All.

What are the learning outcomes we hope to achieve by people who learn from Research Ethics for All. Who is it intended for? How did we develop it? And who developed it. And some of the ways that we have begun to share out what we did, who funded this -- thank you again PCORI. And how to cite this training.

If you can take a moment and put in the chat, if you think there is anything else you may want to see in the about section so you can understand Research Ethics for All, let us know. We are just releasing this and very interested in your feedback. We want to make it as useful as possible. I'll take a moment. I'll answer a couple of things coming up in chat.

Yes, this is a free resource. Yes, you may share it away. We are very hopeful this will meet a need and we are happy to have as much use as possible. We'll share that URL shortly. And yes, holly, you are anticipating one of the questions we are about to get to. Yes, other questions and other needs that come up, we do community engage research with people with developmental disabilities.

We won't necessarily get to them today and Research Ethics for All doesn't address them. There is a strong community of people interested in pushing boundaries and working through barriers to do this work, including around payment issues. We'll move to the next slide, Ariel, if that is okay?

The next part of the website, it is really for our -- academic researchers. People who will provide training to their community research partners. And here we have two sections. Both section that will help you prepare to deliver the training. There's information about how long we think it will take, some ideas for accommodations you may want to consider. And things to do if you will host it online or hybrid.

All ways that we're hoping to make it easy for you to provide this training to your team members. And there's also a section about how to receive IRB approval. Next slide please, Ariel. Under that section, it is about IRB approval, we give information that we were just talking about in terms of the federal regulation.

So that academic researchers are equipped with knowledge as they work with IRB to say, hey this is the right training project, training opportunity for my community research partners and how to use it for a single research project or how to work with the institution to say this is something we should feature as an institution more broadly. And next slide. And I will turn it over to Ariel and this gets more exciting because you will start to see the training.

**Ariel Schwartz:** All right, the next thing when you go into the website, you will see the training materials. This starts out with -- that menu has training tips, participant materials, full training, and links to certification. When you go in, you will see participant materials.

And we have a number of materials that you can download in full. So, you can open a pdf of research words or research glossary. We have a workbook that is a comprehensive -- full training in your hands that you can download. You can print. You can put it in a binder for your team and we have divider labels. They can be printed to generate those binders.

We also have -- we'll show you more what the activities not here look like and what are in the workbook in future slides. We develop this training to be a training that could be taken by people who are wanting to learn more about research, but not yet on a research team. Perhaps they are attending a course in college, maybe they are wanting to learn more about research, or they are in another space where they have an opportunity to learn about research, but not yet working on a specific project.

We have designed it to be relevant to everyone. However, if learners are already on a research team that has an active study, we have add-on activities, in which individuals have an opportunity to apply what they’re learn directly to the research projects. And we leave it to facilitators to make their own decisions about which add-on activities are relevant for their research team -- their research project, their question, and the roles that community research partners have.

Through the add-on activities, teams have an opportunity to create about a ten-page community research partner rights and responsibilities document. And this document is tailored for teams to use as -- this is what I carry with me to my research. Kinda the quick tips on all the things I have to remember about ethics. We'll show all the material in more detail. That is what you will see on the website when you enter the area. Then we have the online training broken down into each unit. And then you will see certification.

You can generate these certificates that Katie shared. But importantly you can save the certificates that everyone on your team has created. So, once you’re logged in, you have an account, and as you can see on the screen, I have a saved certificates for myself Alex and researcher Ron. And those will stay in your account, and you can download and open them as needed.

So, our training is broken into two parts. Kinda didactic content and more active learning. This took a turn that we were not expecting. We never thought that we were going to be creating videos. However, our team members with developmental disabilities said we would really like to learn via video. So, all of the didactic content, this is the information that is a core for learning is delivered in either a video or written format. And so, we will show you a very short clip of a video so you can get a feel for it. And we’ll hope that this works.

History of scientific research with people and rules. Now that you know more about what research with people can look like, we will learn about how to treat people well in research and keep them safe. First let’s talk about the history of research with people. We already talked about some of the really good things that happen when you do research.

It is also important to talk about harms or risk. Harms or risk are some of the bad things can happen in research. Sometimes we know bad things might happen but they won’t happen often or hurt people really badly. Sometimes we are surprised at the bad things that happen. Sometimes we can stop the bad things from happening. Learning how to stop bad things from happening is one of the reasons you are doing this training.

That’s just a flavor of the video and kind of the didactic content that we have. So, it is a mix of narration by Tia, one of our team members. And then there is also a fictional team that is followed throughout these videos. And that fictional team, which we call Mental Health for All, talks about their research study and the application of these topics to their research. So, usually at the end of each unit video there is a little snippet from that team talking live about their experience applying the different topics.

Next, our written training, we created with accessibility in mind. We know that many people prefer to read text versus see a video. So that can be downloaded within each unit so people will have the opportunity to get the information in a written format. And, there are bolded definitions and images throughout this written version that match our research term glossary or our research words document.

Oh, and then I forgot to launch a poll— so now that you have seen the different ways we deliver the didactic training, we are wondering if you think the community research partners you work with or if you yourself are a community research partner, would prefer to read, watch videos, do both, or maybe you’re not sure.

It looks like responses are slowing down. I will go ahead and close the poll. And it looks like we have a variety of preferences.

Many people thinking the community partners they work with would like to both read and watch the videos. And the community research partners on the call here are saying they would also like to use both. Or watch the videos. We are glad that both are available. All right, next, when you are on the website, after you see this didactic content, we have main ideas.

And we imagine that for some teams they will be watching the videos together, kind of in the same virtual or in-person environment. But for we know for other teams it is possible they may have people watch the videos or do the reading of the written training on their own.

We hope everybody, regardless if you are doing videos and reading on your own or a group, we hope everybody will then come together to review the main ideas from kind of the didactic lesson for each unit. And so, online we have the main ideas, and the main ideas are also in the workbook that participants can download and have. You can see we provided images and definition of key vocabulary for main content in each topic. We then have discussion and questions that we hope teams will engage in on their own as well or together as well. And these are featured on the website, and they are also downloadable.

That brings us to our next poll. How do you think you would share the discussion questions or if you are a community research partner with developmental disability, how would you prefer to do the discussion questions? They can be read out loud, directly from the website, you can read them on pdf or on paper. It looks like responses are slowing down. It looks like in general, folks anticipate reading the questions out loud.

But overall, we are hearing from researchers that they are not sure how community research partners would prefer. And we are also hearing from community research partners, they are not sure how they would like to do the discussion questions. We'll find out as researchers ethics for all progresses being used by different teams. So, next we have our more active learning, we call putting it into action. And these activities take multiple forms.

We have a range of role play, looking at documents and we'll share a few of what the activities might look like. These activities are all in that workbook, where they can be downloaded one-by-one in the unit. For example, here, we might ask people to describe, draw, or act out what privacy and confidentiality looks like when they are collecting information from participants in a research study.

So, we are prompting to think as a group or individually about what the room will look like, who would be there, and what you can do or use to keep participants' information private and confidential. And thinking about people -- people can respond to this however works for them. This is not something that will be evaluated in any way. This is to reinforce learning and promote conversation within the team. And another example of some of the active learning activities, include a document searches.

Here we have a recruitment flyer search -- we direct people to look for the essential human subject research protections or ethics information within different documents. So, here under recruitment flyer, being asked to circle the part what the study is about, underline what participants will do, highlight the parts you think show respect to people, and put a box around the parts that explain who is eligible. And we also have many role plays and script writing.

So, many of our team members with developmental disabilities shared that it can be really hard to know what to say in the moment. They understand the content, they understand what they need to do, or they can understand that something is not quite right. But having some language and having practice or develop some language would be beneficial for them to feel confident in their roles.

We have a lot of script generation. And here we have practice explaining to a family member or friend what you can and can't share about the research study and the people in it. We encourage people to write a script and act it out. We also have these additional activities for teams who have active projects. We talked about that, the add-on activities and we have add-on discussion questions.

They are really parallel to the discussion questions from the topic, but applying to your research study. We have add-on activity. Application of -- maybe a document search for your study and activities to help you build the community -- build the community research partner rights and responsibilities agreement. Some examples looking through your consent document to identify key information. And another example would be doing a role play of a consent or assent meeting for your team. Sharing your team's information.

And then here is our community research partner rights and responsibilities document. You can see that this is -- this is what we are really envisioning is a bit of this generating something that can be with you as your quick reference guide to ethics in your research project. So, thinking about this being something that you generate as a team as you go along. And at the end, you will be able to print it out and bring it with you or save it electronically.

And so, for example, thinking about for your project, what the research question is, what your role is on the project, and thinking about how you will ensure consent is informed, voluntary, and ongoing in your specific project. And so, we have a few more polls. If you have an active research project with community research partners with developmental disabilities, do you think you would use the add-on activities? Looks like responses have slowed.

This is great. It sounds like about 80% of you think you would have some interest in using the activities that are specific to your research project. And some of you are appropriately not sure because you haven't seen them. And we have one more poll about the add-on activities. Actually, this is not about the add-on activities. So, do you think -- we have shared the key components of the training, other than certification. After having seen this, do you -- how do you think you would provide the training? Would you provide in person? Hybrid? Do you think you’ll be using written material, printed materials, electronic materials?

Wait a few more moments. It looks like those of you here, about -- under 20% are thinking you would provide in person. About 40% are thinking maybe some people on your team would be in person and others online. About 20% you would do parts in person and part online and a quarter do the training fully online. And we have about 50% of folks saying, you would provide all the documents digitally. And about 40% would like printed documents.

And we have some folks thinking people can save it on their own devices. Thank you for this input. This is very helpful for us and great to see the diversity. So, then we have our certification. And as Katie shared, we very much did not want to hold people with developmental disabilities to a higher standard to demonstrate understanding than people are held to in CITI training. We were very conscious of that throughout the development of certification.

And we have questions -- there are 11 questions or activities to demonstrate understanding of the main idea in Research Ethics for All. And use of prompts and learning materials is supported and we provide guidelines for the facilitators or people delivering the training to support their evaluation and we recommend this is done one-on-one at the completion of all the Research Ethics for All at the end of the five units. And some questions or activities are featured here. Here they review the fictional team. Mental Health for all team's eligibility criteria and there’s some vignettes about different people and they would decide if each person can be in the study. They would circle the parts that match the eligibility criteria and cross out the parts that do not.

Of course, circling and crossing out is not a modality that works for an individual, accommodations can be made. And another example would be around mandatory reporting. Individuals need to name one thing that participants may talk about that you would have to share with someone else. And just the flavor of the certification activities. On our certification handout that we provide for you, we have example prompts.

These are prompts that the facilitator can give to support completion of the certification activity. You will see here sometimes we are referring to materials they have and other times it is just the general conversational prompt. We also provide information about the key content required in order for a response to be considered correct or demonstrating understanding. And so, we hope this is -- makes the evaluation really as objective as possible. With that, I will hand it over to Katie.

**Katie McDonald:** Thank you, Ariel. The moment you have all been waiting for... Which is we'll release the URL. So, you can see on the slide there, it is www. Re4all. Org. Again, once you get there, keep in mind that you can see the information in the about tab. And after that, to access the other components of the training that we just gone through, you will need to register. We'll take a moment to give you that access to registration.

What we're hoping, you will poke around now and later. And be in touch with us in many different ways. Let us know what you think. How is this useful? How could it be further refined? How does it meet your needs? What else would you need to be successful? That is successful in delivering training, actually taking the training, we want to hear if this helps people learn. And receiving approval at your universities or colleges to use the Research Ethics for All. And a couple of questions have come up around length.

You can see, we have created a robust training program. And one of the reasons we did that, of course, because it is an accommodation to go slow, repeat exposure to information, opportunities to apply it for hands-on learning. All of those things. And also, because research ethics is really important. It should be a foundation in all the work that we do when we engage people in research and thinking about how do we protect their rights, how to protect their wellbeing and we hope this is something research teams will take up and spend time on.

What we tried to create is some activities that will help bridge to the development of your work so it will help advance it. Of course, it is an important opportunity not only to receive a certificate that can be given to an IRB, can be listed on a resume or cv, it is a professional credential, if you will. If someone doesn't need the certificate for any reason or to be involved in collecting data from people or consenting or assenting them, even if you are advising on the research project, understanding this information is key and important. As you are getting into that website, hopefully that website is not crashing as you all go there. Okay. Ariel, will you answer the question about logging in and the password, so I don’t mess that up.

**Ariel Schwartz:** Yes, when you log in, you will be emailed a temporary password, and you can create your own. It is an extra step. It is kind of the same process -- interesting. Thanks for letting us know, holly. We think that you will be sent a link in your email. When you follow that link you can create a password. That worked for me the other day when we tested it out. I hope it works for everybody today as well.

**Katie McDonald:** Yes, in the meantime, use the temporary password that comes into your email.

**Ariel Schwartz:** It should automatically prompt you to change it.

 Okay. That is good feedback. We'll keep it in mind. It should have shifted in the past 24 hours. As it -- we are still actively working on that feature.

**Katie McDonald:** In the remaining minutes together, we know it is insufficient for you to have an opportunity to look around and really take in all of the content that is there. Nonetheless, we have many of you and we have you for a few moments. We'd like to get some of your initial reactions. I will pop it into the chat, if you could -- if you are an academic researcher, someone working, for example, at a college or University with a scientific degree leading research projects or a human research protection professionals or IRB member, we'd welcome additional feedback from you in a survey. Let me grab the link really quick to put it in the chat. That took a moment there. It looks like some folks are having trouble. Probably the best thing to do, if you can email one of us. Ariel, can you put the email in the chat, and we'll try to work on problem-solving with you in terms of getting your access.

**Ariel Schwartz:** I’m also -- I gave a new email address to see if I can screen share how to do it. I was able to make it work the other day.

**Katie McDonald:** In the meantime, while waiting for Ariel to do a little demonstration, if you can hit to the next slide, please. We're getting some awesome comments in the chat. And sorry we are not quick enough to be able to respond to all of them.

Please know, we will -- we're happy to engage with you outside of the webinar. And also, a few more pointed questions. If you have initial ways you think, whether you are a researcher, what do you see as the challenges or barriers to trying to use Research Ethics for All and receive approval from to do so.

If you are a human research protection professional or IRB member, what do you see as the potential challenges or barriers to reviewing Research Ethics for All to use with community research partners? And while asking the questions, one thing I will do, there was a couple of questions about -- how the training -- Research Ethics for All compares to CITI training. If you give me a minute, I will find it hopefully. I'm not seeing it.

**Ariel Schwartz:** I can get it.

**Katie McDonald:** Thank you. As Ariel noted, we are dynamically tweaking the website almost every day as we continue to re-- as we continue to refine it. There should be a chart in there that compares --

Oh, that's right. I'm in the wrong section. I'm sorry. It is in the IRB approval for research protocol or project. And there you can look at a table comparing Research Ethics for All and CITI social-behavioral education.

And there you will see the different areas that are addressed and how each of the training programs addresses them. I will also say, that under this tab for the IRB approval information, there's a lot that is on the website and you can share the URL with your institutional officials, who will review and approve the use of the program. It is also that information might be relevant to the IRB for review can be pulled as a single pdf, for example, send as an email attachment.

Ariel is showing that. And if anyone wants to say anything out loud, not just the chat and the Q&A, that’s zooming past us quickly, raise your hand and I think we are able to unmute you. If anyone wants to ask anything and put it in the Q&A, we can make sure it is there.

**Ariel Schwartz:** Great question about is it this only for social-behavioral. At this time, we have only developed this to focus on social-behavioral research. We hope --.

**Katie McDonald:** Curious to hear, I didn't see who asked that. I apologize. If you have thoughts on what topics need to be add from, for example, biomedical training or good clinical practice, things like that, if you have ideas around high-priority topics, we'll be curious to hear them.

**Ariel Schwartz:** We apologize for the password challenges, that is a new change. We hope it will be up and running soon.

 If you are interested in doing Research Ethics for All with your team, you can reach out to us. We are happy to chat with you, and really eager for teams to start trying it. Please do reach out. We are responding to some questions in the chat -- in the Q&A.

So, we have a question about if this can be access either as a community researcher or someone administering the training. This was designed to be delivered by somebody with some sort of research training. So, primarily, a project lead or a lead research coordinator, research manager.

 We do hope that down the line as folks who have developmental disabilities have been doing research for a long time, have more and more experience, they could co-facilitate this training for their team. For now, it is designed to be led by someone who has an educational background in scientific research, which may include someone with a developmental disability who has degree in research. And we will be sharing the recording. The webinar recording.

**Katie McDonald:** Someone else is asking who should be accessing the website. Research Ethics for All is best design to be done as a team. We often learn better together. And it can be more fun and more engaging and learn from the insights of other people. We design it so a project leader, that would be awesome if it was an academic researcher and community research partner would be leading the training with the team.

It is not designed for self-study or independent learning, if you will. It could be done, but the certification process wouldn't work for self-study.

**Ariel Schwartz:** We realize it is 3pm. We are grateful for all the enthusiasm and feedback and engagement in the polls. And we hope you reach out to us if you have any questions or are interested in using this training. We do anticipate it will be accessible on mobile devices. That is the goal.

**Katie McDonald:** Someone is asking about password. I don't know if you’re able to screenshare in a way that is useful right now.

**Ariel Schwartz:** I wasn't able to resolve it. I think this is a little new emerging glitch. We are unfortunately, not web developers and we'll work with our web developer to resolve it as quickly as possible.

**Katie McDonald:** For those hanging on, someone asked about expiration and that's an important thing to note, that's an institutional policy how often you have to redo or refresh the education certificate. It is not done by CITI, it is the institution, they decide it is either two or three years.