

## Development and Short-Term Impact of Community Research Training Curricula

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**Introduction:** The Meharry-Vanderbilt Community-Engaged Research Core (CERC) developed and piloted research training curricula (RTC) for community members (CM)s and community-based organizations (CBO)s. This work highlights the community-engaged RTC development process and pilot training results.

**Methods:** Community partners recommended the need for the RTC and were actively engaged in development via work groups, surveys, and meetings. Learning objectives and outlines were drafted and reviewed in 2 community engagement studios by CBOs and CMs. The RTC was piloted June - September, 2016. For piloting, pre-post questionnaires compared confidence in learning objectives, short-term impact on attitudes, and overall effectiveness. Two focus groups were conducted post-training to gather additional feedback. Descriptive statistics were used to analyze questionnaire results. Four raters independently coded and came to consensus on major focus group themes.

**Results:** Community partners provided input into training content, frequency, and logistics for 8 training sessions; 1 joint session for CMs and CBOs and separate sessions for CMs (n=2) and CBOs (n=5). Nine CMs and 8 CBOs completed the training. The majority reported increased confidence (69%) and positive impact (72%) for each session. Major focus group themes were increased research empowerment and knowledge, increased desire to play a more meaningful role in their research endeavors, use of training materials in their professional and personal lives, and not enough time.

**Discussion:** Generally, the RTC positively impacted trainees and led them to feel more confident and empowered in research conversations and activities. Participant input allowed CERC to improve and standardize the training.