

CRPs, Where Next?

Joy Agbonmwandolor

Senior Research Officer, Research & Innovation, Nottingham University Hospital NHS Trust
BSc. MSc. AHCS Registered. HEE/NIHR ICA Fellow. NIHR/SPCR PhD Candidate

CRP Professional advancement

- Accredited AHCS register
- NIHR CRP directory
- Active CRP community
- Registered CRPs are part of the HCS community

Your personal advancement



Something you have achieved that you are proud of?



What is the next step in your professional development?

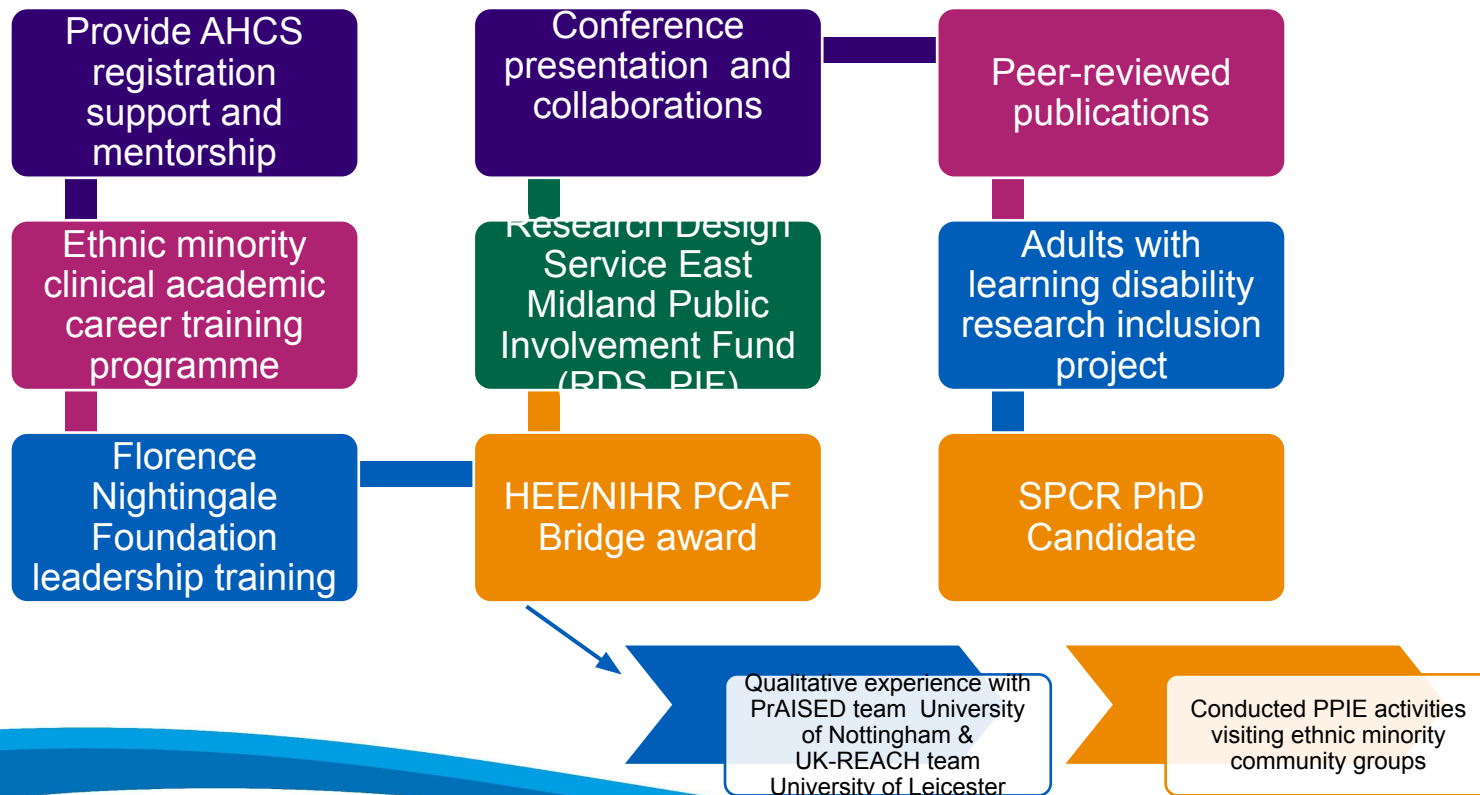
Joined the AHCS
accredited CRP
register April 2021

Supporting and delivery of
observational and
interventional studies

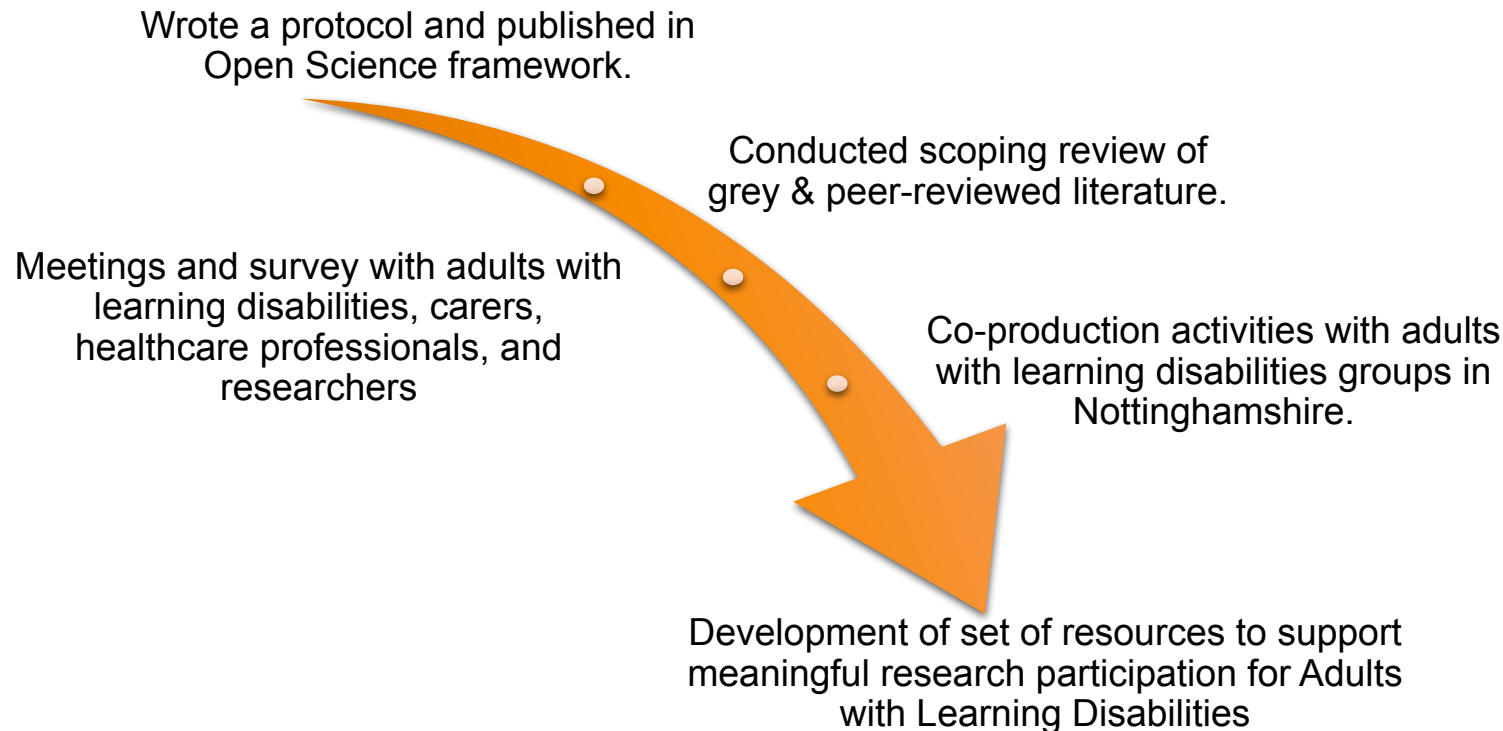


Image by Ronan Loughney, 2020

Professional registration paved the way...



Adults with learning disability research inclusion project



Scoping review of grey and peer-reviewed literature report

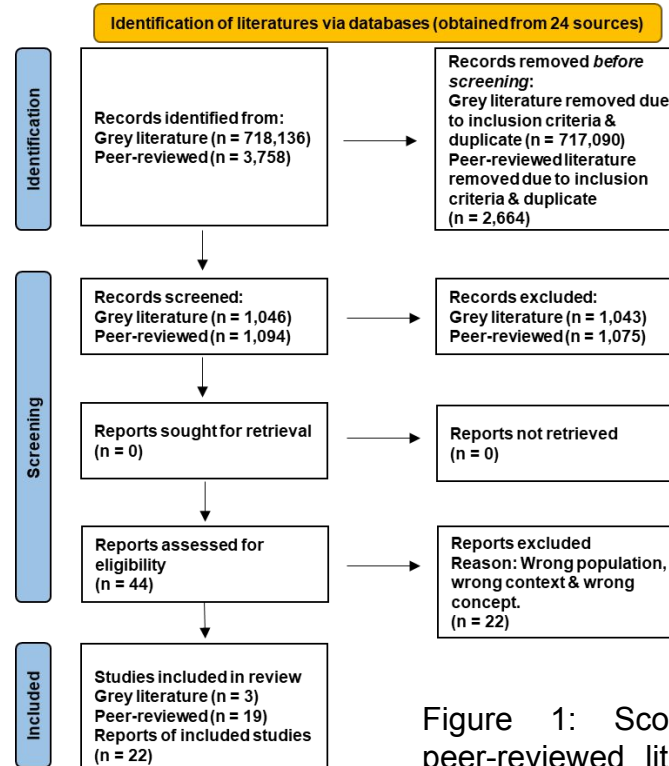
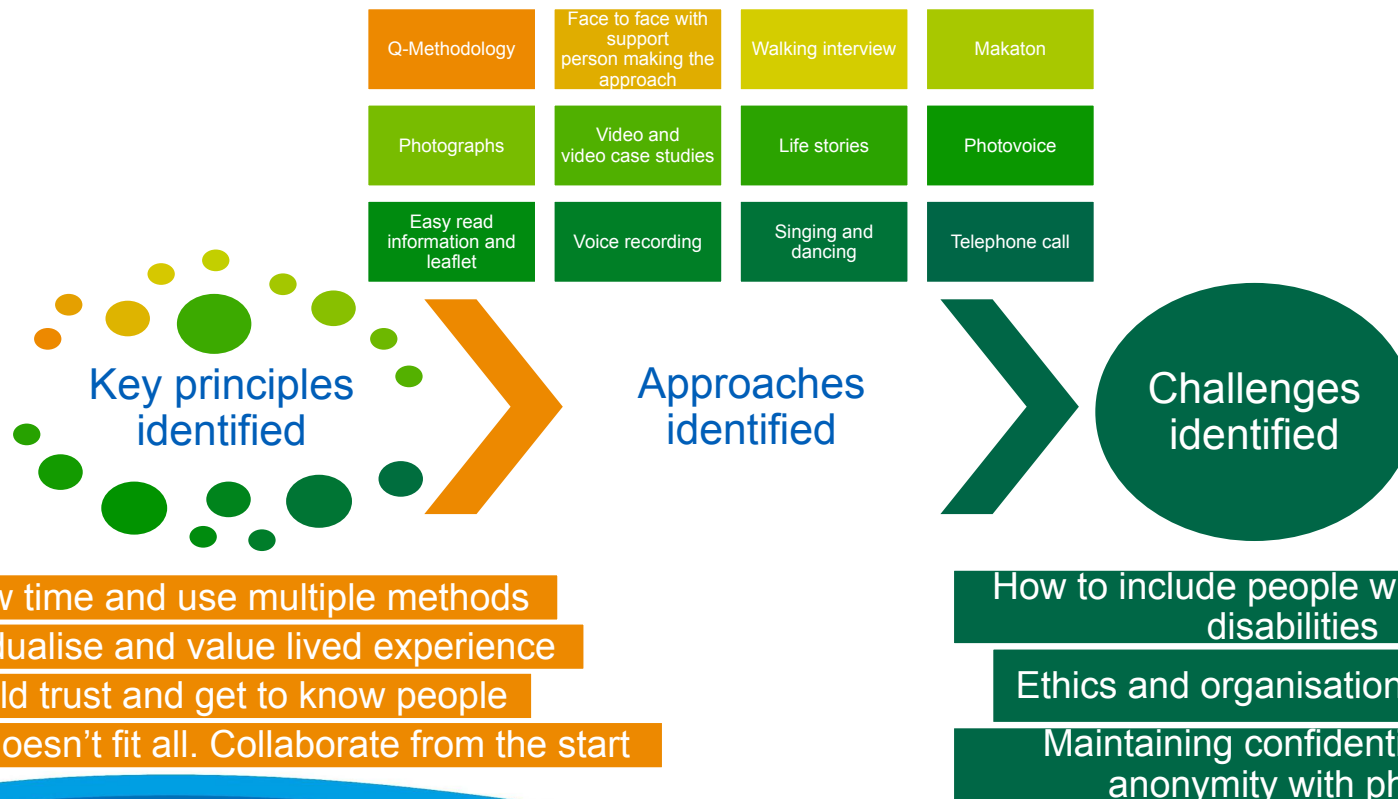
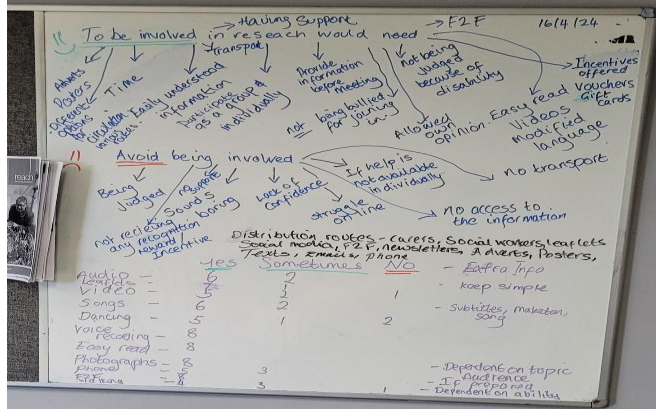
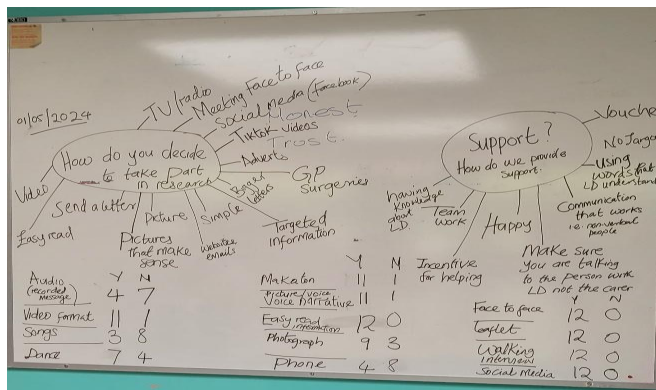


Figure 1: Scoping review of grey and peer-reviewed literature report using PRISMA (Page et al. 2020).



Findings from the survey & meetings

Themes/ Project Component	Survey & Meeting
Key principles identified (What to consider when approaching someone with a learning disability to take part in research)	Funding incorporated
	Give enough time for people to consider information
	Educate the people / Raise awareness / 1:1 meetup with family
	Make easy read materials large Arial front sizing use symbols and pictures / Highlight key words BOLD / Add colour to materials provided to them
	Don't separate adults with learning disabilities from carers / family when addressing them
Approaches identified (Approach that would enable decision making around research participation)	Benefit of the research to the population / Repeat information multiple times / Build trust
	Face-to-face discussions
	Telephone conversations
	Signpost to websites
	Makaton
	Visual images
	Simple vocabulary / narratives
	Videos with British Sign Language
	Make the Participant information sheet shorter
	Photography / visual images
Challenges identified	Involving people in designing the resources
	No resource bank of standard/ approved phrases and images for research
	Participants may misunderstand being part of research with making a direct complaint
	It can take a while to build trust
	Ability to identify when someone is uncomfortable even if they don't voice it
	Continuity impacted due to lack of funding



Themes / Project Component

Key principles identified

(What to consider when approaching someone with a learning disability to take part in research)

Approaches identified

(Approach that would enable decision making around research participation)

Challenges identified

Co-production Activities

Participants should be allowed own option / researchers having knowledge about learning disability

Use easy read / easily understood information/ Bigger letters (use large font)

Allow enough time for information to be considered

Not being bullied / judged

Having support i.e. carers / participate as group / individually

Communication that works (i.e. talking to a non-verbal person) /

Using words that adults with learning disabilities understands (no jargon)

Social media (Facebook, TikTok etc.)/ TV / Radio / Meeting face to face

Targeted information (specific to their need) / Information through GP surgeries / Adverts / Signpost to website / leaflets / carers

Send a letter / Email easy read information / simple information

Video/ Picture (provide pictures that makes sense)

Provide incentives / Voucher/ gift cards to individuals participating and organisation

Use different options and various routes to circulate the information

Make sure you are talking to the person with learning disability during research discussions and not their carers

Teamwork – participating in a group

Easy read videos modified language

Telephone conversation

Not receiving any recognition, reward / incentives

No access to suitable information / Struggle to access information online

Lack of confidence

Information provided sound boring

No support provided i.e. no transport

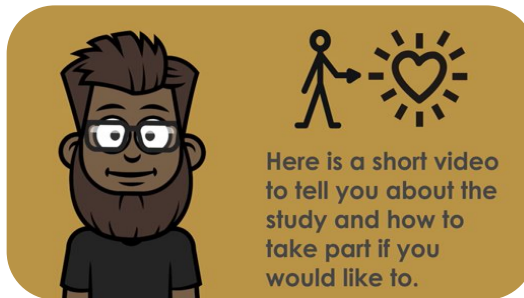
Preferred method of approach and information distribution route

	Yes	Maybe/ Sometimes	No	Outcome (preferred approach)
Audio (recorded message)	10	2	8	
Leaflets	19	1	1	Distribution route
Songs	9	4	8	
Dancing	12	3	6	
Easy read information	20	1	0	Presentation
Telephone	9	4	8	
Face to face	20	1	0	Distribution route / presentation
Walking interview	16	4	1	
Makaton	17	3	1	Presentation
Social media	20	1	0	Distribution route
Photographs / Picture / voice narrative / Voice recording	19	1	1	Presentation

Information presentation format: Animation, by researchers, or by someone with a learning disability.



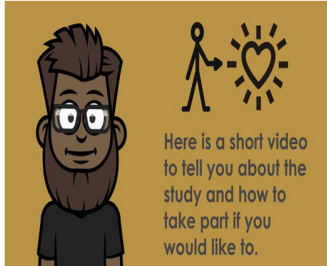
Video of a person with a learning disability talking and photographs displaying what is being said.



Short animations with easy read information and symbols.



Video of researcher talking with easy read text and signing Makaton.



Short animations with easy read information and symbols.

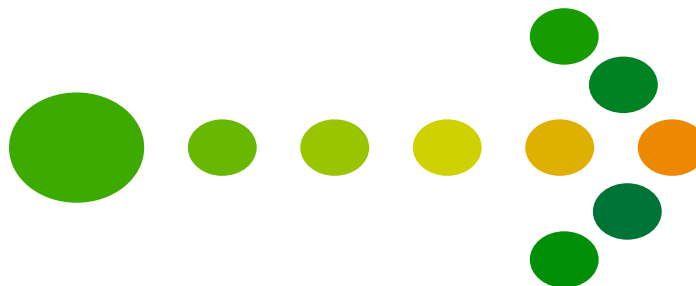
Video link:

<https://we.tl/t-6FzExXCliJ>

Video of researcher talking with easy read text and signing Makaton.



We now know that adults with a learning disability would like to be approached about research face to face or through social media with simple easy read information and allow a lot of time to think about whether to take part in research or not.



The resources that we have developed with adults with learning disabilities will be used in the design of a future research study.

The **AFEMS** Study

Utilise this resource in the design of my PhD study titled “Adapting the Action Falls programme for Ethnic Minority Stroke survivors: **The AFEMS Study**”.

The aim of the **AFEMS Study** is to adapt the Action Falls programme to meet the needs of ethnic minority stroke survivors.

One small change can have an enormous impact.

Professional registration enable me to begin my clinical academic journey.

Use that achievement you are proud of to develop the next step in your professional development.

Thank you for listening!