

# Capacity Bridging: Establishing Meaningful Collaboration between Peer Researchers and Academic Researchers for Knowledge Translation in a Research Study

Jason Lo Hog Tian<sup>1,2</sup>, James R. Watson<sup>1</sup>, Adam McGee<sup>1</sup>, Annette Fraleigh<sup>1</sup>, Anthony Boni<sup>1</sup>, George Da Silva<sup>1</sup>, James Gough<sup>1,3,4</sup>, Keith Showers<sup>1,5</sup>, Lynne Cioppa<sup>1</sup>, Mary Mwalwanda<sup>1</sup>, Michael Murphy<sup>1,6</sup>, Monisola Ajiboye<sup>1,7</sup>, Murray H<sup>1</sup>, Stephanie Smith<sup>1</sup>, and Wayne Bristow<sup>1</sup>

1. Unity Health Toronto, Toronto, ON, Canada; 2. University of Toronto, Toronto, ON, Canada; 3. Réseau ACCESS Network, Sudbury, ON, Canada; 4. Northern Ontario School of Medicine, Sudbury, ON, Canada; 5. Toronto People With AIDS Foundation, Toronto, ON, Canada; 6. AIDS Committee of Windsor, Windsor, ON, Canada; 7. International Community of Women Living with HIV/AIDS, Washington, DC, USA

reachnexus



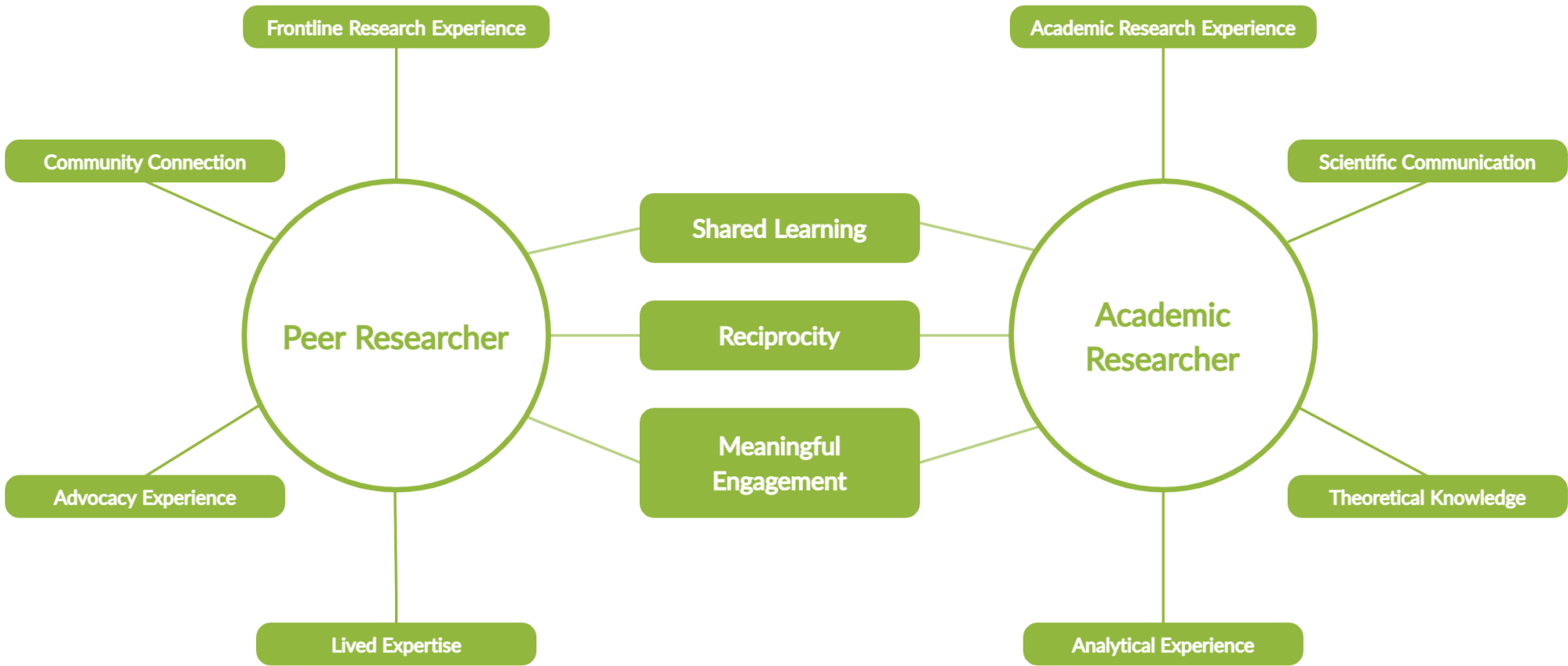
## Background

- There are still areas of a research study (e.g., data analysis, interpretation, and knowledge translation) where people with lived experience can be further involved
- Our capacity bridging framework connects the expertise of peer researchers and academic researchers in an environment of shared learning and reciprocity to enrich the impact of a research project

## Addressing the Gap

- We designed a course to teach peer researchers about study design and data analysis
- Peer researchers utilized their lived experience to guide development of research questions and interpret findings
- The course ran biweekly for 6 weeks with 9 peer researchers from Ontario

# Capacity bridging enhances research dissemination and knowledge translation



**Figure 1** Capacity Bridging Framework connecting the expertise of peer researchers and academic researchers

Peer researchers **guided data analysis** by asking questions derived from three areas of **lived experience**:



**Peer-to-peer interview experience**



**Personal experience with HIV stigma**



**Supporting advocacy in their region**

Academic researchers led a **data analysis course** covering **key research topics**:



**Research data terminology**



**Asking research questions**



**Data analysis process**



**Understanding visual representations**

**Knowledge and understanding of quantitative data improved by approximately 60-70%**

**Peer researchers were satisfied with the design and content of the course**

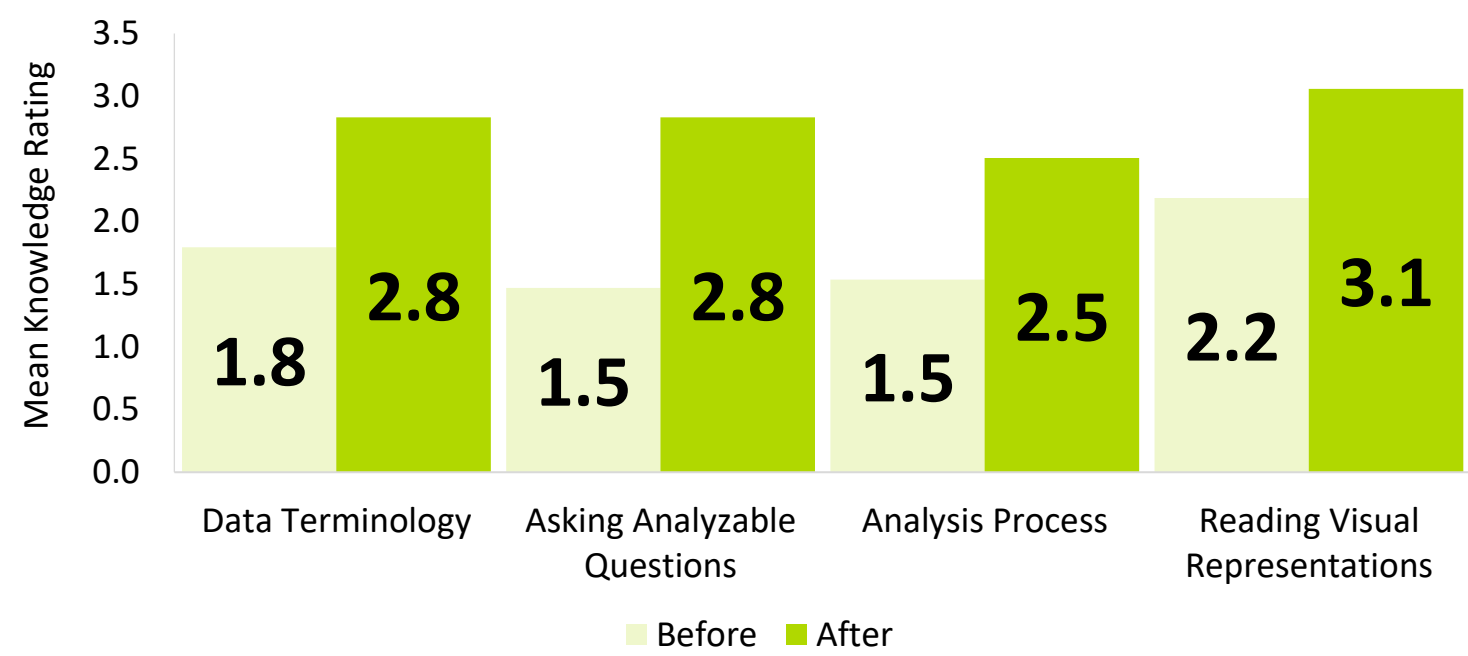


Figure 2 Knowledge and understanding of aspects of a data analysis before and after the training

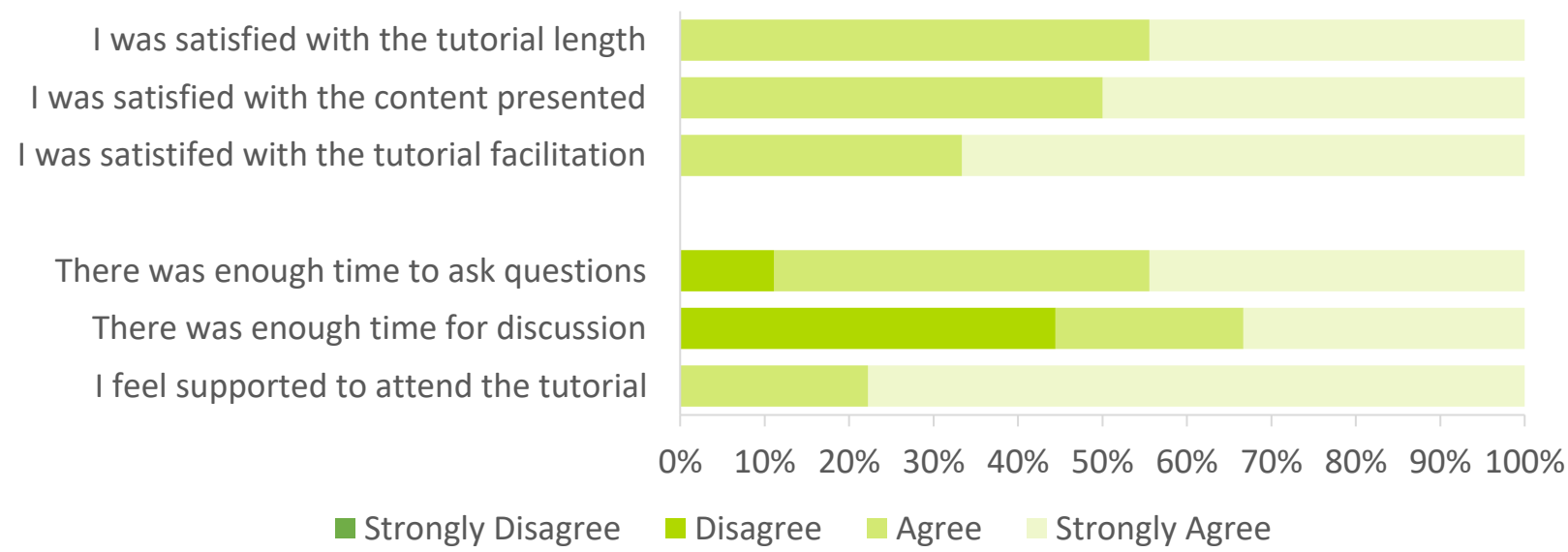


Figure 3 Evaluation of course design and content

**Peer researchers  
appreciated  
being further  
involved in  
research**

**Lessons learned  
and next steps**

*“I’m really glad this is an **ongoing learning opportunity**. This part of research **hasn’t been offered to PRAs** and I find it fascinating”*

*“I found the **content really interesting** and would be interested in **continuing learning about other aspects of research**”*

1

Capacity bridging led to an **uptake in engagement** and **deeper feelings of belonging** in the research study

2

Peer researchers helped to **increase understanding** of the data and **added richness** to the findings

3

**Scaling up** the training to more peer researchers across the country will be **key for HIV stigma reduction efforts**