

Welcome to AAHRPP's November 2021 Webinar:

Health Literacy Resources to Strengthen Your Human Research Protection Program

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AAHRPP[®]

Association for the Accreditation of
Human Research Protection Programs, Inc.[®]

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**2022 AAHRPP
Annual Conference**

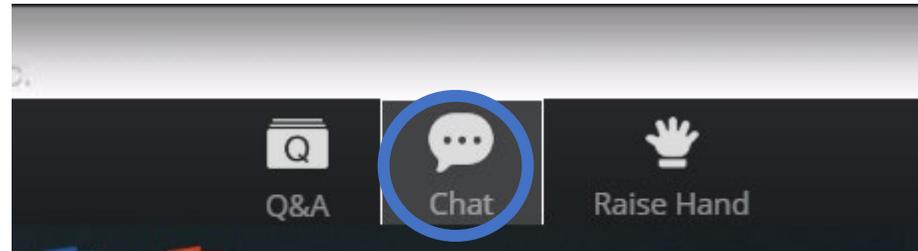
in Denver, Colorado

May 24-26, 2022



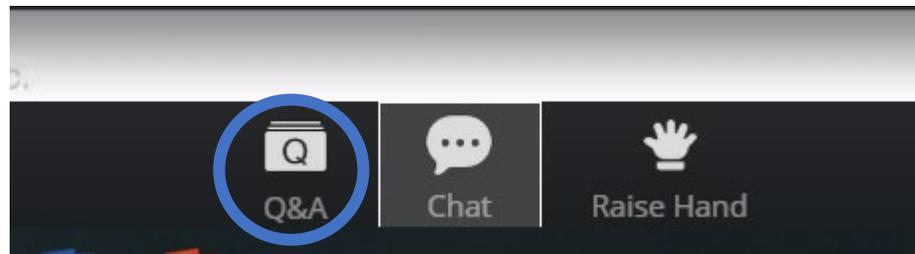
Issues During the Webinar?

To ask Zoom-related questions, use the “Chat” icon:



Questions for the Presenters?

To ask questions about the topic for the presenters,
please use the “Q&A” icon:



Presenter Introductions





Nichelle Cobb

Senior Advisor for Strategic Initiatives
AAHRPP





Sarah White

MRCT Center of Brigham and
Women's Hospital and Harvard



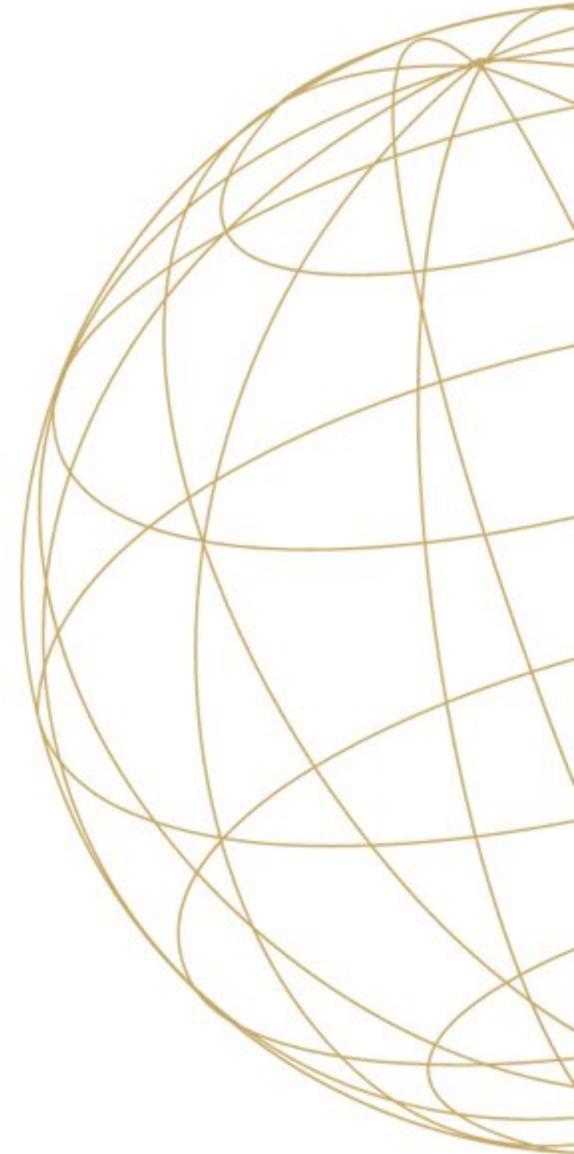


Sylvia Baedorf Kassiss

MRCT Center of Brigham and
Women's Hospital and Harvard



Health Literacy Resources to Strengthen Your Human Research Protection Program



**MULTI-REGIONAL
CLINICAL TRIALS**

THE MRCT CENTER of
BRIGHAM AND WOMEN'S HOSPITAL
and HARVARD

Sylvia Baedorf Kassis, MPH, Program Manager, MRCT Center

Sarah White, MPH, Executive Director, MRCT Center

Disclosure Statement

I have no relevant personal/professional/financial relationship(s) with respect to this educational activity

*Sarah White, Executive Director
MRCT Center*



Objectives

- Describe why health literacy is an important concept for IRBs to consider in their human research protection activities, and how health literacy is related to AAHRPP accreditation standards.
- Consider ways that IRBs can integrate health literacy into their day to day work through the use of a self-guided health literacy training for IRBs and related IRB checklist.
- Share additional health literacy resources with their research community.



The Multi-Regional Clinical Trials Center (MRCT Center)

OUR VISION

Improve the integrity, safety, and rigor of clinical trials around the world.

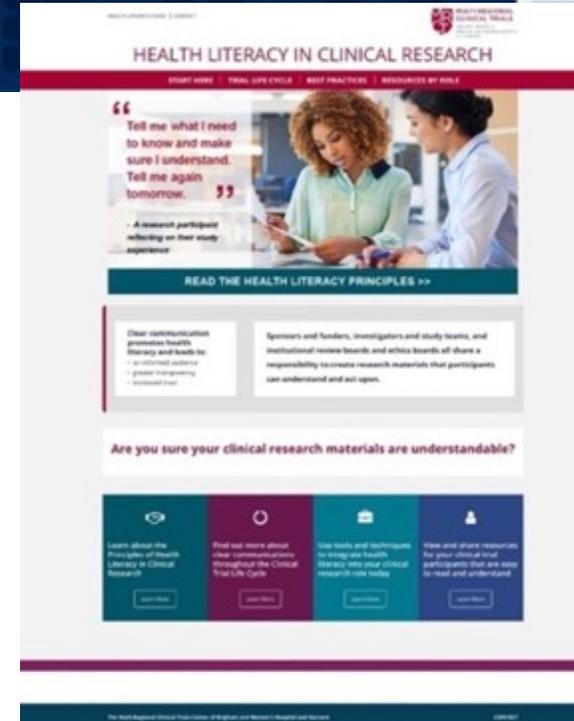
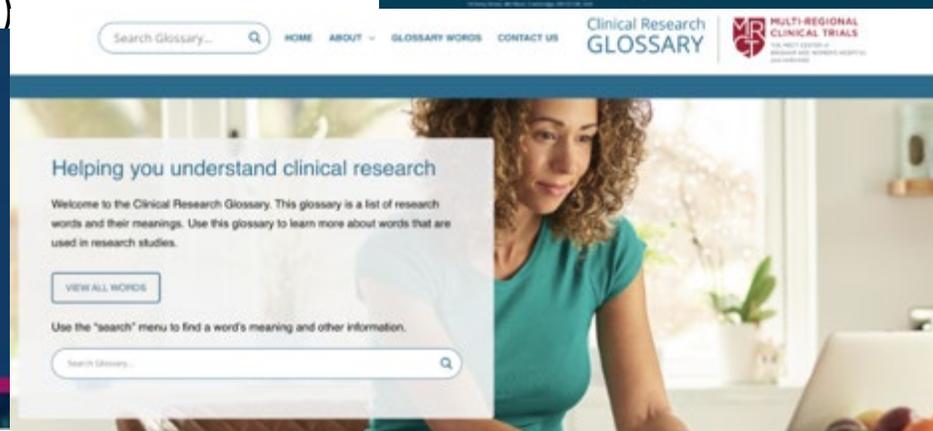
OUR COMMUNITY

We engage diverse stakeholders to define emerging issues in global clinical trials and to create and implement ethical, actionable, and practical solutions.



MRCT Center Commitment to Transparency, the Participant, & Health Literacy

- ✓ MRCT Center Return of Results Guidance Document and Toolkit (2015)
- ✓ MRCT Center Return of Individual Results to Participants Recommendations Document and Toolkit released (2017)
- ✓ EMA incorporates of MRCT Center's Aggregate Return of Results Framework into regulation (2017)
- ✓ MRCT Center submits draft guidance on Provision of Plain Language Summary to FDA (2018)
- ✓ MRCT Center launches Health Literacy in Clinical Research website (2019)
- ✓ COVID-19 pamphlets released to support understand of clinical research (English & Spanish) (2020)
- ✓ MRCT Center launches Clinical Research Glossary (2021)



Participant-centricity & health literacy across the age spectrum

- The MRCT Center has also developed a suite of materials for adolescents and young adults
 - Related to COVID-19
 - Introduction to Clinical Research

ASSENT to CONSENT Happy Birthday! You are now a legal adult. Learn about your rights and options in clinical research.

BABY Parent: Consent
CHILD Parent: Consent Child: Assent
LEGAL ADULT Consent

What happened when I started clinical research?
Your parent/guardian gave permission for you to be in the clinical research. Their permission was called consent. You may have been asked for your agreement to take part in the research too. Your agreement was called assent.

What happens when I become a "legal adult"?
You make your own decisions. If you are already participating in research, you will be asked if you want to continue. This is called consent.

How is consent different from assent?
Both consent and assent mean agreement. But only legal adults can give consent.

How is consent given?

STEP 1 Your doctor will explain how the research works. You may ask any questions.

STEP 2 Sign the informed consent document. Just say you want to participate.

I AM A HEALTHY CHILD: Should I Join a COVID-19 Vaccine Research Study?

Kids who do not have COVID-19 can help researchers learn more about the disease.

A research study:

- collects new information about health and disease.
- tries to answer new questions that researchers have.
- needs volunteers to sign up.

COVID-19:

- is a new disease caused by a type of virus called coronavirus.
- may cause some people to have symptoms like cough, fever, weakness, muscle and other pains, and breathing problems.
- can be mild, but it can also make some people very sick.

Why should I be more careful around people?

I AM A CHILD WITH COVID-19: Should I Join a COVID-19 Research Study?

Kids who have COVID-19, or might have COVID-19, may be able to join a COVID-19 research study.

A research study:

- collects new information about health and disease.
- tries to answer new questions that researchers have.
- needs volunteers to sign up.

COVID-19:

- is a new disease caused by a type of virus called coronavirus.
- may cause some people to have symptoms like cough, fever, weakness, muscle and other pains, and breathing problems.
- can be mild, but it can also make some people very sick.

Why should I be more careful around people?

- This virus spreads from a sick person to a healthy person very quickly.
- Being too close to your friends can pass the virus around.
- You sit and stand close to your friends when you are at school and when you play.

Why are there research studies about COVID-19 right now?

COVID-19 is a new virus so it is important to understand more about:

- How the virus spreads.
- Why some people barely get sick and other people get very sick.
- Which treatments work the best.
- How to stop spreading it.

What else should I know about being in a COVID-19 research study?

- You can talk to your doctor, your parent, or any adult you trust to help you decide if you want to be in the research study.
- You can change your mind at any time.

MRCT MULTI-REGIONAL CLINICAL TRIALS
THE MRCT CENTER OF BRIGHAM AND WOMEN'S HOSPITAL AND HARVARD

HARVARD CATALYST
Harvard Clinical & Translational Science Center

HEALTH LITERACY IN CLINICAL RESEARCH

[START HERE](#) | [TRIAL LIFE CYCLE](#) | [BEST PRACTICES](#) | [RESOURCES BY ROLE](#)

“
Tell me what I need
to know and make
sure I understand.
Tell me again
tomorrow.”

- A research participant
reflecting on their study
experience



HEALTH LITERACY IN CLINICAL RESEARCH

[START HERE](#) | [TRIAL LIFE CYCLE](#) | [BEST PRACTICES](#) | [RESOURCES BY ROLE](#)

Are you sure your clinical research materials are understandable?

 Learn about the Principles of Health Literacy in Clinical Research Learn More	 Find out more about clear communications throughout the Clinical Trial Life Cycle Learn More	 Use tools and techniques to integrate health literacy into your clinical research role today Learn More	 View and share resources for your clinical trial participants that are easy to read and understand Learn More
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Disclosure Statement

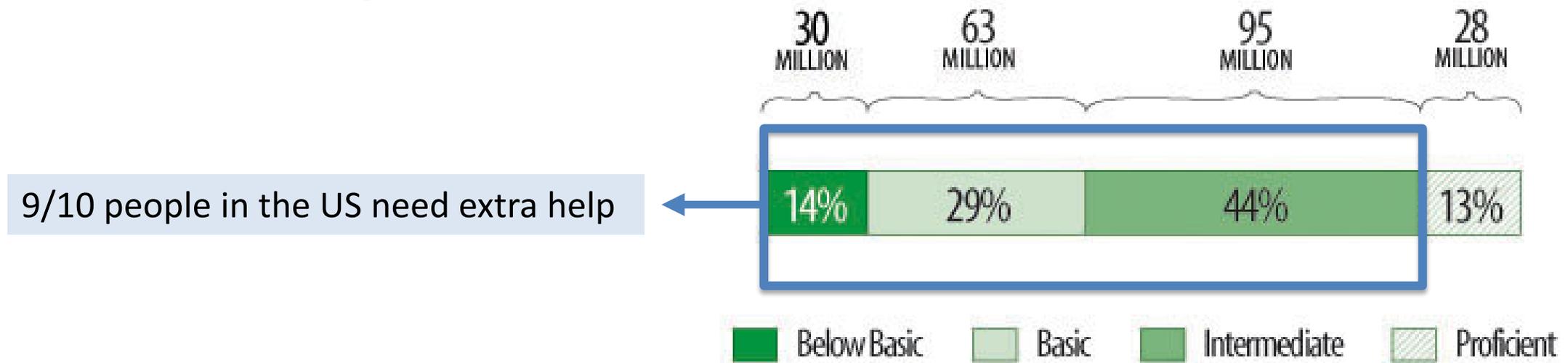
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*Sylvia Baedorf Kassis, Program Manager
MRCT Center*



The Health Literacy Opportunity

- Literacy levels are concerning around the world.



From: https://nces.ed.gov/naal/kf_demographics.asp

- A person's health literacy affects their ability to:
 - Access services and information
 - Understand and follow health-related instructions
 - Make appropriate health-related decisions

The Evolving Health Literacy Definition

Individual Skills

“Health literacy is the degree to which **individuals** have the capacity to obtain, process, and understand basic health information needed to make appropriate health decisions.”

Nielsen-Bohlman L, Panzer AM, Kindig DA, Editors, Committee on Health Literacy. Health Literacy: A Prescription to End Confusion. Washington, DC: Institute of Medicine. The National Academies Press; 2004.



Societal Responsibility

“Health literacy occurs when a **society provides** accurate health information and services that people can easily find, understand, and use to inform their decisions and actions.”

Department of Health and Human Services. Solicitation for Written Comments on an Updated Health Literacy Definition for Healthy People 2030. <https://www.federalregister.gov/documents/2019/06/04/2019-11571/solicitation-for-written-comments-on-an-updated-health-literacy-definition-for-healthy-people-2030>, 9/17/19.



Health Literacy in Clinical Research Principles

Clear communication with potential, enrolled, and past research participants supports understanding and decision-making that aligns to their values. Health literacy focuses on a person's ability to access, process, and understand health information to make informed health decisions. Clear communication, however, requires the communicator to share information in ways that the participant and their family, friends, and/or caregivers can understand and act upon. As such, clear communication is both respectful and ethically responsible, and important throughout the clinical research study life cycle - from access, recruitment, and informed consent to the end of a trial and the sharing of results. The MRCT Center Health Literacy in Clinical Research workgroup has developed foundational principles to help guide the adoption and integration of health literacy practices into clinical research. These are intended to support sponsors and funders, investigators and study teams, and institutional review boards and ethics committees in their communications with potential, enrolled, and past participants.

1. All clinical research communications should be clear and easy to understand.
2. Clear communication is necessary throughout the clinical research life cycle.
3. All clinical research stakeholders share an ongoing responsibility for ensuring research communication is clear and easy to understand.
4. Clinical research communications should be developed by partnering with the intended audience(s).
5. Cultural respect is an integral part of communicating appropriately about clinical research.
6. Clinical research materials for participants should integrate health literacy practices, including plain language, numeracy, clear design techniques, and cultural considerations.
7. Clinical research materials for participants should be evaluated to ensure the intended audience(s) can understand the information.
8. In-person communication with the intended audience(s) should encourage dialogue and confirm understanding.
9. All clinical research stakeholders should support the development and implementation of organizational policies that integrate health literacy into clinical research.
10. Integration of health literacy into clinical research requires proactive planning to develop, test, modify, and confirm understanding of clinical research communications.



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For more information about the
MRCT Center's work on health literacy in clinical research, visit:
<https://mrctcenter.org/health-literacy/>
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- All clinical research stakeholders share an ongoing responsibility for ensuring research communication is clear and easy to understand.
- Integration of health literacy into clinical research requires proactive planning to develop, test, modify, and confirm understanding of clinical research communications.

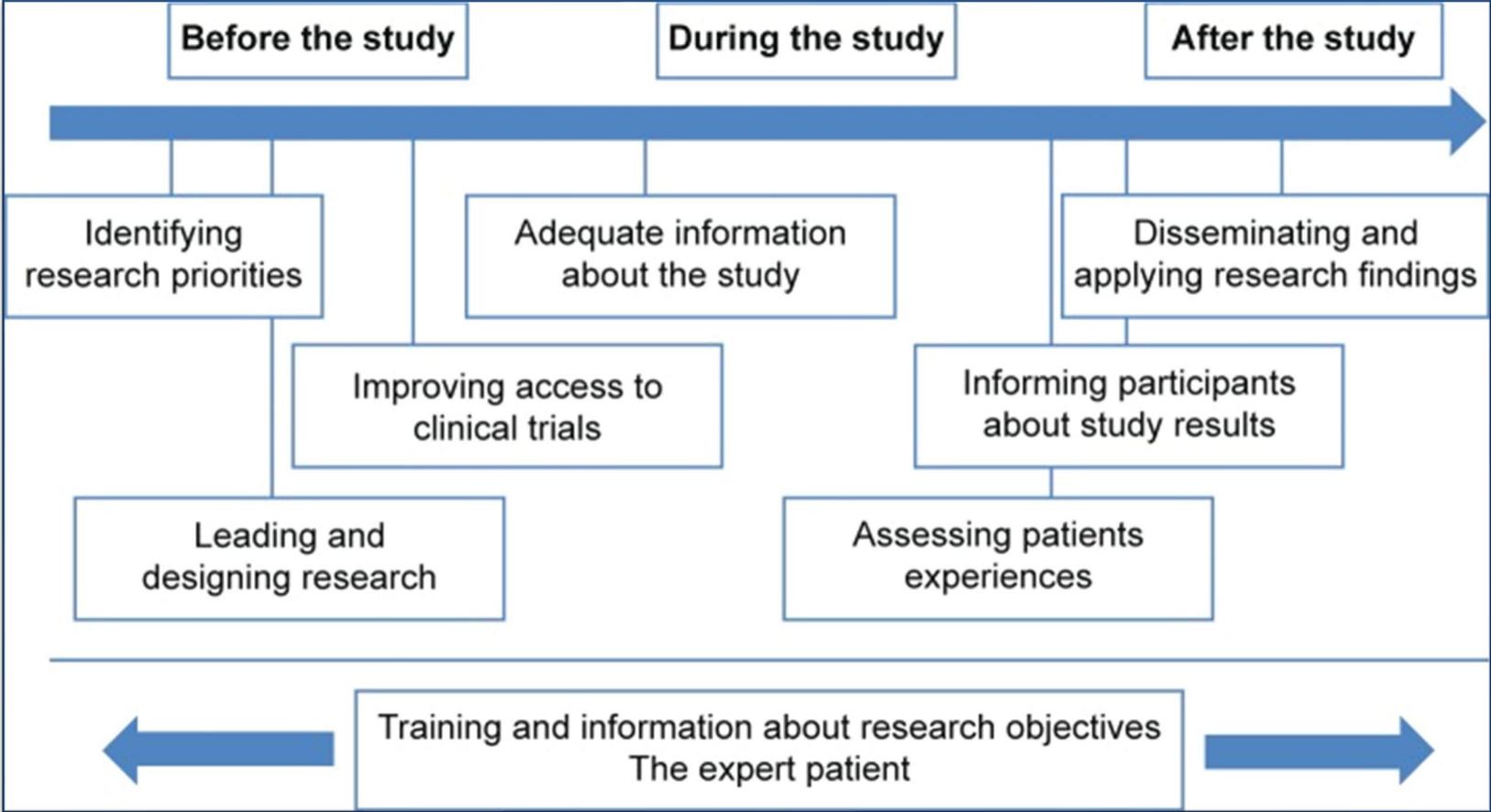


A Broad View of Health Literacy



Health Literacy Includes Integrating Input Throughout the Study

Patients and participants can provide input throughout the study....



<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4854260/>



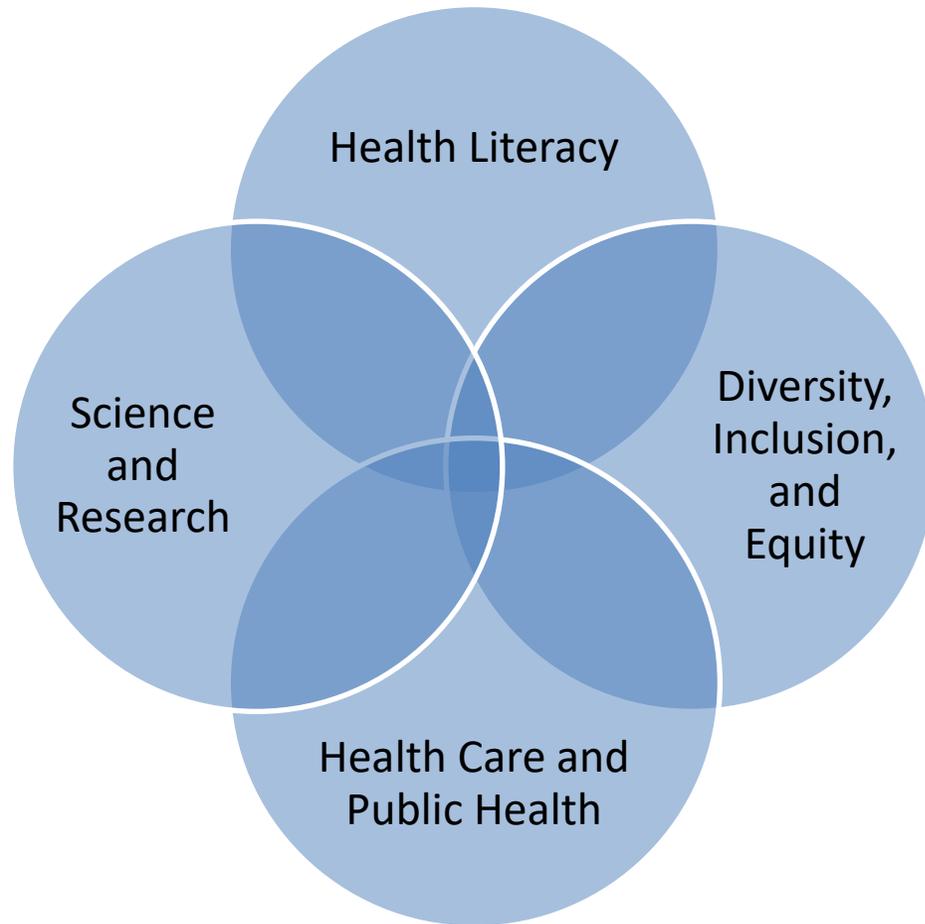
HRPPs and IRBs can also Integrate Patient and Participant Perspectives

- Some examples include:
 - Pilot test consent templates and boilerplate language
 - Collect participant experience data
 - Invite additional/specialized community members to join discussions of particular protocols

The Potential of Applying Health Literacy Best Practices



The Bigger Picture of Health Literacy



Health literacy fulfills key ethical research principles:

- Respect for Persons
 - A right to understand
- Beneficence
 - An effort to reduce harm
- Justice
 - Equitable access to research

Health Literacy and AAHRPP Accreditation Standards

Domain I – Organization

- “An Organization has the responsibility not only to protect the rights and welfare of human research participants but also to involve research participants in the research enterprise...”
- STANDARD I-4: The Organization responds to the concerns of research participants.
 - ...activities designed to enhance understanding of human research by participants, prospective participants, or their communities (Element I.4.B)
 - ...promotes the involvement of community members, when appropriate, in the design and implementation of research and the dissemination of results (Element I.4.C)

Health Literacy and AAHRPP Accreditation Standards

Domain III – Researchers

- Competent, informed, conscientious, compassionate, and responsible Researchers and Research Staff provide the best possible protection for human research participants.... As part of its HRPP, an Organization can improve its protection of research participants if it has arrangements for ascertaining and enhancing the competence of Researchers and Research Staff.
 - Element III.1.F. Researchers employ consent processes and methods of documentation appropriate to the type of research and the study population, emphasizing the importance of comprehension and voluntary participation to foster informed decision-making by participants.

Health Literacy for HRPPs: Goals

- Raise awareness amongst HRPPs, and IRB staff and reviewers, about health literacy and its importance in the clinical research.
- Foster internal conversations about health literacy, areas of organizational strength, and areas that could benefit from attention.
- Consider integrating practical resources and tools (training materials and checklist) into the review process and the development of health literate templates and boilerplate.

A Special Health Literacy Resource for IRBs



IRB Health Literacy Training

This training can be self-guided or facilitated by someone at your organization.

The purpose of the training is to introduce health literacy and how it applies to the review and approval of clinical research.

[FACILITATORS CLICK HERE](#) [INDIVIDUAL TRAINEES CLICK HERE](#)

AAHRPP Accreditation Standard:

Element I.1.E. The Organization has an education program that contributes to the improvement of the qualifications and expertise of individuals responsible for protecting the rights and welfare of research participants.

Audience:

- IRB members and staff
 - Full board reviewers
 - Expedited reviewers
 - Administrative personnel

IRB Health Literacy Training Components – two roles

- **Facilitator**

+ **Training Facilitator's Guide**

+ **Health Literacy in Clinical Research Introductory Video**

+ **Teach Back Questions**

+ **Group Discussion Questions**

+ **Before & After Example Exercise**

- **Individual Trainee**

+ **1. Health Literacy in Clinical Research Introductory Video**

+ **2. Teach Back Questions**

+ **3. Before & After Example Exercise**

Health Literacy in Clinical Research: IRB Training Facilitator's Guide



INTRODUCTORY HEALTH LITERACY TRAINING
FOR HRPP AND IRB MEMBERS AND STAFF



- Step by step instructions, including group discussion questions that focus on IRB behaviors and potential actions
- Self-guided, flexible, and adaptable
- Available online

Training Materials include:

The MRCT Center Health Literacy In Clinical Research

Watch later Share

Health Literacy in Clinical Research

How ignoring health literacy can cause a hiccup in your clinical trial effort!

MORE VIDEOS

0:13 / 7:01

CC Settings YouTube

The video player shows a female doctor in a white coat with a stethoscope, gesturing with her right hand. Next to her is a male patient wearing glasses and a white shirt, looking confused with his hand on his forehead. The video title is 'Health Literacy in Clinical Research' and the subtitle is 'How ignoring health literacy can cause a hiccup in your clinical trial effort!'. The video is from 'The MRCT Center Health Literacy In Clinical Research' and is 7:01 minutes long. The player interface includes a 'MORE VIDEOS' button, a progress bar at 0:13 / 7:01, and icons for closed captions, settings, YouTube, and a share icon.

Health Literacy in Clinical Research: IRB Training Worksheet



INTRODUCTORY HEALTH LITERACY TRAINING
FOR HRPP AND IRB MEMBERS AND STAFF -
TRAINEE WORKSHEET: TEACH BACK QUESTIONS & ANSWERS



TEACH BACK QUESTIONS



I. What are at least 3 concepts that are included under the umbrella of health literacy?

II. What are at least 2 factors that can lower a person's health literacy level?

III. What are at least 5 reasons why health literacy is important in the context of clinical research?

IV. What are at least 4 ways health literacy can be applied throughout the clinical research life cycle?



BEFORE AND AFTER:

INTEGRATING HEALTH LITERACY INTO STUDY MATERIALS

Headers are brief and clear.

I AM HEALTHY: Should I Join a COVID-19 Research Study?

People who do not have COVID-19 can help researchers learn more about the disease.

A research study:

- collects new information about health and disease.
- tries to answer new questions that researchers have.
- needs volunteers to sign up.

Why are there research studies about COVID-19 right now?

COVID-19 is a new disease, so it is important to understand more about it.

COVID-19:

- is a new disease caused by a coronavirus.
- may cause some people to be weak, muscle and other problems.
- can be mild, but it can also be serious and may lead to death.

What should I ask the study staff?

- ✓ Why is the study being done?
- ✓ What will happen if I agree?
- ✓ Could the study help me?
- ✓ Could the study cause me any harm?
- ✓ Do I have to pay money?
- ✓ Will I be paid to be in the study?

What else is being in a research study?



How to give yourself the study medicine

Panel A (Days 1-5) and Panel B (Days 6-10)

Study medicine

Each bottle holds 1 mL of active drug or placebo.

The study staff will tell you how much medicine to use each time (this is called your dose). Only give yourself the dose the study staff told you. Do not use all the medicine in the bottle.

The study staff will tell you how much to inject from each bottle.

Important safety

- Refrigerate the kit box.
- Only use each bottle once.
- Use a new syringe and needle for each injection.
- Only uncup the bottle once.

Steps to give yourself the study medicine

Get ready

1. Gather your supplies:
 - 2 syringes
 - 2 bottles of medicine
 - 2 alcohol swabs
2. Take out 2 bottles from the kit box back in the refrigerator:
 - Let the bottles sit on the counter for 15 minutes to get to room temperature.
 - Turn the bottles upside down at least 3 times.
3. Wash your hands with soap and water for at least 20 seconds.

All text left justified which is easier to read.

Example 1: Study Recruitment Flyer Text

Elderly subjects with hypertension are being sought to enroll in a randomized double-blind trial of a new anti-hypertensive medication as compared to the standard of care.

Please rewrite this text using health literacy best practices. What changes would you make? Please describe.

GROUP DISCUSSION QUESTIONS

- What are some ways that IRBs can help promote health literacy in clinical research more generally?
- What does your IRB already do to help make participant facing materials clear and understandable?
- If you already integrate health literacy best practices, what more could you do to include it in your work and reviews? What would that look like in practice?

Health Literacy in Clinical Research: IRB Checklist



A HEALTH LITERACY CHECKLIST FOR THE REVIEW OF
PARTICIPANT-FACING CLINICAL RESEARCH MATERIALS



- Designed for IRB reviewers and staff to consider how well study information is being communicated to research participants.
- These questions can also be included in the protocol template or in your institution's informed consent template to promote the adoption of health literacy best practices by researchers and study teams in advance of submission.

Health Literacy Checklist Components

- Review of participant-facing materials for health literacy best practices
- Assent/consent considerations
 - Plain language use
 - Supportive aids
 - Specific risk descriptions
 - Use of teach-back/consent scripts

	Participant-facing Document*:	Recommendations/Comments
Research terms and concepts are explained in plain language	<input type="checkbox"/>	
Participant population is described with sensitivity and care	<input type="checkbox"/>	
Text is at a 6 th grade reading level or lower	<input type="checkbox"/>	
Key messages are clear and succinct	<input type="checkbox"/>	
Font size is at least 12 point	<input type="checkbox"/>	
White space is used generously throughout the document	<input type="checkbox"/>	
Content is chunked into sections that are easy to discern	<input type="checkbox"/>	
Section headings are clear and simple	<input type="checkbox"/>	
Images, icons and/or graphics are used to engage and help explain concepts	<input type="checkbox"/>	
Numeric info is explained using additional images or simple graphs	<input type="checkbox"/>	
Study steps are clearly explained and easy for participants to follow	<input type="checkbox"/>	

*Participant-facing documents include recruitment materials, consent/assent forms, study instructions, letters/postcards, etc.

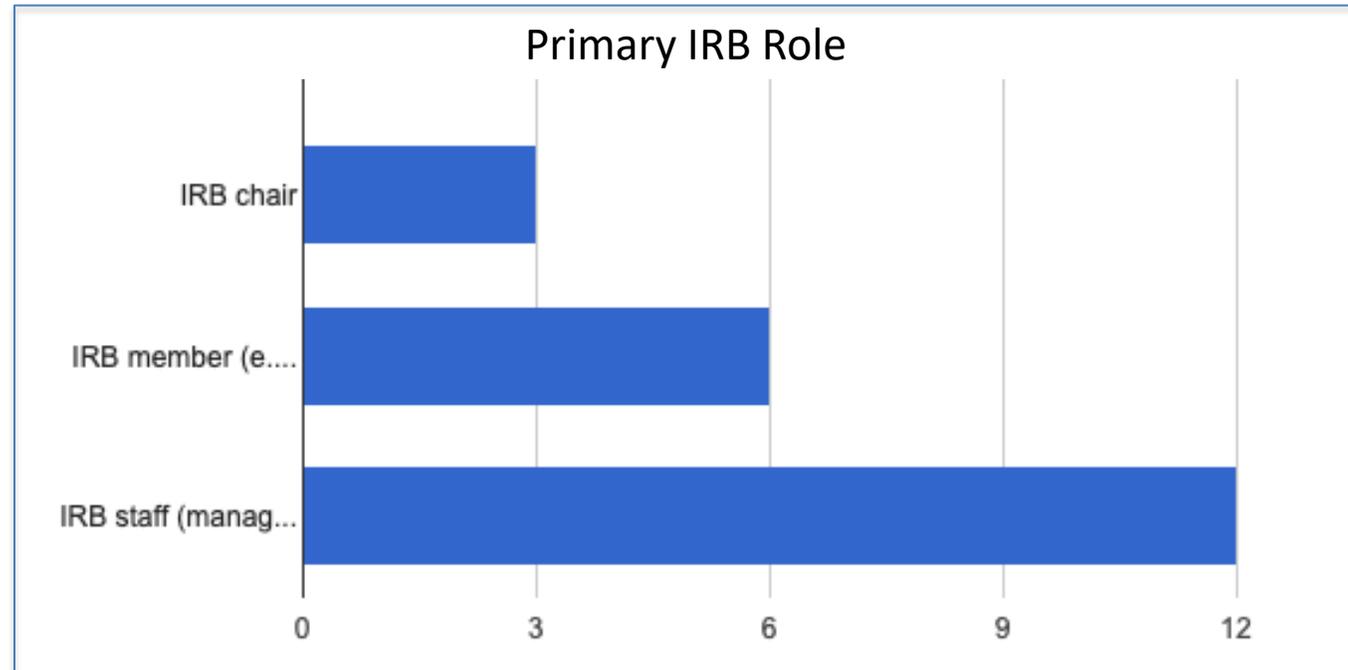
Quality Improvement (QI) User Testing for IRB Health Literacy Training

- Goal:
 - Conduct user testing at two separate USA-based IRBs to determine:
 - Ease of use
 - Acceptability of materials
- QI User Testing Process in August-October 2021 :
 - Sites provided with link to resources
 - Sites followed the process as described on the website and in the facilitation guide
 - Engaged in training activities/process
 - Tested checklist
 - Users (facilitators and trainees) completed voluntary, anonymous feedback survey

User Characteristics

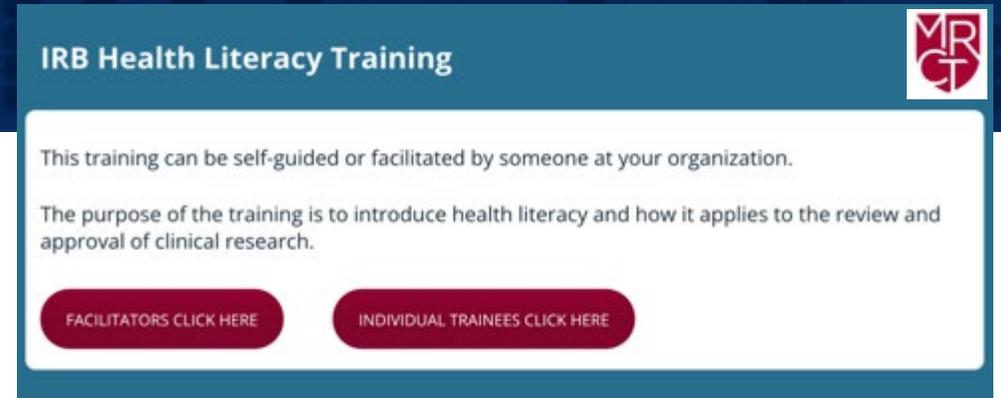
- QI User Testing Sites:
 - Large IRB (200+ members): participants included one full board panel, the expedited review team, and administrative staff
 - Small IRB (<15 members): participants one full board panel, expedited reviewers and administrative staff

- QI survey completed by 21 people
 - 2 Facilitators
 - 19 Trainees



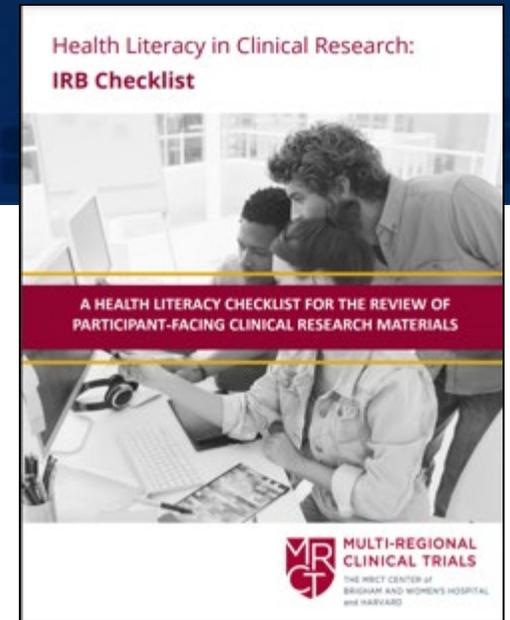
Feedback on the Training Materials

- **100%**
 - found the training clear and easy to follow.
 - reported having enough information at the end of the training to apply health literacy concepts to participant-facing materials.
- **Most!** [17/19 trainees (89.5%)] would recommend the training to others in the field of human research protections.



Feedback on the IRB Health Literacy Checklist

- 14/21 individuals used the checklist in one of their reviews.
 - 13/14 found it clear and understandable
 - 11/14 found it easy to integrate into the review process
 - 11/14 reported that the checklist helped them make some health literacy recommendations to the study team
- **Most!** [13/14 (92.8%)] would recommend using the checklist during the IRB review process



Findings from User Testing

- Accolades

This was really insightful! I think this is quite valuable and can be applied to our reviews of patient drug diaries etc. The discussion at the IRB meeting about this was excellent I thought

These materials sparked truly great discussion. The IRB panel as a whole felt that this is a vital topic.

- Constructive Feedback

Update the checklist to allow for multiple participant-facing materials

Ensure universality of concepts across studies

The checklist seems like a duplication of work.

Next steps for these IRB health literacy resources

1. Refinement of the training/checklist based on the feedback received
2. Availability of the updated materials on our website:
<https://mrctcenter.org/health-literacy/instructional-resources/overview/irb/>
3. Adaptation to an online Learning Management System in 2022 for more formal tracking, a quiz and a certificate of completion.

Key Takeaways

- HRPPs, and IRBs in particular, can champion health literacy best practices.
- A focus on health literacy:
 - Is supported by AAHRPP accreditation standards
 - Makes research more understandable (for everyone!)
 - Builds trustworthiness of the research enterprise.
- Resources exist to enhance your human research protection efforts.

<https://mrctcenter.org/health-literacy/>

Questions?



Thank you!

