

Study Funding

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Workshop Panelists



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Center for Health Outcomes,
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Peer Educator Leader
Center in the Park



**Keyerra Charles, MPH,
CHES**
Director of Health Promotion
Center in the Park

Systemic Racism Towards Black Community in Medical Field Results in Mistrust in Healthcare system

- Justified mistrust of institutions based on a history of medical experimentation and systemic racism (i.e., Tuskegee experiment).
- Healthcare providers show less favor / focus on their Black patients. This and other biases within healthcare create a negative patient-physician relationship and have broken the trust between the Black community and their providers.



Omar Neal, a **former mayor of Tuskegee**, had family members involved in the Tuskegee trials and was hesitant about coronavirus vaccines. (*New York Times*)



What impact has COVID-19 had on Black Americans?

In the US, **Black Americans** are **1.7x more likely to die** from COVID-19 compared to White Americans

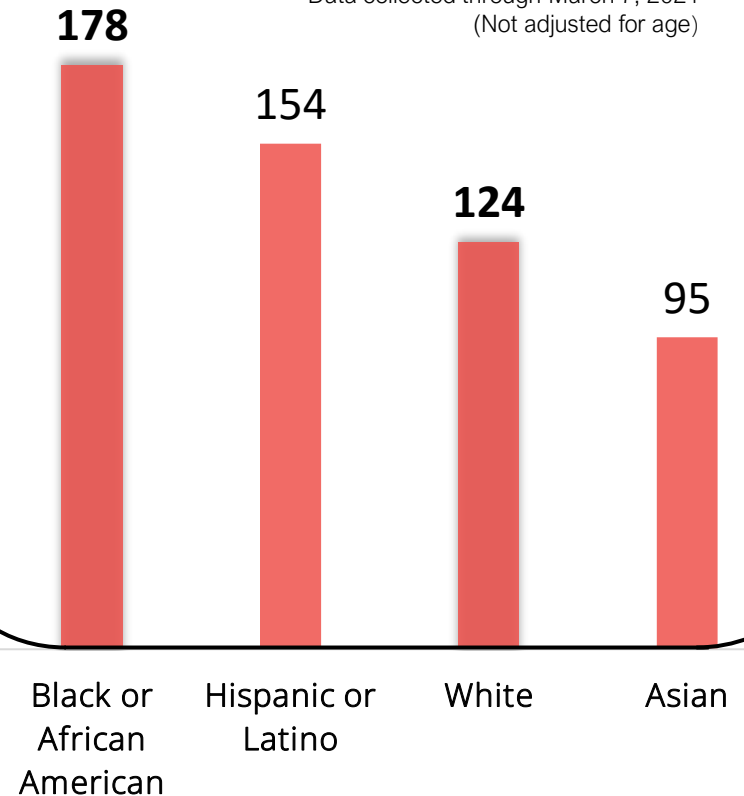
[The COVID Racial Data Tracker](#) | [The COVID Tracking Project](#)

2.4x more likely to be **hospitalized** for COVID-19 compared to White Americans

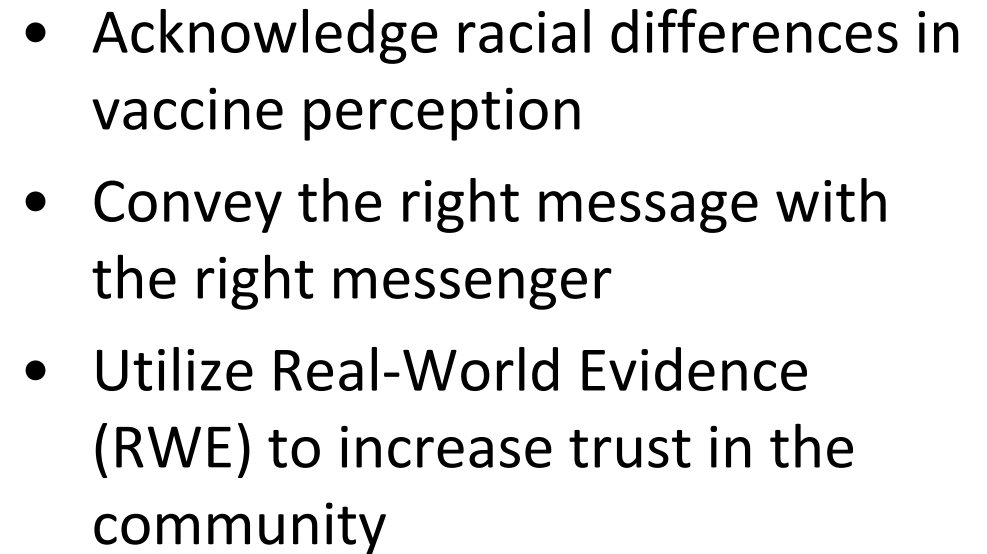
[Risk for COVID-19 Infection, Hospitalization, and Death By Race/Ethnicity](#) | CDC

COVID-19 Deaths per 100,000 People by Race

Data collected through March 7, 2021
(Not adjusted for age)

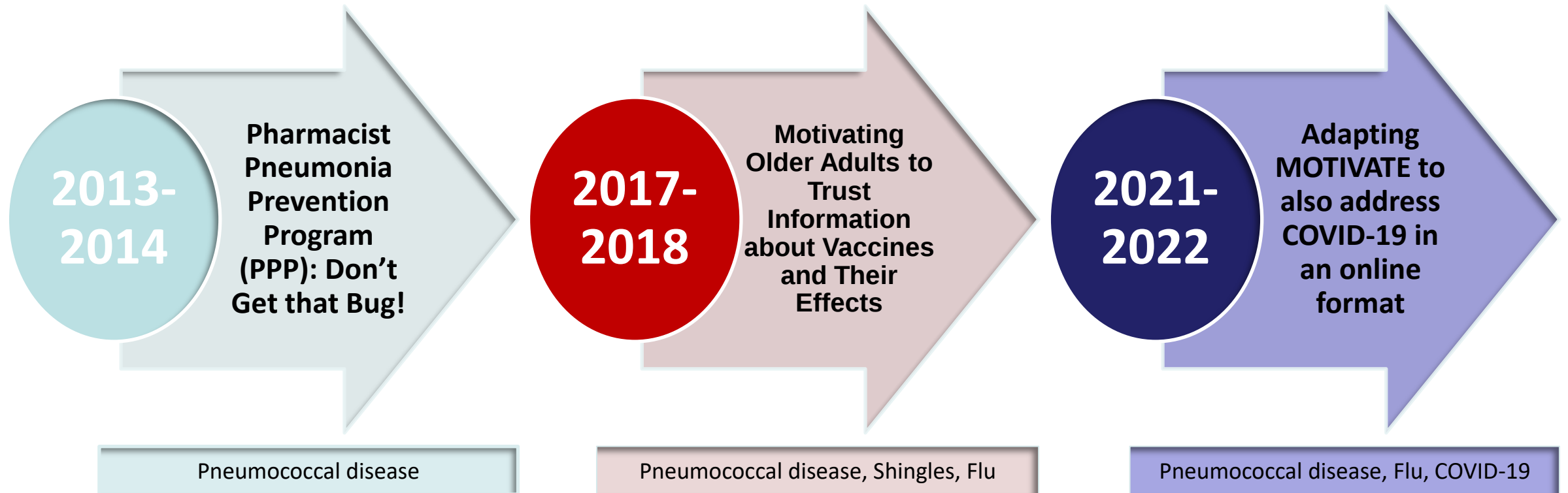


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Collaborating with Pharmacists to Address Vaccine Hesitancy in Black Communities

Vaccine Education Research Projects



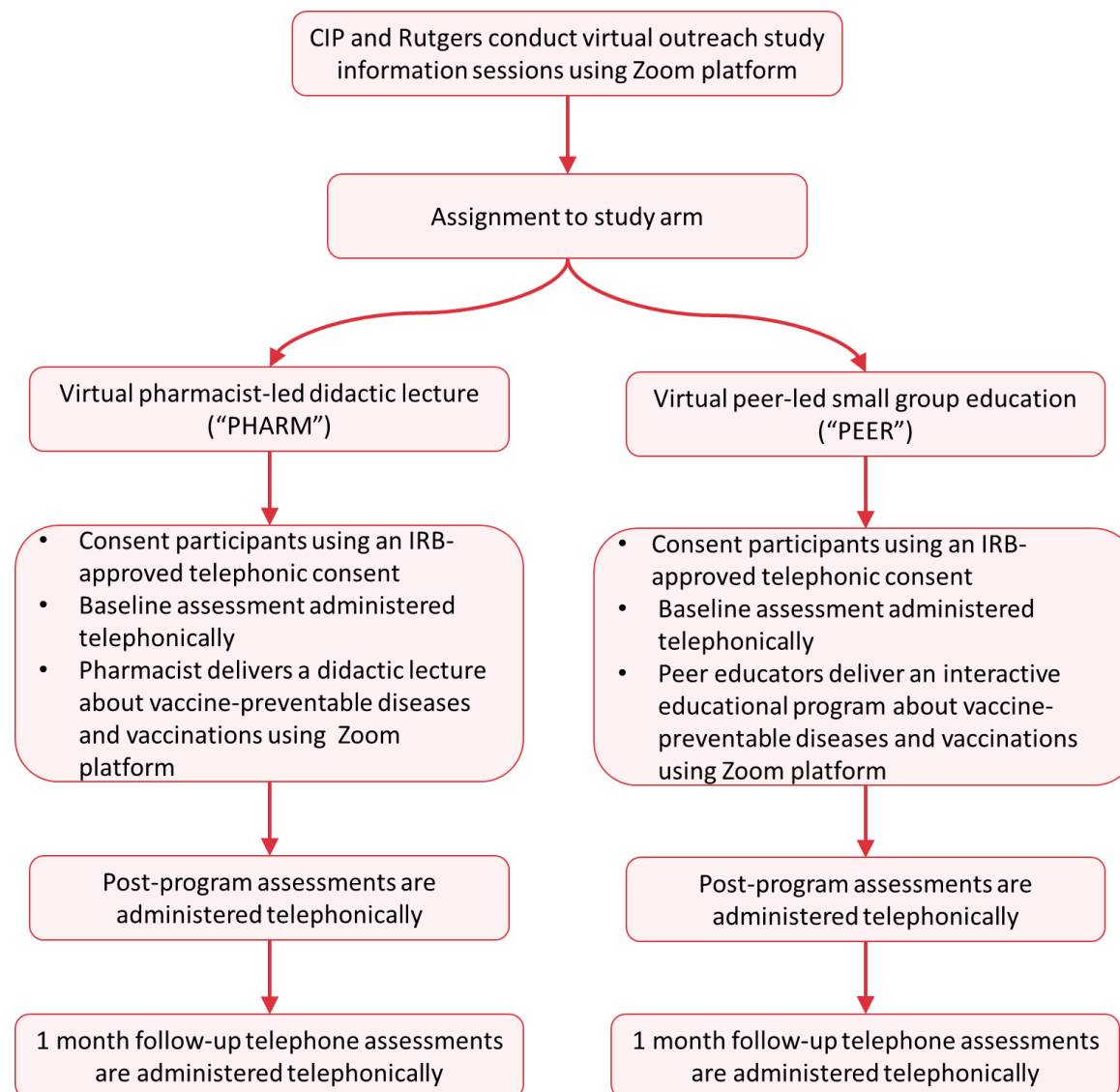


MOTIVATE™

Motivating Older Adults to Trust Information
about Vaccines And Their Effects

COVID-19, Influenza, & Pneumonia:
What You Need to Know

The primary goal of the project is to
understand the feasibility of
delivering virtual interventions to
this population



MOTIVATE STUDY: OPERATIONAL CHALLENGES AND LEARNINGS

Katherine M. Prioli, MS

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Methodology

Operationalized through “Rounds” consisting of:

- Individuals register to attend informational outreach session (pre-screening potential participants)
- Outreach session (Zoom)
 - 1:1 breakout rooms (consent, cognitive screening, baseline survey)
- Intervention session (Zoom; PHARM or PEER, follows one week after outreach)
- Post-test survey (telephone or email; within 48 hours of intervention)
- Follow-up survey (telephone or email; one month after intervention)

VIRTUAL PHARMACIST-LED DIDACTIC LECTURE (“PHARM”)



COMPONENT 1: PHARMACIST DIDACTIC PRESENTATION

- Presentation by pharmacist about vaccine-preventable diseases, covering the following topics:
 - Causes
 - Symptoms
 - Risk factors
 - Incidence and prevalence
 - Modes of transmission
 - Prevention and vaccination

COMPONENT 2: COMMUNITY MEMBER VIDEO CLIPS

- Brief 10-15 second video clips excerpted from interviews with community members
- 2-3 clips designed to provide culturally-relevant testimony to participants and reinforce understanding of concepts introduced during didactic presentation

VIRTUAL PEER-LED SMALL GROUP (“PEER”)



COMPONENT 1: PEER EDUCATOR PRESENTATION

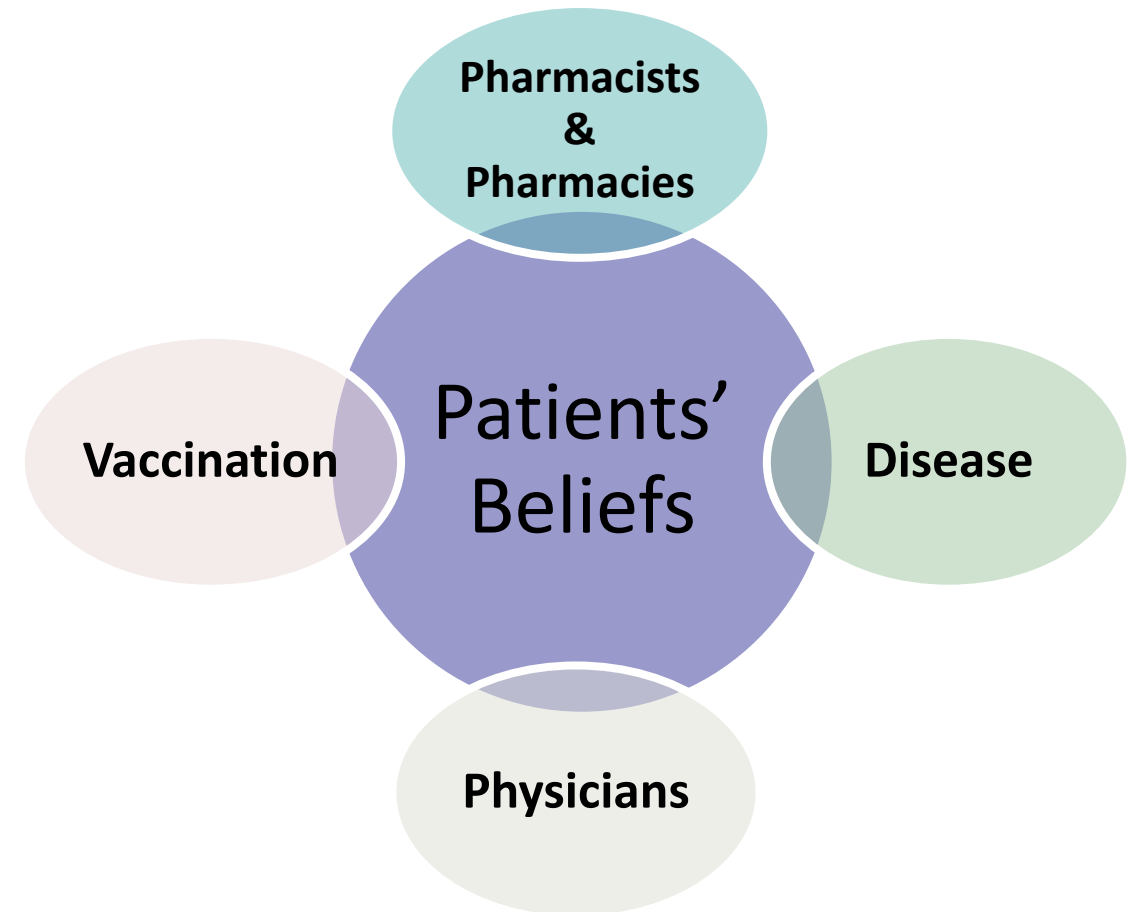
- Educational script presentation by trained peer educator about vaccine-preventable diseases, covering the following topics:
 - Causes
 - Symptoms
 - Risk factors
 - Incidence and prevalence
 - Modes of transmission
 - Prevention and vaccination

COMPONENT 2: GROUP ROLEPLAY

- Roleplay exercises designed to present scenarios participants may encounter with a healthcare provider or with friends and family members, and demonstrate how to approach these scenarios
- Roleplay will be followed by a 5-10 minute discussion and summary of key points

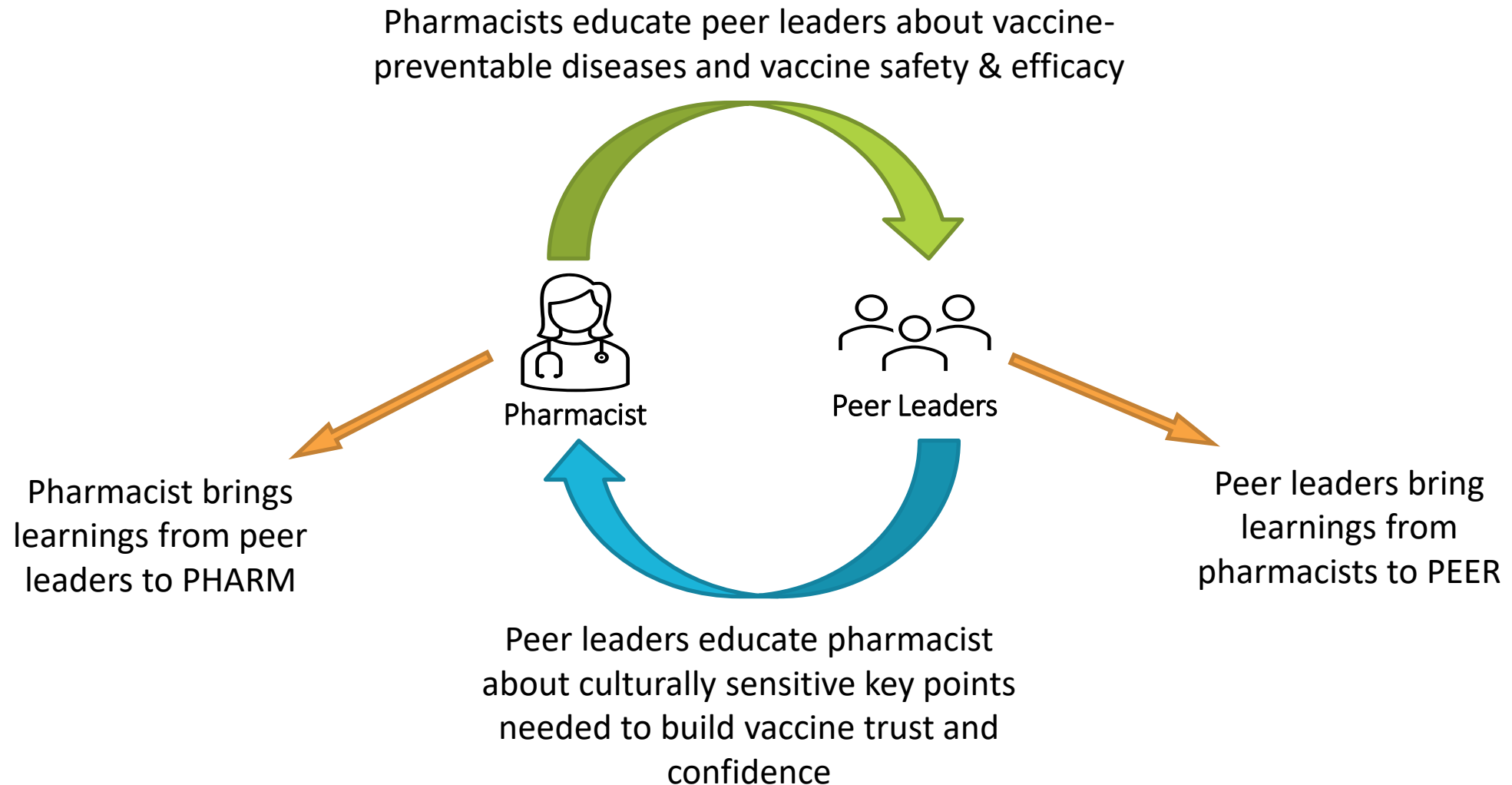
Designing a Culturally Relevant Intervention

- Key components of intervention acceptability are cultural relevance and sensitivity
 - Intersectionality of race and age is important
 - Older Black adults have strong historic reasons to distrust public health officials and the CDC
 - Example: US Public Health Service and CDC's 4-decade involvement in the Tuskegee Syphilis Study (1932-1972)
- Our prior work¹ has shown that this population is accepting of peer educators as a source of vaccine education
- Peer educators are also key to developing culturally relevant content



¹ Schafer JJ, McRae J, Prioli KM, Harris LF, McCoy M, Cannon-Dang E, Pizzi LT. Exploring beliefs about pneumococcal vaccination in a predominantly older African American population: the Pharmacists' Pneumonia Prevention Program (PPPP). *Ethnicity & Health*. 2021;26(3):364-378. doi:10.1080/13557858.2018.1514450.

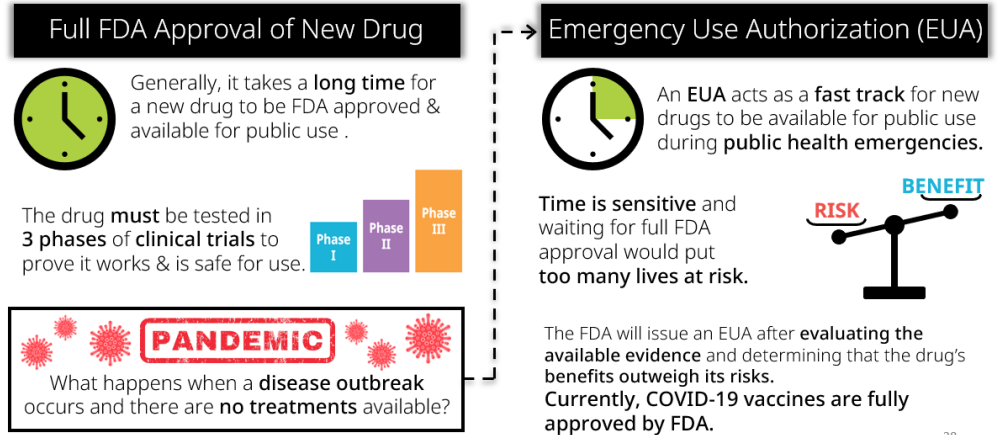
Content Co-Creation Model[©]



Content Development

- Intervention content was created collaboratively by the pharmacist and peer leaders, with input from our Advisory Council
 - Pharmacist developed scientific content and trained peer leaders on it
 - Peer leaders ensured the messaging was appropriately targeted to older Black adults
 - Advisory Council vetted intervention materials (slide decks and video clips)
- Each session includes videoclips of Center members' experiences with COVID-19
- Information is presented in lay language
- PEER includes interactive roleplaying exercises which help engage participants in the messaging

What does Emergency Use Authorization mean for Vaccines?



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Roleplaying Scene#2: Pharmacy Setting

Roles to be Assigned by Peer Leader: Husband, Wife, Pharmacist

Pharmacist: Hello! How can I help you today?

Wife: Hi, I'm just here to pick up my medication. The last name is Johnson.

Pharmacist: Alright, here is your prescription Mrs. Johnson! Do you have any questions about the medication? I'd be happy to help.

Wife: My doctor already explained how to take it, but I do have a question about the COVID vaccine. My husband has some concerns about the shot.

Husband: I just don't trust it because it was produced too quickly. I've avoided the virus for this long without getting sick, so I don't need it!

Advisory Council

- Advisory council represents three relevant Black perspectives:



Lynn Fields-Harris, MPA

President/CEO,
Commonwealth Consultants, LLC
Former Executive Director,
Center in the Park



Christina Anderson

Master of Public Health Candidate
Founder of the Black Public Health
Student Alliance,
Rutgers University



Jocelyn Mitchell-Williams, MD

Associate Dean for Diversity and
Community Affairs
Associate Professor, Obstetrics &
Gynecology
Cooper Medical School of Rowan University

- Study sessions include video clips of these advisors addressing vaccine hesitancy and emphasizing the importance of vaccine education for older Black adults

Operational Challenges and Solutions

- **Many participants are not Zoom-proficient**
 - Two “tech assistants” help staff every event
- **Participants’ preferences for communication vary**
 - Addressing participants in their preferred manner; avoiding casual language
 - Verbal consent (no burdensome consent form to sign)
 - Surveys fielded verbally, by email, or by text (whichever modality the participant prefers)
- **Evolving COVID information and info “fatigue”**
 - Supplementing PEER intervention with a pharmacist present to give updates about emerging information and guidelines
- **Staffing outreach sessions**
 - Need one staff member per attendee, plus 2-3 more to serve as tech assistants
 - Outreach sessions are necessarily small due to limited staff availability



Source: [National Council on Aging](#)

Institutional Review Board (IRB)

- **Rutgers IRB not accustomed to this kind of research**
 - Ongoing conversation with IRB to help them understand the logistics of doing minimally harmful intervention research in this population
- **To meet the needs of our participants while respecting human subjects' protection policies:**
 - Replaced standard consent form (lengthy!) with short verbal consent
 - Gave participants the option to choose survey modality (oral, email, text)
- **Because it pertained to COVID-19, the IRB application underwent a pre-review process to help expedite approval**
 - Caused a significant delay in initiating recruitment
 - May have lost some participants' interest due to COVID-19 information fatigue by the time recruitment could begin



It's Time for a Poll!

Which is the **most significant operational challenge** to community-based research that you've encountered during the pandemic?:

- A) Decreased trust in the scientific community
- B) Low interest in COVID-19 or other health-related topics
- C) Difficulty reaching or engaging participants virtually
- D) Staffing challenges
- E) IRB challenges
- F) None of these

THE RIGHT MESSAGE & THE RIGHT MESSENGER

Roland D. Lucas Jr., MSW

Peer Educator Leader

Center in the Park

Why did you get involved in MOTIVATE as a peer leader?

- Connection with my community
- Believer in science
- Easy-to-follow, accurate information for peers

What's the role of the Black community in research?

- Promoting local community leadership
- Becoming a Black role model
- Increasing peers' willingness to listen

How can we build trust in the Black community?

- Reduction in the implicit bias in medicine
- Honest and straightforward presentation style
- Peer leaders' character and connection



Source: Getty Images

Peer Leaders Engagement

Recruitment into the project

Developing contents in collaboration with the core study team

Training and rehearsal sessions

Intervention delivery

Managing the sessions and participant's questions

OLDER ADULTS RESEARCH ENGAGEMENT IN A BLACK COMMUNITY

Keyerra Charles, MPH, CHES

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Research Projects at CIP

2004- 2008

- Harvest Health Chronic Disease Self-Management Program
- Translation of the Stanford model chronic disease self management program; 584 participants

2006- 2010

- In Touch: Mind, body spirit- supporting the mental health of Black older adults (NIMH funded)
- Multi-phase pilot study addressing Black older adults' perspectives on mental and emotional health

2007- 2013

- Beat the Blues (NIMH funded)
- Tested the efficacy of a home-based depression intervention for homebound Black older adults; 703 older adults screened for depression; 213 received the intervention

2011- 2014

- Hold That Thought (NIMH funded)
- Tested the efficacy of behavioral activation vs. supportive therapy for older adults experiencing mild cognitive impairment

Research Projects at CIP Cont'd

2013- 2014

- Don't Get That Bug (funded by Merck)
- Tested the effectiveness of a pharmacist delivered pneumonia education program; 200 participants

2017- 2020

- Project DRIVE (funded by PA-Cures Grant)
- CIP is a field and research site for the minority health profession fellows to gain experience in community-based aging services

2018- 2019

- "Understanding How African American Elders Perceive and Experience the Opioid Crisis in Philadelphia" (Community Driven Research Day Grant)
- Focus group study (n=29) conducted to understand impact of opioid crisis to inform future programming

2017- 2019

- Vaccination Education Project
- Recruitment for and development of a peer-led vs pharmacist delivered vaccination education program in senior centers

Strategies for Community Engagement in Research

Grounded in the community

Focus on the research relevance to the target population

Realistic conversations and expectations

Frequent project update meetings

Including socially active and culturally competent advisory board members and key stakeholders

Be flexible to learn and shift in real time

Disseminate the results back to the community; presentations and action items

Role of Peer Leaders

- Role Model
- Advocacy
- Relevance
- Familiarity
- Persuasion
- Encouragement
- Trust



It's Time for a Poll!

Have you ever collaborated with community peer leaders in your research projects?



Yes



No



Victories

- Number of consented participants
- Dedicated peer leaders
- Engaged community partners
- Flexible team
- Testimonies from participants



"I keep telling my friends about what I learned about Pneumonia, I can't believe I didn't know that."

"Hopefully, the people I referred participate and once they hear the information, I hope they make the decision to get their shots."

"Thank you, I got all my questions answered and I enjoyed the program"

Challenges

- Recruitment techniques
 - Flyer distribution
 - In-person and online outreach
 - Inability to provide lunch
 - “I already got the vaccine”
- Buy-in from older adult service providers
- Timeliness of information delivered
- Multiple participant touch points
- Zoom proficiency
- Limited attention span in a virtual learning environment



It's Time for a Poll!

What is the most significant **recruitment** challenge in a virtual research study?

A) Interest/ relevance of topic

B) Renumeration amount

C) Community buy-in

Questions?
