

SUPPORTING MATERIAL FOR CO-RESEARCHERS



This pack has been designed to be used alongside the Peer Research Training Resource (<https://doi.org/10.25561/94819>) and includes:

- Skills, experience and training reviews for Advisory Group Members and Peer Researchers
- Zoom Interviews: Guide for Peer Researchers
- Useful COVID-19 resources for people living with HIV

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Advisory Group Member: Skills, Experience and Training Review

Name: _____

Skills Audit

We conduct skills, experience, and training audits to:

- maximise your areas of strength during your involvement with this project, and;
- identify possible training needs where these would be useful for involvement within this project,

Please tick ☒ any of the following which you:

- consider to be strengths
- consider to be a training need
- please include any other relevant comments

There are **3 key areas** we would like to ask you about:

1. Your experience/knowledge of public involvement in medical research
2. General skills, knowledge and expertise
3. Any other skills you think may be relevant

Please send your completed form back to [REDACTED] and [REDACTED] as we will use this to tailor your training and send you any useful documents before then.

You can also contact us if you have any queries about the form or if anything is unclear.

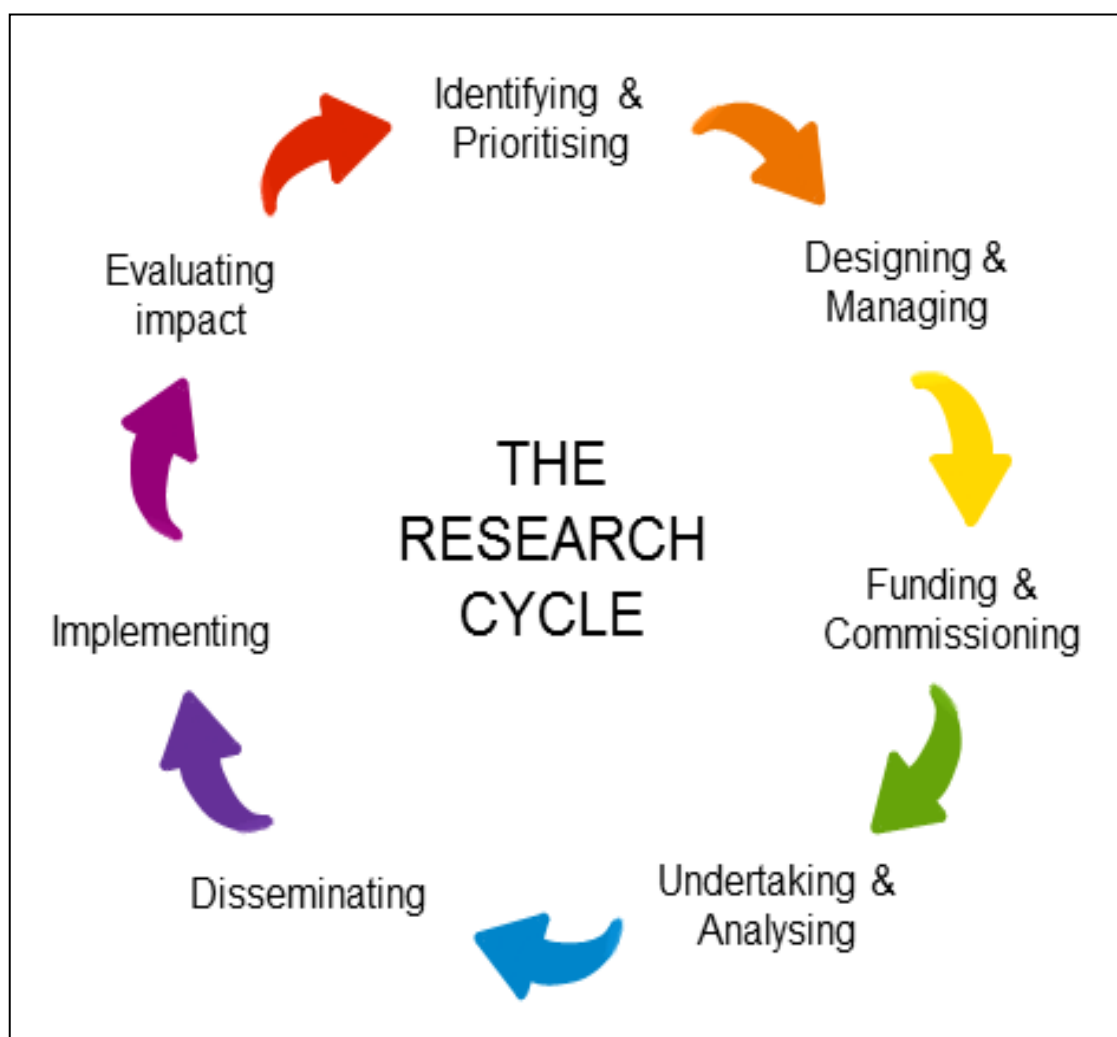
Thank you!

(You can copy + paste this symbol ☒ to indicate your selection)

Experience/knowledge of public involvement in medical research <i>(these are relevant to your involvement in this research project).</i> <i>Training can be provided on these.</i>			
	Strength	Training Need	Comments (if relevant)
Data protection and security (including what General Data Protection Regulation (GDPR) is and how to comply with the regulation)			
Safeguarding, confidentiality and other ethical considerations			
Research data management			
Equality and diversity			
Virtual communication skills			
Communication and active listening			
Critical thinking			
Providing feedback			
1. Public involvement in research			
Reviewing and providing feedback on research documents			
Working as part of a research team			
How the public is involved across the research cycle			
2. The research cycle (see diagram at end of document)			
Planning research and research funding			
Obtaining research ethics			
Research design and methods			
Undertaking research			
Sharing and implementing research findings			
Evaluating and capturing impact of research			
3. Specific research skills			
Qualitative research (theory and background)			
Qualitative data analysis (interpreting findings)			
Academic report/publication writing			
4. Contextual			
HIV & COVID-19 – the science and clinical background			
Social factors (e.g. housing) - how these impact people living with HIV			
Health inequalities & HIV			
NHS – structures and services (e.g. HIV)			

General skills, expertise, knowledge (these are not required but please let us know if any of these are strengths and could be utilised if relevant). We may be able to provide training (or access to it) for relevant areas.			
	Strength	Training Need	Comments (if relevant)
Amending documents online			
Use of Microsoft Word			
Use of Email			
Use of virtual meeting platforms (e.g. Zoom, Microsoft Teams)			
Use of collaboration platforms for project management/communication (e.g. Slack, Google Drive, One Drive, Trello, WhatsApp, Facebook) – please let us know if you would prefer any of these or any others not listed			
Use of collaboration platforms for teamwork/feedback (e.g. Padlet/Jamboard, Micro, Mural)			
Teamwork/flexibility			
Report writing			
Public speaking			
Networking			
Other language skills – please list the languages you speak (apart from English) & indicate the level (each one in a separate row below)			

Other (please include anything else you think may be relevant)			
	Strength	Training Need	Comments (if relevant)



(adapted from [NIHR INVOLVE](#))

Other helpful resources

NIHR INVOLVE “Jargon Buster”: <https://www.invo.org.uk/resource-centre/jargon-buster/> - a glossary of research terms explained in ‘plain English’

Peer Researcher: Skills, Experience and Training Review

Name: _____

Skills Audit

We conduct skills, experience, and training audits to:

- maximise your areas of strength during your involvement with this project, and;
- identify possible training needs where these would be useful for involvement within this project,

Please tick ☒ any of the following which you:

- consider to be strengths
- consider to be a training need
- please include any other relevant comments

There are **3 key areas** we would like to ask you about:

1. Your experience/knowledge of public involvement in medical research
2. General skills, knowledge and expertise
3. Any other skills you think may be relevant

Please send your completed form back to [REDACTED] and [REDACTED] as we will use this to tailor your training and send you any useful documents before then.

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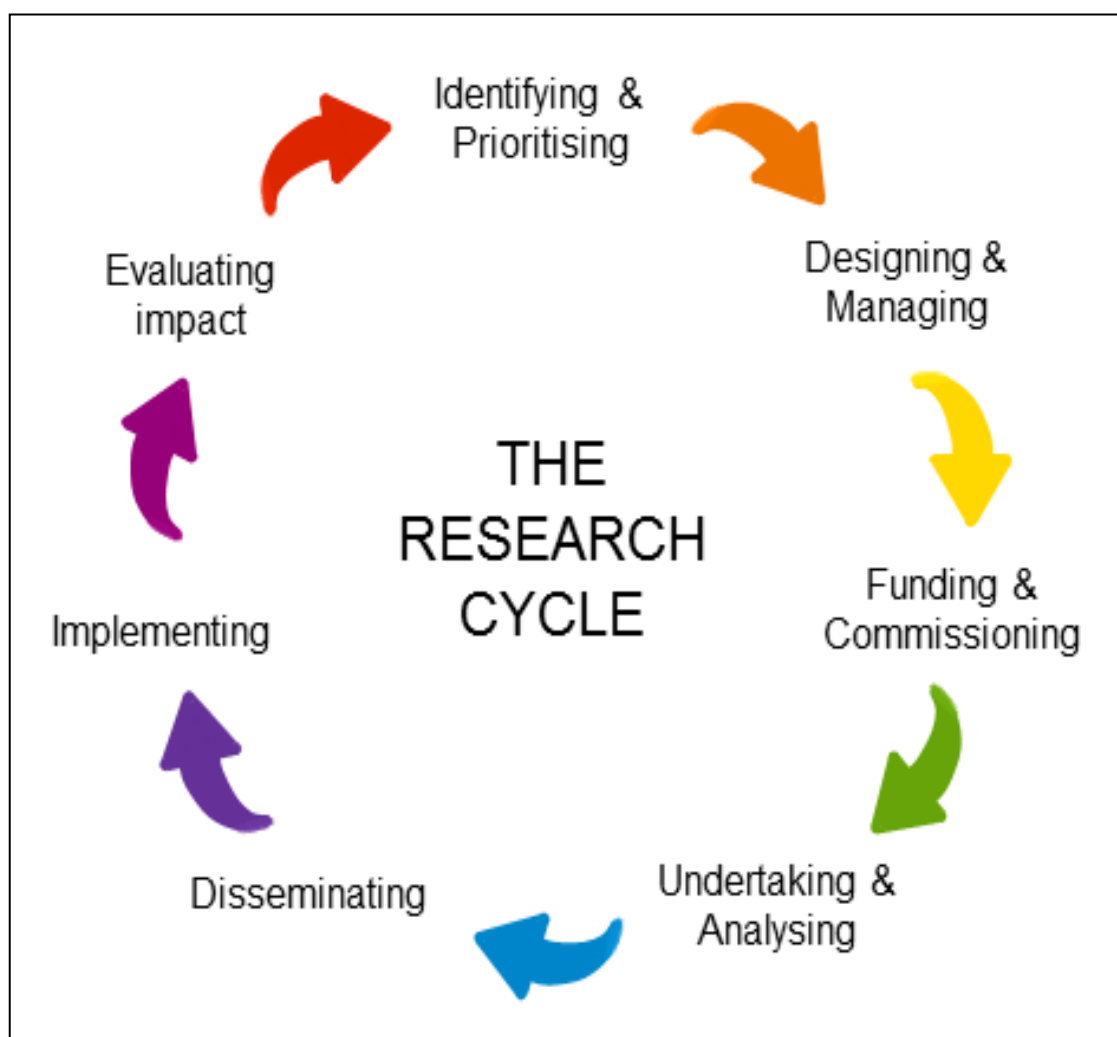
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	Strength	Training Need	Comments (if relevant)
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Research data management			
Equality and diversity			
Virtual communication skills			
Communication and active listening			
Critical thinking			
Providing feedback			
1. Public involvement in research			
Reviewing and providing feedback on research documents			
Working as part of a research team			
How the public is involved across the research cycle			
2. The research cycle (see diagram at end of document)			
Planning research and research funding			
Obtaining research ethics			
Research design and methods			
Undertaking research			
Sharing and implementing research findings			
Evaluating and capturing impact of research			
3. Specific research skills			
Qualitative research (theory and background)			
Qualitative interviewing (data collection)			
Qualitative data analysis			
Academic report/publication writing			
4. Contextual			
HIV & COVID-19 – the science and clinical background			
Social factors (e.g. housing) - how these impact people living with HIV			
Health inequalities & HIV			
NHS – structures and services (e.g. HIV)			
Managing difficult conversations/emotional topics			

General skills, expertise, knowledge (these are not required but please let us know if any of these are strengths and could be utilised if relevant). We may be able to provide training (or access to it) for relevant areas.			
	Strength	Training Need	Comments (if relevant)
Amending documents online			
Use of Microsoft Word			
Use of Email			
Use of virtual meeting platforms (e.g. Zoom, Microsoft Teams)			
Use of collaboration platforms for project management/communication (e.g. Slack, Google Drive, One Drive, Trello, WhatsApp, Facebook) – please let us know if you would prefer any of these or any others not listed			
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Other language skills – please list the languages you speak (apart from English) & indicate the level (each one in a separate row below)			

Other (please include anything else you think may be relevant)			
	Strength	Training Need	Comments (if relevant)



(adapted from [NIHR INVOLVE](#))

Other helpful resources

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Zoom Interviews: Guide for Peer Researchers

Ahead of your peer interviews, we thought it would be helpful to jot down a few things to double-check before and during interviews to ensure they go as smoothly as possible. Of course, as with technology, sometimes things don't work – the WiFi drops out, Zoom freezes or you just can't seem to sign in – but hopefully, these tips will help you overcome potential issues.

Also, please refer to the slides from Training Sessions 1 & 3 ahead of your interview if you need a quick refresher on ethics, research data management or interviewing skills.

If you face any issues on the day of the interview – please drop  an email at  and flag it as 'high importance' before sending it.

INTERVIEW CHECKLIST

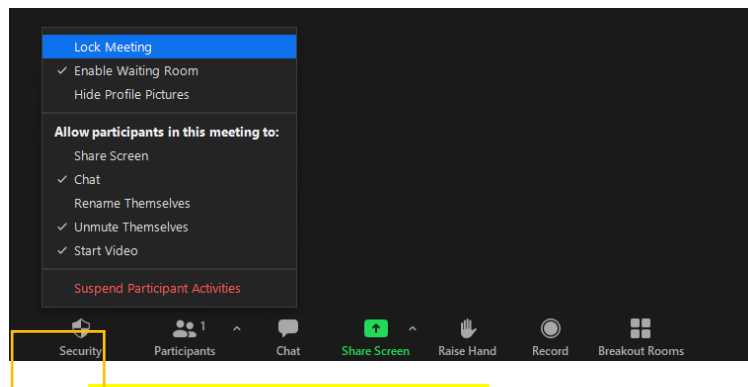
	Yes ☒ / No ☐
Before interview: • Are you in a quiet space free from distractions? • Is your background 'neutral' / have you set a virtual background (if you prefer)?	☐ ☐
During interview: • Admitted participant to room & introduced yourself • Locked room • Remind of ethical considerations: confidentiality, anonymity, data management, reminder about withdrawing consent freely at any time & consent to be recorded (see below) • Start recording • (If required: pause recording if want a break)	☐ ☐ ☐ ☐ ☐
After interview: • Stop recording • Check how they found the process • Send  an email on how you found the interview and arrange a debrief • (Optional: complete emotional wheel to check in with your emotions – see Training Session 3 slides)	☐ ☐ ☐ ☐

DETAILED INSTRUCTIONS

1. Join the Zoom call about 5-10 mins before your interview to allow time to check everything is working and be made a “host”.

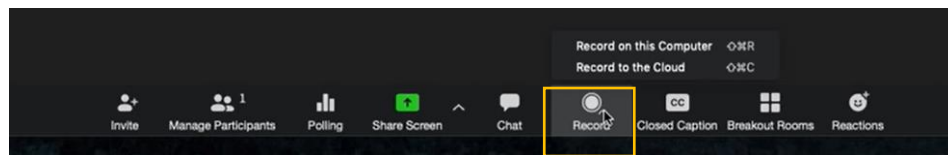
Please note - interviews will be set up by [REDACTED] Zoom Business account so that the recording can be saved there. This means that [REDACTED] will first need to make you a “host” before your interview and so we can use some time to check-in before the participant arrives.

2. [REDACTED] will then leave the meeting & you will then need to “admit” the participant who will be in the waiting room.
3. Make sure you “lock” the meeting (option within the security tab) after the participant joins to stop anybody else from joining (see screenshot). Remember to introduce yourself 😊



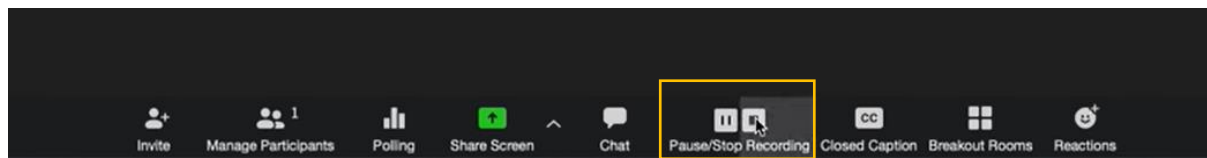
4. Run through the **key ethical considerations** with the participant (see ‘notes to participants’ on the topic guide but also summarised below):
 - a. Why we are doing the research (i.e. capture experiences of COVID-19)
 - b. How we will handle data – only accessible to the research team, stored on a secure server at Imperial College London. We will destroy audio recording once transcript generated. Transcript will be anonymised and only accessible to research team. Data shared will be handled confidentially.
 - c. Check that they are happy to be recorded – reassurance that we will only use the audio recording for research purposes (not the video)
 - i. If they say no, that is OK – focussing on the interview is your priority; however, if you feel able to take notes during the study please do.
 - d. To let you know if they need to pause, take a break, or prefer not to answer a question.
 - e. That they are free to end the interview at any time, withdraw their consent to take part without giving a reason why.
 - f. Check that they are still able to speak for 1-1.5 hours & whether they have any questions before you start

5. Now you need to record the interview. Make sure you click **“record to the cloud.”** Now, sit back & run through the topic guide 😊



****NOW USE THE TOPIC GUIDE DOCUMENT****

6. If you need to take a break at any point of the interview, you can select “pause recording” and then “resume recording” (see below). At the end of the interview, select “stop recording” & allow time for a quick check-in that participant is feeling OK after the interview. Let them know that [redacted] will send an email.



If they report any issues at any point, let [redacted] know by emailing [redacted]

We would also recommend using the “emotional wheel” after the interview to check-in with how you are feeling & please send [redacted] an email too so that she can arrange a brief call to see how you’re finding the process.

[redacted] will then download the audio recording & transcript from the [redacted] Zoom account and will share the transcript ahead of our data analysis session.

She’ll also email the participant to thank them for their time & share the resource list with them.

Thank you so much again for your support with this work!

We appreciate it’s taken some time to get to this point, but we can’t wait to start collecting data with you & for you to experience being a qualitative researcher 😊

USEFUL COVID-19 RESOURCES FOR PEOPLE LIVING WITH HIV



Advice and support

- **Positively UK** - provide remote peer support
- **Body & Soul** - "Share the Love" campaign during COVID-19 includes crisis counselling for NHS staff
- **Naz** - BAME-led sexual health agency with information on services available during COVID-19
- **cliniQ** - services for all trans people, partners and friends, including a list of resources during COVID-19
- **CHIVA** - support for children, young people and their families living with HIV
- **HIV Scotland** - advice for people living with HIV in Scotland during COVID-19, including a coronavirus helpline (Monday-Friday, 10am-6pm)
- **UK-CAB** - network for community HIV treatment advocates
- **National AIDS Trust** - includes advice on shielding, workers' rights and other resources
- **PrEPster** - advice for people using PrEP, including COVID-19 'tips and tricks'
- **Terrence Higgins Trust** - blogpost with FAQ on HIV and COVID-19

News and clinical guidelines

- **British HIV Association** - latest guidelines by the leading national advisory body on HIV care
- **NAM Aidsmap** - latest news on HIV and COVID-19
- **HIV i-Base** - HIV treatment information and advocacy including specific content on COVID-19



Health and travel guidance

- [World Health Organization](#) - for answers to most frequently asked questions about COVID-19
- [NHS.UK](#) - for information about the virus and how to protect yourself
- [GOV.UK](#) - for the latest information about the situation in the UK and what to do if you think you're at risk

Other support

- [Every Mind Matters](#) - tips and advice on mental health (including coronavirus and wellbeing)
- [Mind](#) - charity providing advice and support on mental health (including coronavirus and wellbeing)
- Supermarkets and other community offers for those who are vulnerable e.g. [food boxes](#), support from the [NHS Volunteer Responders Programme](#) as well as from [COVID-19 mutual aid groups](#)



You can also **speak with your GP** who can direct you to the appropriate service for you if you would like further mental health support.

Please note that Imperial College London does not directly endorse any particular service.