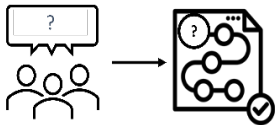


Certification



Individual Certification

To receive a certificate that says you have completed the training, do these certification with the person who helped you do the Research Ethics for All training. It is ok to re-watch a video, ask for help, and use your workbook to help you do some of the activities.



- Describe, write, draw, or act out a **definition** of **scientific research**.



- Describe, draw, write, or act out **3 ways** **community research partners** can **help** with **research studies**.

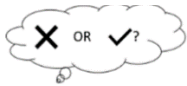


Describe, write, draw, or act out 1 or 2 reasons **why** we have **rules for research**.

Describe 1 way you can **respect people's rights** in research.



- Describe 2 ways you can **keep people safe** in research.



- If someone is considered **vulnerable**, we need to pay extra attention to how we do research with them.



What are **2 things you can do** to help **respect** someone who is vulnerable in research and keep them **safe**?



Review the Mental Health for All team's **eligibility criteria** on the next page.



Decide if each **person can be** in their **study**.

Circle or **highlight** the parts that match the eligibility criteria.

~~Cross out~~ the parts that do **not match** the eligibility criteria.

- Sally is 19 years old. She has Down syndrome. She just moved to a new group home 2 months ago. She calls you on the phone to say she saw your flyer. She is really interested in learning more about your study.
- John is 30 years old. He is autistic and has lived in a group home for 3 years. He loves it there and hopes to live there for a long time. John uses pictures and short phrases to communicate. You meet him at a self-advocacy conference and he says he is interested in knowing more about the study.
- Taylor is 42 years old. She has an intellectual disability. She has lived in a group home 5 years and speaks only Spanish.

Including Mental Health Services in Support Plans



Eligibility criteria:

Inclusion criteria- the experiences and characteristics people need to be in our study

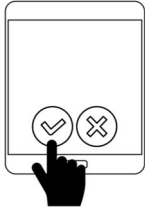


- 18 years or older
- Have a developmental disability
- Live in a group home
- Can share their thoughts and feelings using words, pictures, or signs

Exclusion criteria-the experiences and characteristics of people who can **not** be in our study



- Have lived in a group home for less than 1 year
- Plan to move to a new place in the next 6 months
- Does not understand English



- Sort the pictures into “it looks like they consent” and “it looks like they do not consent (dissent).”

[Card sort link](#)



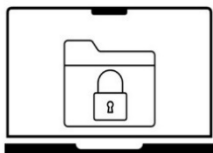
Click “make a copy”

Google Drive

Copy document

Would you like to make a copy of **Consent** or **Dissent**??

Make a copy

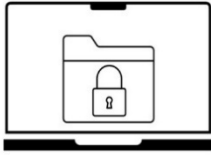


- Describe **3 ways** you can **keep** participants’ **information (data) private and confidential**

1.

2.

3.



- Sort the information about participants into the categories: “confidential” and “not confidential.”

[Card sort link](#)

Click “make a copy”

Google Drive

Copy document

Would you like to make a copy of **Consent or Dissent??**

Make a copy



- Sometimes we have to **break confidentiality** to keep research participants safe. This is called **mandatory reporting**. What is 1 **thing** that participants might talk about that **you would have to share** with someone else?

Congratulations on completing Research Ethics for All!

As you keep doing research you will learn more about research ethics.

Talk with your team members or project leader about the things you still want to know about being a community research partner.