



JOB DESCRIPTION

Position:	Community-based Research Associate
Employment Status:	Part-time Contract (10 hours/week for the period January 2024-August 2025)
Program:	Canadian Public Health Association, National Programs
Reports to:	Manager, Canadian Public Health Association
Salary range:	\$36.88-\$42.80 per hour plus 4% vacation pay
Location:	Remote (anywhere in Canada) with some work-related travel within Canada expected

This Community-based Research Associate position is a part-time contract extending from January 2024 – August 2025. It is anticipated that the deliverables associated with this contract will require approximately 10 hours per week over a period of 20 months.

The hourly wage for this position ranges from \$36.88-\$42.80 (depending on the successful applicant's qualifications and experiences) plus 4% vacation pay. The successful applicant will not be eligible for overtime payment or any other benefits as part of the Community-based Research Associate position.

This position is virtual, with some work-related travel within Canada expected.

Research Project Summary

The Canadian Public Health Association (CPHA) has been funded by the Canadian Institutes of Health Research (CIHR) for a community-based research project entitled *Bridging lived/living and clinical expertise to address intersectional STBBI stigma: Validating a collaboratively developed experiential eLearning intervention*. This project focuses on validating CPHA's existing online, accredited course for family physicians and other care providers [Provide safer, more inclusive care for sexually transmitted and blood-borne infections](#). A core component of this community-based research project will focus on engagement of community organizations and community members impacted by and working towards reducing HIV/STBBI stigma to direct the design of the research questions and evaluation framework. Following the finalization of data collection tools and methods through engagement with individuals with lived and living experience of stigma, students from various colleges/universities in Canada will be invited to complete the course and participate in a study assessing its effectiveness. The study will use a randomized delayed intervention design, with a control group assigned to complete the course two months following the experimental group. Outcomes will be measured both immediately and in the longer-term (four months post completion). Ultimately, this project will support CPHA's efforts to better understand the short and longer-term impacts of the online course, and to engage communities impacted by intersectional HIV/STBBI stigma to inform and co-lead intervention research efforts meant to capture the course's contributions to improved service delivery.

Specific Job Responsibilities

- Report to Manager, CPHA and consult with CPHA's Senior Project Officer as well as project collaborators (including researchers, health/social service practitioners, professors, community-



based organizations and community members) as needed to ensure completion of project tasks as per agreed upon timelines in CPHA's approved work plan

- Prepare and submit the research ethics application to the Health Canada/Public Health Agency of Canada Research Ethics Board (REB), including the research protocol and draft consent forms, data collection tools, debriefing forms, etc. Coordinate annual reporting to the REB, as well as submission of amendment requests, as needed.
- Conduct a literature scan to update CPHA's existing evidence review related to relevant evaluation and assessment tools that could be used or adapted to measure outcomes related to HIV/STBBI stigma reduction and reflective of the learning objectives of the online course
- Support convening and onboarding of the Working Group (to be comprised of approximately 6 people who belong to communities disproportionately impacted by HIV/STBBI stigma)
- Coordinate and facilitate periodic Working Group meetings to elicit feedback on the desired outcomes of the online course, the evaluation framework and the data collection tools
- Develop focus groups guides and related materials, and facilitate focus groups/community consultations with community members impacted by HIV/STBBI stigma to gather insights and reflections on the desired outcomes of the online course, the evaluation framework and the data collection tools. Conduct analysis of focus group data to identify key themes and implications in collaboration with the Working Group.
- Based on feedback received from Working Group members and through focus groups/community consultations, finalize the data collection tools and associated consent/debriefing forms.
- With support from CPHA staff and project collaborators, identify and invite professors from various Canadian colleges/universities to support evaluation of the online accredited course. Coordinate with professors to ensure completion of the online course and associated evaluation components (i.e., consent forms, pre-course baseline survey, post-course evaluation survey, longer-term follow-up survey) by students using a randomized delayed intervention design.
- Lead data cleaning and analysis
- Through engagement with Working Group members, identify key findings and themes from the course evaluation data (e.g., immediate and longer-term outcomes associated with course completion – including changes in knowledge, comfort and behaviours/practices; key themes related to areas for course improvement)
- With support from CPHA, project collaborators and Working Group members, develop a knowledge translation plan and associated tools (e.g., peer-reviewed publications, summary reports, infographics). The knowledge translation plan should also include at least one conference presentation.
- Prepare summary report for CIHR.

Knowledge

- General knowledge of promising practices in sexual health, harm reduction and sexually transmitted and blood-borne infection (STBBI) prevention, testing and treatment
- Advanced knowledge of community-based research principles and methodologies, including research methods and ethics as well as the meaningful engagement of people with lived and living experience



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- Understanding of how the social determinants of health impact health and well-being
 - Understanding of the impacts of stigma and discrimination on health outcomes and access to health and social services

Skills

- Community-based research and analytical skills: familiarity with Research Ethics Board requirements and reporting; experience developing data collection tools, consent forms and debriefing forms; experience facilitating focus groups and/or key informant interviews; experience with quantitative and qualitative data cleaning and analysis; familiarity with a qualitative and/or quantitative data analysis software such as SPSS, MaxQDA, NVivo, etc.
- Excellent verbal and written communication skills, including ability to organize and disseminate information clearly and concisely and prepare knowledge translation tools (e.g., peer-reviewed manuscripts, research summaries, infographics, conference presentations etc.)
- Excellent project management skills, including ability to implement a project workplan according to agreed-upon timelines
- Excellent organizational and interpersonal skills, including ability to form and maintain relationships with a broad range of stakeholders including community members, researchers, professors, health and social service practitioners, and community-based organizations
- Fluency in French and English is considered an asset

Experience

- A graduate degree (e.g., Master's, PhD) in health or social sciences or a combination of education and several years' relevant professional/personal experience (including lived/living experience relevant to the engagement of communities disproportionately affected by stigma related to sexuality, substance use and/or STBBI)
- Past experience working on sexual health, harm reduction and/or STBBI prevention/testing/treatment initiatives
- Past experience working in community-based research (e.g., experience involving community in the development of research protocols and data collection tools, experience facilitating conversations/focus groups with community members to inform the research design and implementation, data analysis experience)

Working Considerations

- General computer skills
- Familiarity with a quantitative and/or qualitative data analysis software
- Ability to work independently or as part of a team (e.g., active listening, comfortable giving and receiving constructive feedback, ability to consider diverse viewpoints)
- Ability to manage multiple demands and deadlines while producing work of a consistently high standard
- Sensitivity to linguistic and cultural diversity
- Ability to communicate clearly and effectively orally and in writing