

2025

Build Your Capacity  
for Aging Research:

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# RESEARCH READINESS CURRICULUM



WAYNE STATE UNIVERSITY



**This curriculum was developed with and for older adults in order to provide a basic understanding of the academic research process and to familiarize them with research terms and concepts to increase their overall level of confidence engaging with researchers.**

# TABLE OF CONTENTS

Background	2
Module 1. Introduction to Research & Evaluation	3
Module 2. Community-Academic Partnerships in Research	4
Module 3. Research Ethics & Institutional Review Boards	5
Module 4. Literature Review & Evaluating Information Sources	6
Module 5. Developing Research Questions	7
Module 6. Research Design	8
Module 7. Qualitative & Quantitative Methods	9
Module 8. Grant Writing & Review	10
Module 9. Health Policy & Advocacy	11
Acknowledgements	12

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## BACKGROUND

This curriculum provides learners with a basic understanding of the academic research process and familiarizes them with research terminology and concepts to increase their overall level of confidence in engaging with academic researchers. The curriculum is delivered in 9 modules, which we delivered to an eight-person Aging Research Council in monthly meetings, focusing on one module per two-hour meeting.

### Goals

The goals of the curriculum are to:

- Provide participants with a basic understanding of the academic research process,
- Familiarize them with research terminology and concepts,
- Increase their overall level of confidence in engaging with academic researchers.

This curriculum has nine modules that include a facilitator guide, recorded videos, and activities for engaging learners. Typically, modules are delivered in 45 minutes segments by academic researchers and staff with community experts who are knowledgeable on the module.

TIP! We have found it is helpful to provide the participants with links to the modules so they can access the materials and videos themselves. We also encourage presenters to infuse the curriculum with their own examples to contextualize the curriculum. The entire curriculum and content can be accessed by clicking on the hyperlinked yellow boxes throughout this document:



[Link to Curriculum](#)

# MODULE 1.

## INTRODUCTION TO RESEARCH & EVALUATION

This module is designed to introduce research and to describe where research, evaluation, and quality improvement overlap and where there are distinctions between the three processes.

<b>Activity &amp; Topic</b>	<b>Time</b>
1.0 Facilitator Guide	
1.1 Introduction & Objectives	00:24
1.2 Activity: “What is Research?”	
1.3 What is Research?	02:22
1.4 Quality Improvement	02:05
1.5 Introduction to Patient Centered Outcomes Research	03:03
1.6 Community Members in Research	01:50
1.7 What is Evaluation?	00:59
1.8 Community Involvement in Aging Research	11:40
1.9 Final Points	00:34



[Link to Module 1](#)

## MODULE 2.

### COMMUNITY ACADEMIC PARTNERSHIPS

This module is designed to familiarize participants with community-academic partnerships, community engaged research and community-based participatory research (CBPR) as an example of community engaged research (CEnR) efforts. Participants are encouraged to share their perspectives on and experiences with research.

<b>Activity &amp; Topic</b>	<b>Time</b>
2.0 Facilitator Guide	
2.1 Introduction & Objectives	00:30
2.2 What is Community?	04:23
2.3 Introduction to Community Engaged Research	04:13
2.4 CENR vs. CBPR	00:42
2.5 Challenges of CEnR	01:56
2.6 Benefits of CEnR	01:36
2.7 Community Perspective on the Benefits of Research Engagement	11:08
2.8 Activity: Green Light, Yellow Light, Red Light	
2.9 Final Points	00:38



[Link to Module 2](#)

## MODULE 3.

### RESEARCH ETHICS & INSTITUTIONAL REVIEW

This module is designed to increase participant knowledge of ethics in research, especially as it pertains to human subject research. The main topics include the history of research ethics (including cases that prompted the development of IRBs), purpose of IRBs, definitions of ethical research, and informed consent.

Activity & Topic	Time
3.0 Facilitator Guide	
3.1 Introduction & Objectives	00:41
3.2 Introduction to Research Regulations	03:46
3.3 Research Abuse Examples	01:35
3.4 Ethical Principles	09:00
3.5 Conducting Aging Research in Prison: Ethical Concerns & IRB Considerations	16:22
3.6 Activity: Who are Vulnerable Persons?	
3.7 Final Points	01:20



[Link to Module 3](#)

## MODULE 4.

### LITERATURE REVIEW &

### EVALUATING INFORMATION SOURCES

This module is designed to provide participants with a broad overview of what a literature review is, why conducting a literature review is helpful and necessary, and how to go about conducting a literature review. The goal is to provide baseline information and resources that will enable participants to conduct a simple literature review on their own.

<b>Activity &amp; Topic</b>	<b>Time</b>
4.0 Facilitator Guide	
4.1 Introduction & Objectives	00:32
4.2 What is Literature?	04:53
4.3 Activity: Information Sources	
4.4 Reasons to Review the Literature	10:34
4.5 Searching the Literature: Getting Started with PubMed	13:46
4.6 Pub Med Literature Search Example	10:41
4.7 Resources	00:22
4.8 Final Points	00:27



[Link to Module 4](#)

## MODULE 5.

### DEVELOPING RESEARCH QUESTIONS

This module is designed to highlight the importance of asking effective research questions, how to recognize the different types of research questions that exist and learn how to apply a standardized process to develop them.

Activity & Topic	Time
5.0 Facilitator Guide	
5.1 Introduction & Objectives	00:23
5.2 What is a Research Question?	02:48
5.3 Research Question Example	00:57
5.4 Final Points	00:24



[Link to Module 5](#)



## MODULE 6.

### RESEARCH DESIGN

This module is designed to introduce participants to different types of research designs and considerations for designing a research project.

Activity & Topic	Time
6.0 Facilitator Guide	
6.1 Introduction & Objectives	00:29
6.2 What is Research Design?	02:45
6.3 Research Process & Design	08:39
6.4 Type of Studies	01:27
6.5 Experimental Studies	01:57
6.6 Final Points	00:35



[Link to Module 6](#)

## MODULE 7.

### QUALITATIVE & QUANTITATIVE METHODS

The goal of this module is to help participants understand the basics of qualitative and quantitative research methods and help them learn to apply those methods to their own research interests and research questions. This module also seeks to provide a broad overview of and familiarity with types of data analysis to prepare council members to work with academic research teams.

<b>Activity &amp; Topic</b>	<b>Time</b>
7.0 Facilitator Guide	
7.1 Introduction & Objectives	00:24
7.2 Quantitative Analysis	04:29
7.3 Quantitative Research Example	01:34
7.4 Qualitative Research	14:49
7.5 Qualitative Research Example	01:45
7.6 Mixed Methods and Review	01:35
7.7 Healthier Black Elders Center	13:09
7.8 Final Points	00:34



[Link to Module 7](#)

## MODULE 8.

### GRANT WRITING & REVIEW

This module is designed to introduce proposal writing, the importance of demonstrating the significance and impact of a research study in a proposal, and to provide an overview of the review process.

Activity & Topic	Time
8.0 Facilitator Guide	
8.1 Introduction & Objectives	00:26
8.2 What is a Grant?	03:27
8.3 Grant Application & Review Process	11:05
8.4 Community Stakeholder Involvement	01:13
8.5 Final Points	00:29



[Link to Module 8](#)

## MODULE 9.

### HEALTH POLICY & ADVOCACY

This module is designed to help participants understand how research can inform policy and improve practice.

Activity & Topic	Time
9.0 Facilitator Guide	
9.1 Introduction & Objectives	00:25
9.2 Health Policy	05:35
9.3 Advocacy	01:15
9.4 Advocacy Example: Detroit Food Policy Council	10:26
9.5 Ways to Advocate	00:55
9.6 Final Points	00:22



[Link to Module 9](#)

# ACKNOWLEDGEMENTS

We are grateful to all of the individuals who are listed below who played a key role in helping to adapt this curriculum. We hope it will help improve older people’s awareness of and participation in research and increase their access to information and resources that they can leverage from connecting with academic institutions.

## Community Experts

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Deborah Beard, Village of Oakman Manor  
Zachary Rowe, Friends of Parkside  
Winona Bynum, Detroit Food Policy Council  
Dell Stubblefield, Hope Village Revitalization  
Sandra Turner-Handy, Denby Neighborhood Alliance

## Academic Experts

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