

# Co-Creating the Canadian Neurodevelopmental Research Training Platform Curriculum: Outcomes and Insights from a Co-Design Process

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## Background

- The Canadian Neurodevelopmental Research Training (CanNRT) platform is a Canada-wide collaborative training environment that supports research excellence and sustainable and equitable pathways for early career researchers in neurodevelopment
- One of CanNRT's priorities is to co-design a high-quality, dynamic and inclusive training curriculum
- Co-design was used to develop recommendations for CanNRT's training curriculum content areas and methods of delivery, emphasizing authentic collaboration, power-sharing, and valuing interest-holder input<sup>1,2</sup>

### Objectives

- To determine and describe the content areas that should be developed within the training curriculum
- To provide recommendations and relevant resources regarding the methods of delivery of the curriculum content

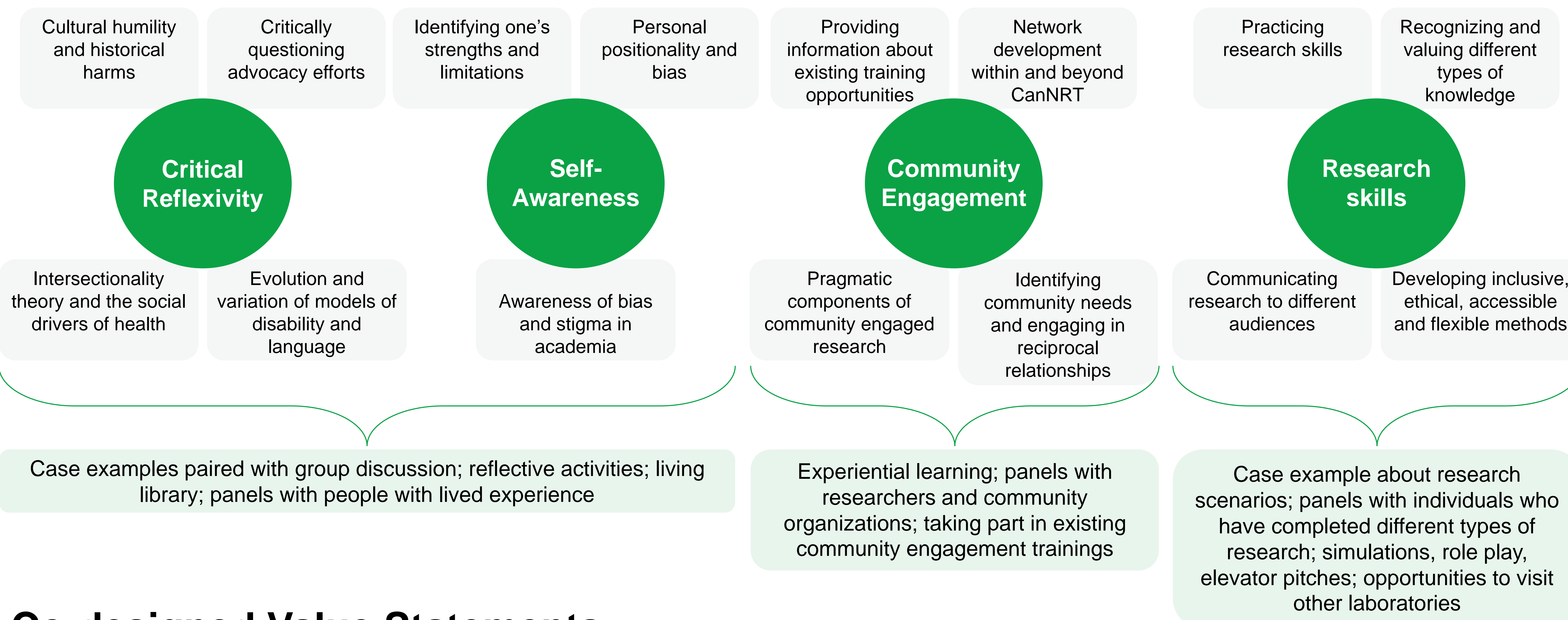
## Methods

- This project was guided by the six stages of the Experience-Based Co-Design (EBCD) approach<sup>1</sup>, with qualitative content analysis used at all stages<sup>3</sup>
- Multiple interest-holders were engaged from across Canada and the United States (trainees, neurodivergent individuals, caregivers, academic researchers and professional or community partners)

### Data collection

Individual interviews (n = 22)	5 co-design focus groups (n = 48)	2 co-design meetings (n = 36)	Validation process (n = 3)
Capture experiences	Develop prototypes	Share findings and collect final feedback	Incorporate underrepresented perspectives

## Recommended Curriculum Content Areas and Methods of Delivery



## Co-designed Value Statements

- Be passionate and driven to create equitable opportunities for meaningful improvement in the quality of the lives of neurodivergent individuals, prioritizing the voices and goals of the neurodivergent community and with recognition for the diversity within this community
- Be caring, empathetic, authentic, respectful, forthright and trustworthy seeing all people as whole, and committing to recognizing the strengths of others
- Be curious, open-minded, reflexive and willing to learn from diverse people by valuing all forms of knowledge and methods of communication, appreciating differences as well as recognizing your own diverse stories, strengths, and limitations with an openness to accept feedback
- Be flexible, adaptable and creative in your approach to completing ethical and high-quality research while working with a range of collaborators in equitable partnership, presuming competence, prioritizing safety for all involved and with a commitment to both minimizing and addressing harm

## Discussion and Conclusion

- This project presents a novel application of EBCD, demonstrating how it can be used to meaningfully reflect interest-holders' insights and priorities in a training curriculum
- The validation process showed strong alignment with the co-designed recommendations
- Findings highlighted a gap in community-engaged research in CanNRT current training, prompting leadership to develop curriculum content guided by recommended methods of delivery
- Co-designed initiatives with diverse interest-holders, especially from marginalized groups (e.g., neurodivergent people), enable proactive action on equity issues, fostering a more accessible, inclusive and culturally responsive learning environment<sup>4</sup>

### References

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