Project to Enhance Research Literacy

PERL
PROJECT TO ENHANCE RESEARCH LITERACY

Deb Hill, MS
Project Manager PERL

EWG Discussion

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PERL

PERL: Project to Enhance Research Literacy

- Collaborative Effort
- Seven ACCHAC Member Institutions
- NCCAM funding to enhance research literacy
- Shared resources
- Utilize resources as platform to engage educators at ACCAHC institutions

GOAL: Shift culture toward evidence-informed education and practice in all ACCAHC member academic institutions.

PERL 2015

- Expand PERL resources to include full support of ACCAHC EIP Competency
  - Added for EP3, EP4 &EP7
- Package PERL resources in a more adaptable format
- Webinar series to serve as an additional resource companion

ACCAHC Adopt a Competency Task Force 2010

5.1. Discuss basic research principles and methodologies within the context of both clinical and mechanistic research

5.2. Evaluate research

5.3. Explain the role of scientific evidence in healthcare in the context of practitioner experience and patient preferences and apply evidence-informed decision making

5.4. Describe and discuss the research base within one's own discipline.

5.5. Relate contemporary issues in integrative practice research, including those relative to measuring whole practices, whole systems and health outcomes.

5.6. Identify and appraise the positive and negative interactions and contraindications for one's own modalities and agents.

5.7. Identify standard research methods and tools appropriate for assessing one's field in a clinical setting.

EP1. Explain the role of scientific evidence in healthcare in the context of practitioner experience and patient preferences.

EP2. Describe common methodologies within the context of both clinical and mechanistic research, focusing on an assessment of your own field.

EP3. Discuss contemporary issues in integrative practice research, including those relative to evaluating whole practices, whole systems, disciplines, patient-centered approaches and health outcomes.

EP4. Analyze the research base within one's own discipline including the positive and negative interactions, indications and contraindications for one's own modalities and agents.

EP5. Apply fundamental skills in research evaluation.

EP6. Demonstrate evidence informed decision making in clinical care.

EP7. Discuss the value of evidence informed risk management planning and risk management behavior.

Objectives for Today

- Review EP4 and EP7
  - Re-examine the language of the sub-competency
- Review comments and suggestions
- Ideas for a title
- Identify ways to improve / next steps

Thank you

- Review Overviews
  - Dale Healey, DC, PhD
  - Dawn Houge, MA, CMT
  - Mary Lauttamas, MSW, ACC, e-RYT
  - Nichole Reding, MA, CPM, LDM
  - Michael Wiles, DC, Med, MS

- Review Learning Objectives
  - Stephen Cina, Lic.Ac., MAOM, ATC, NASM, CES
  - Stacy Gomes, EdD, MA, Ed
  - Jennifer Johnson, ND
  - Michael Sackett, DC, MS, DABCO
  - Jan Schwartz, MA, BCTMB

Sub-Competency	Goal
EP1. Explain the role of scientific evidence in healthcare in the context of practitioner experience and patient preferences.	Understanding the integration of research evidence into clinical care as well as the importance of EIP to interprofessional care.
EP2. Describe common methodologies within the context of both clinical and mechanistic research, focusing on an assessment of your own field.	Recognize various types of research study designs, identify their strengths and weaknesses, and understand various ways to classify the strengths of these designs as applied to clinical care.
EP3. Discuss contemporary issues in integrative practice research, including those relative to evaluating whole practices, whole systems, disciplines, patient-centered approaches and health outcomes.	Understand research designed to take account of whole practice design among CIH and conventional healthcare systems
EP4. Analyze the research base within one's own discipline including the positive and negative interactions, indications and contraindications for one's own modalities and agents.	Locate relevant evidence within one's own discipline to support effective communication of your professions' indications and contraindications
EP5. Apply fundamental skills in research evaluation	Understand the important elements of critically appraising journal papers and differentiating varying types of study design
EP6. Demonstrate evidence informed decision-making in clinical care.	Determine the applicability of the research to answer the clinical question, incorporating the evidence into practice, and assessment of these decisions on patient health outcomes.
EP7. Discuss the value of evidence informed risk management planning and risk management behavior.	Keep current with research surrounding the risks for various levels of care is the focus of this competency

EP4. Analyze the research base within one's own discipline including the positive and negative interactions, indications and contraindications for one's own modalities and agents.

Overview

As integrative care settings continue to grow, CAM providers will need to be able to fully explain the potential benefits and interactions of the modalities they use in providing care. Although training within each profession includes a comprehensive curriculum for this, providers will need to be able to effectively articulate this information to administrators and other members of the health care team. In certain circumstances, this may impact the development and method of inclusion of a particular CAM modality within an integrative care program. The competency focus is on locating relevant evidence to support effective communication of your professions' indications and contraindications.

Learning Objectives

- Identify the need for information and can formulate and searchable clinical question.
- Demonstrate efficient information management skills to identify clinical practice guidelines/best practices and perform searches of the primary literature.
- Articulate cautions and contraindications within your discipline and discuss areas of potential interactions with other modalities.
- Explain cautions and contraindications within your discipline in order to clarify a lack of understanding and research supporting potential efficacy and/or safety. (i.e. use of acupuncture in the setting of thrombocytopenia).

EP7. Discuss the value of evidence informed risk management planning and risk management behavior.

Overview

Patient safety is a priority to all healthcare providers. Certain techniques or practices may evolve over time based on research that identifies new risks associated with routine care. Integrative providers will face an additional complexity in risk planning while working in an interprofessional environment. Keeping current with research surrounding the risks for various levels of care is the focus of this competency.

Learning Objectives

- Define risk management planning in the context of integrative healthcare.
- List common behaviors for your field to mitigate risks to the patient.
- Demonstrate the ability to locate relevant research on the risks associated with your treatment of patients.

EP4. Analyze the research base within one's own discipline including the positive and negative interactions, indications and contraindications for one's own modalities and agents.

Goal- Locate relevant evidence within one's own discipline to support effective communication of your professions' indications and contraindications

Learning Objectives	Revised
Identify the need for information and can formulate and searchable clinical question.	Identify the necessary information for formulating a searchable clinical question.
	Formulate searchable clinical question when necessary.
Demonstrate efficient information management skills to identify clinical practice guidelines/best practices and perform searches of the primary literature.	Demonstrate efficient information management skills.
	Identify clinical practice guidelines/best practices.
	Perform searches of the primary literature.
Articulate cautions and contraindications within your discipline and discuss areas of potential interactions with other modalities.	Illustrate cautions and contraindications within your discipline. **or risk/benefit*
	Discuss areas of potential interactions with other medical interventions .
Explain cautions and contraindications within your discipline in order to clarify a lack of understanding and research supporting potential efficacy and/or safety.	Explain cautions and contraindications within your discipline in order to clarify a lack of understanding.
	Research supporting potential efficacy and/or safety.

EP7. Discuss the value of evidence informed risk management planning and risk management behavior.

Goal- Keep current with research surrounding the risks for various levels of care is the focus of this competency

Learning Objectives

1. Define risk management planning in the context of integrative healthcare.

2. List common behaviors for your field to mitigate risks to the patient.

3. Demonstrate the ability to locate relevant research on the risks associated with your treatment of patients.

Suggestions for Improvement

- Add goal underneath each overview
- More in depth descriptive classroom activities
- Alert the reader that some resources are textbooks for purchase
- Revise learning objectives to include verbs of higher order

EP1. Explain the role of scientific evidence in healthcare in the context of practitioner experience and patient preferences.

Goal- Understanding the integration of research evidence into clinical care as well as the importance of EIP to interprofessional care.

Learning Objectives	Revised
Define Evidence Informed Practice (EIP)	Describe the components of EIP.
Describe the components of EIP and the rationale for applying this to clinical decision-making.	Explain the rationale for applying EIP to clinical decision-making.
Articulate the importance of EIP to integrative healthcare	Illustrate the importance of EIP to integrative healthcare.

EP2. Describe common methodologies within the context of both clinical and mechanistic research, focusing on an assessment of your own field.

Goal- Recognize various types of research study designs, identify their strengths and weaknesses, and understand various ways to classify the strengths of these designs as applied to clinical care.

Learning Objectives	Revised
List common types of clinical research and discuss the strengths and weaknesses.	List common types of clinical research.
	Identify strengths and weaknesses of various types of research design.
Describe the conventional hierarchy of evidence and the study designs associated with each level of evidence.	Recognize the conventional hierarchy of evidence.
	Compare the study designs associated with each level of evidence.
Define mechanistic research and its role in clinical care.	Define the role of mechanistic research in clinical care.
Discuss integrative classifications for evidence.	Discuss integrative classifications for evidence.

EP3. Discuss contemporary issues in integrative practice research, including those relative to evaluating whole practices, whole systems, disciplines, patient-centered approaches and health outcomes.

Goal- Understand research designed to take account of whole practice design among CIH and conventional healthcare systems

Learning Objectives	Revised
Describe CIH discipline-specific whole practice and pharmacological/biomedical research.	Describe CIH discipline-specific whole practice within pharmacological/biomedical research.
Identify methodological issues that are common to research in CIH and whole practice research.	Identify methodological issues that are common to research in CIH and whole practice research.
Articulate the challenges of evaluating whole practice CIH research and the limitations of research that does not address them.	Illustrate the challenges of evaluating whole practice CIH research and the limitations of research that does not address them.
Discuss the implications of integrated medicine research combining both CIH and conventional practices.	Discuss the implications of integrated medicine research combining both CIH and conventional practices.

EP5. Apply fundamental skills in research evaluation

Goal- Understand the important elements of critically appraising journal papers and differentiating varying types of study design.

Learning Objectives	Revised
Follow a structured approach in evaluating the quality, importance and relevance of the evidence.	Apply a structured approach in evaluating the quality, importance and relevance of available evidence.
Describe the utility of critical appraisal checklists and use them in the critical appraisal of each major type of study design.	Describe the utility of appraisal checklists and apply them when critiquing the major types of study design.
Discuss basic statistical analysis.	Discuss basic statistical analysis.

EP6. Demonstrate evidence informed decision-making in clinical care.

Goal- Determine the applicability of the research to answer the clinical question, incorporating the evidence into practice, and assessment of these decisions on patient health outcomes.

Learning Objectives

1. Identify resources for facilitating the use of research for clinical problem solving.

2. Synthesize information from multiple resources to make a clinical decision.*

3. Utilize evidence, in combination with the patient values and preferences, to inform a treatment plan.

4. Assess the impact of your decision on health outcomes.

**From the 2013 Accreditation Council for Graduate Medical Education and The American Board of Family Medicine, Family Medicine Milestones.*

THANK YOU!