

***Research literacy and the real world:
Examples from Academic Institutions
and Community Collaborations***

Joint EWG/CWG/RWG presentation

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Academic Collaborative for Integrative Health

Research literacy and the real world: Examples from Academic Institutions and Community Collaborations



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Academic Collaborative for Integrative Health

- *Sustaining research culture when resources are limited*
- *Research literacy and engaging students in research*
- *Practice Based Research Networks (PBRN's)*
- *Resources and Opportunities for collaboration*

APREE Grant and the Academic Collaborative for Integrative Health (ACIH) Project to Enhance Research Literacy (PERL)

The R25 APREE grant program was called the CAM Practitioner Research Education Project Grant Partnership. The goal of this program was to increase the quality and quantity of research content in the curricula at CAM institutions in the United States where CAM practitioners are trained. Nine awards were made under this program. Strategies employed at the various institutions included identification of required competencies, development of curricula and new courses, and in each case, there was a focus on faculty development.

Multiple institutions in Portland, Oregon received these awards, making the city a unique (if temporary) hub for inter-professional development.

<https://integrativehealth.org/nccih>

Research Scholars Program



Kreitzer M, Sierpina V, Fleishman S. Teaching research literacy: a model faculty development program at Oregon College of Oriental Medicine. *Explore (New York, N.Y.)* [serial online]. March 2010;6(2):112-114.

Research Attitudes Survey

BACKGROUND: A 2006 joint study* between NESA and OCOM (both recipients of R-25 grants, which worked to infuse research education into our curriculum) looked at acupuncture student attitudes towards research

- One major finding was that positive feelings about research **decline** as students progress in the program

QUESTION: In the six years since introducing a culture of research into the campus and into the curricula, has this trend changed?

* Wayne, Hammerschlag, Savetsky-German, & Chapman. (2010). Attitudes and Interests Toward Research Among Students at Two Colleges of Acupuncture and Oriental Medicine. *Explore: The Journal of Science and Healing*, 6(1), 22-28.

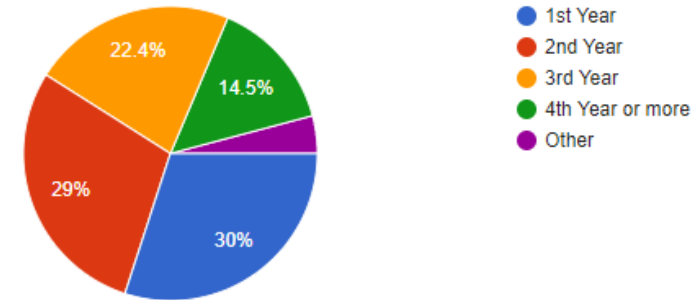
Research Attitudes Survey

2012 SURVEY:

- 10 nationally accredited AOM schools in the United States Mix of schools with and without dedicated research programs
- Ended with usable data from 6 schools
- 290 respondents
- 75% of the respondents identified as female, with a good mix of age and year in the program

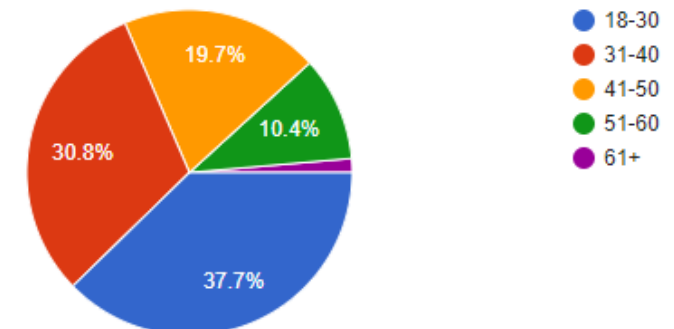
Year in Program

290 responses



What is your age?

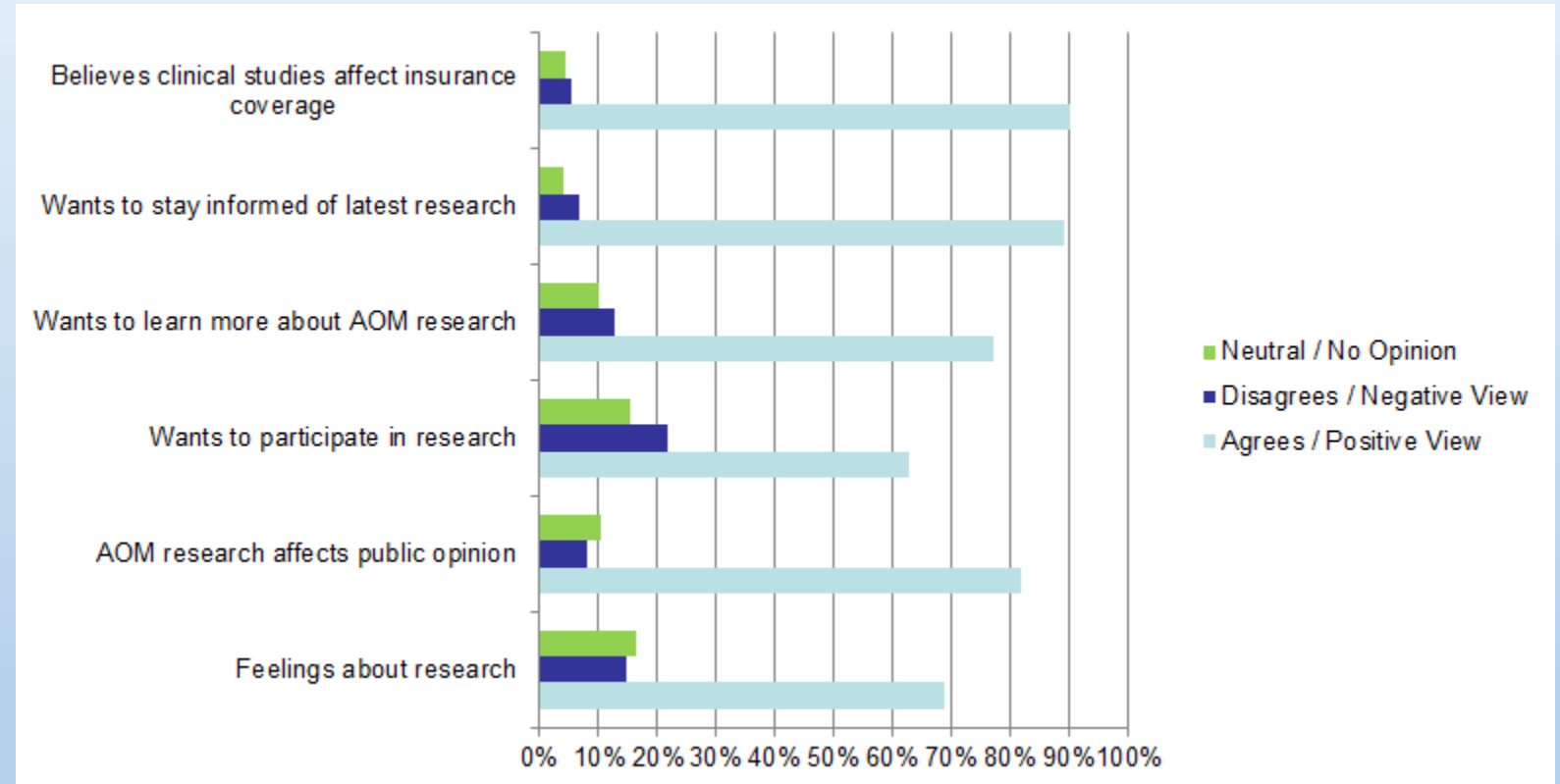
289 responses



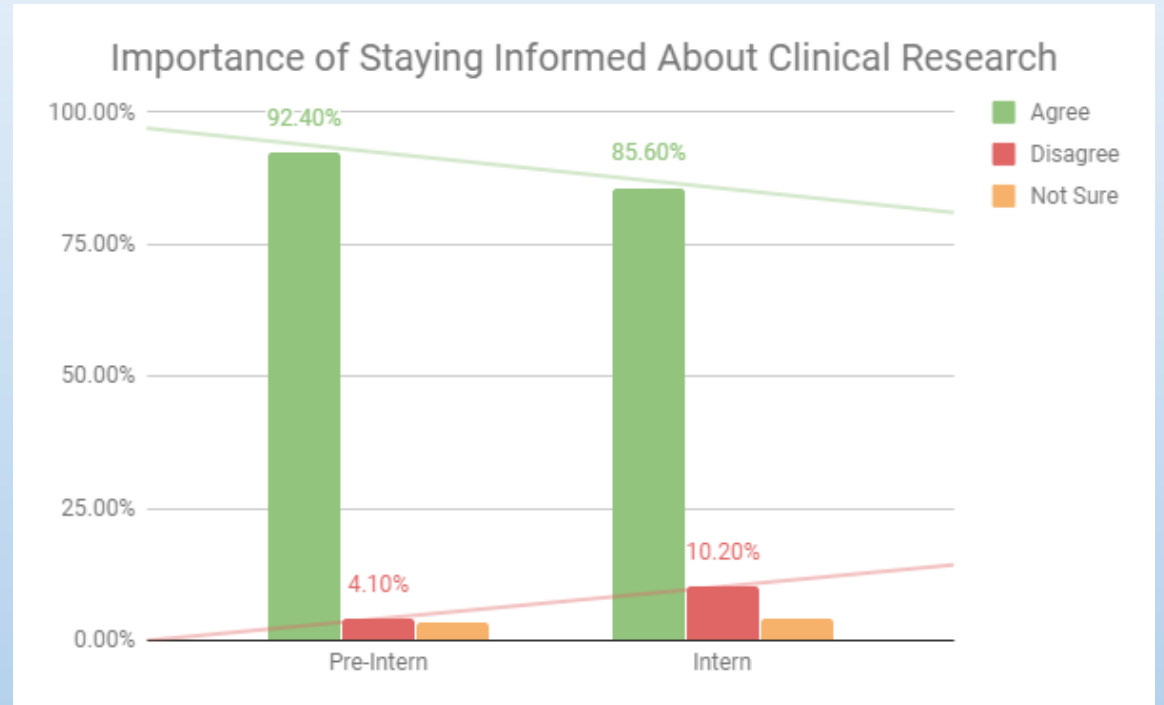
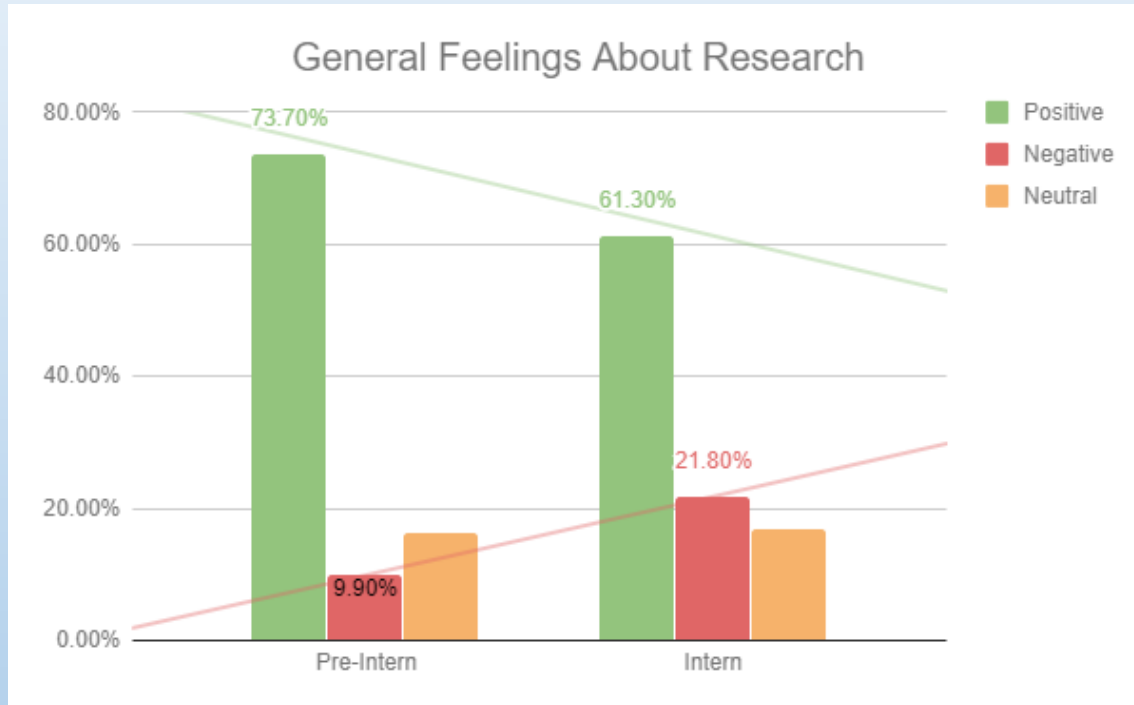
Research Attitudes Survey

QUESTION: Do students recognize the benefits of AOM research?

ANSWER: Yes



Research Attitudes Survey



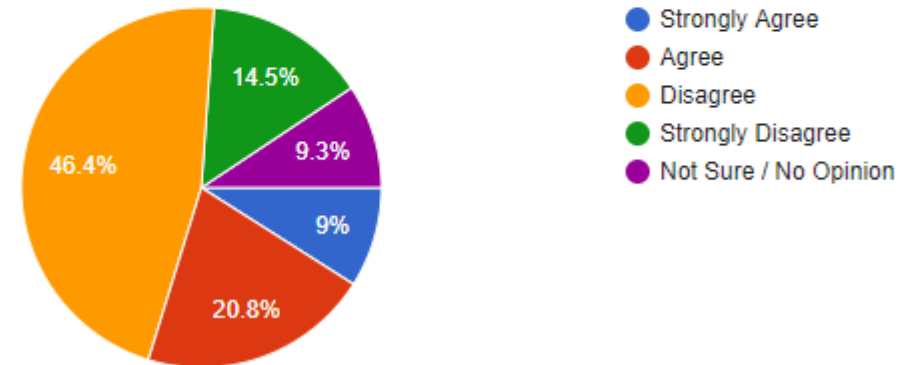
Positive *feelings* about research **decline** as students progress in the program

Research Attitudes Survey

“I think that research is critical to bridging the gap between Chinese medicine and conventional medicine. However, much of Chinese medicine can get lost in the research process. It's imparative [sic] that as a community we are actively involved in the research process so that we can come up with creative ways to research Chinese medicine that helps to retain its essence.”

I believe that the scientific method (gathering empirical and measurable evidence) is not compatible with the basic principles of Acupuncture and Oriental Medicine.

289 responses



institutional culture of ethical community engagement



Institution: a system or structure (administrative or other) that governs our ideas and practices

Institutional culture of ethical community engagement: shared practices and beliefs about what constitutes ethical ways of working with/for/in communities

external forces that shape institutional culture



External forces that shape institutional cultures include such things as funding sources (e.g. grants, donors); partners (e.g. MOUs with community and development orgs); and university bureaucratic structures (e.g. department, college, T&P)

internal mechanisms that shape institutional culture



internal mechanisms that cultivate EFD culture include such things as curriculum (e.g. course sequences), events (formal and informal), pedagogy, faculty/staff/student professional and personal backgrounds, and reflection and assessment practices. Way of studying these are outlined below:

<https://www.pdx.edu/ces/event/cpid-talks-shawhin-roudbari-cultures-ethical-community-engagement?delta=0A>

Institutional research culture 8 years later...

Oriental Medicine Research (OMR) Curriculum

Faculty Development Poster Series

Research Literate Practitioner Competencies



OREGON COLLEGE OF ORIENTAL MEDICINE

The research literate practitioner...

1. Generates searchable questions
2. Accesses information
3. Differentiates which information to consider as evidence
4. Critically evaluates and synthesizes evidence
5. Interprets evidence to make clinical judgments
6. Integrates evidence into professional communication
7. Maintains ethical standards of practice
8. Engages in reflective practice
9. Participates in the culture of research

Reads/subscribes to professional journals; attends journal club, lectures and conferences; converses with experts in the field; participates in research studies; and writes case studies and articles for publication.

Competency 9: Participates in the Culture of Research



Actions & Resources

- Spend time each week in the library reading current journals.
- Subscribe to a medical journal and read it regularly.
- Attend OCOM's Research Grand Rounds and Kaiser's CAM journal club.
- Participate in practice based research and/or outcomes studies.
- Design a pilot research study.
- Volunteer to be a member of an IRB.
- Write a case study or other article and submit it for publication.
- Read: Lao L et al. The role of acupuncture schools and individual practitioners in acupuncture research. *Clinic Acupunct Oriental Med* 2002;3:32-38.

Suggestions for Teaching

- Assign and discuss articles, from AOM and CAM journals, that are relevant to course content. Ask students to lead the discussions.
- Have students read and write case studies appropriate to their level of learning.
- Help students design pilot research studies that might help them better understand AOM concepts or practice.
- Encourage students to attend research seminars or conferences.

"We will know we have arrived when the research culture is effectively invisible, when research is nothing special... we will be discussing it over coffee... it will be simply part of what we do as academics... We will no longer discuss research; we will be too busy doing it."

- Andrew Chetham,
"Growing a Research Culture"

Skills

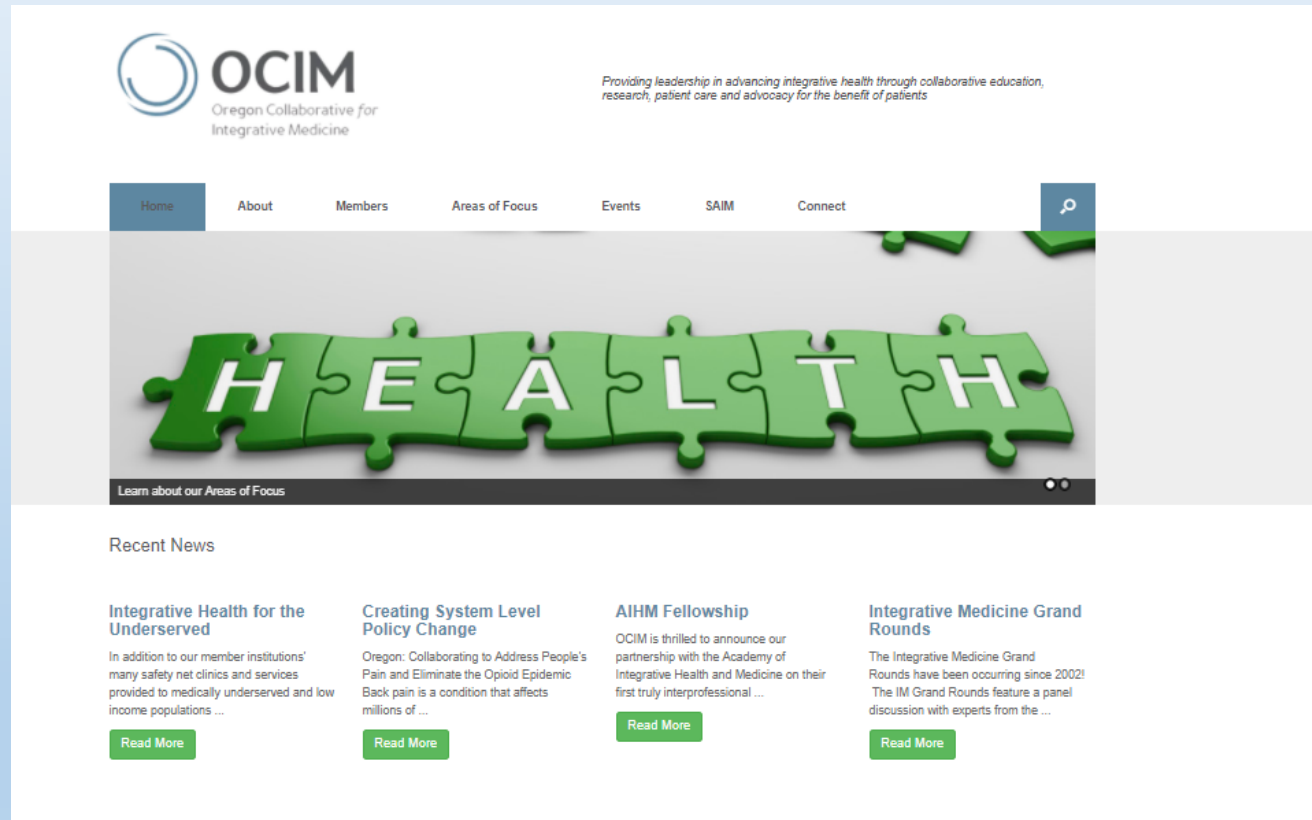
- Develop personal strategies for keeping up to date with patient-oriented research relevant to clinical practice
- Identify and access relevant journals in AOM and related disciplines
- Discuss challenges and future directions for AOM research
- Attend research-related seminars, journal clubs, and conferences
- Collaborate in clinical research efforts, including practice based research
- Participate in publication of research findings, including case studies

This faculty development poster series is designed to stimulate an appreciation of research literacy by familiarizing faculty with the nine Research Literate Practitioner Competencies and exposing faculty to how these competencies can be applied to teaching and clinical practice. Support provided by a grant from the NIH/National Center for Complementary and Alternative Medicine R25 AT002879.

College Research Committee (CRC)

- Faculty scholar retention, training and tracking
- Vetting and collaborative feedback on degree completion projects; institutional, individual and collaborative partners
- Sustainable mechanism for Institutional Review Board (IRB) at a small institution
- Sustainable clinic data outcomes project
- Training, service hours, faculty ranking and professionalism in research participation

Oregon Collaborative for Integrative Medicine (OCIM)



- Membership by institutional subscription
- Board comprised of college Presidents/Executives and managed by dedicated executive director housed at member institution
- Student chapters
- Grand rounds
- Research conference and poster session

Portland Area Health Libraries (PAHL) Consortium

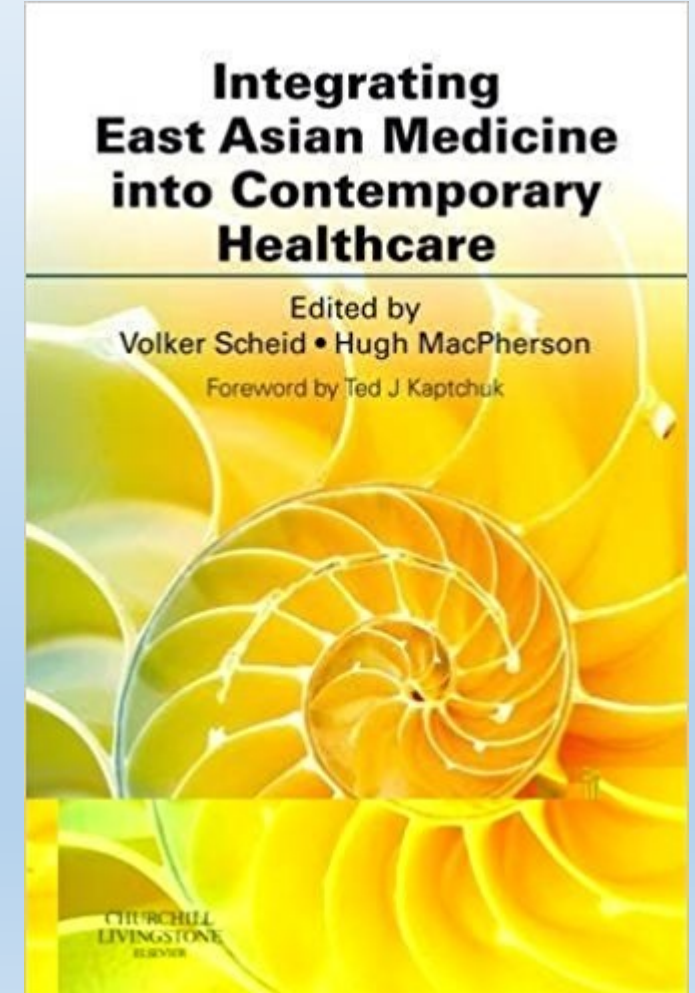
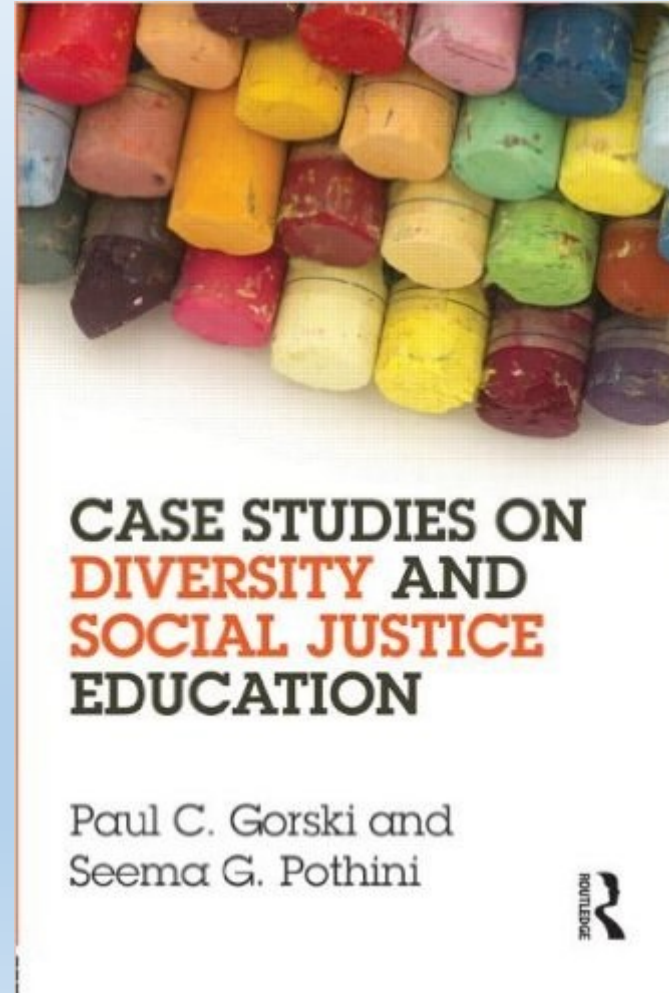
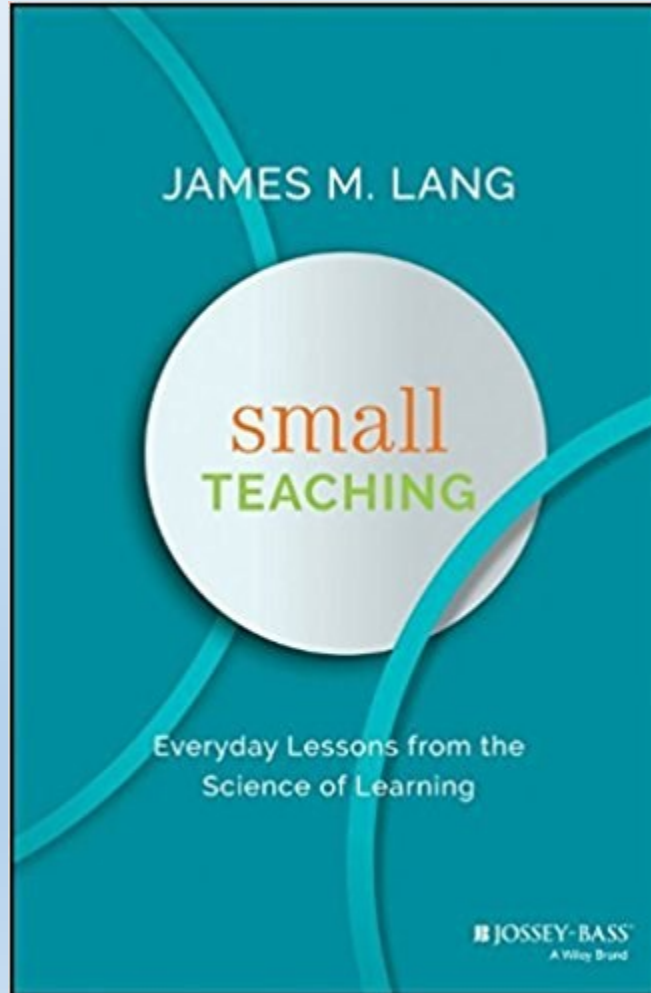
Collaboration between the libraries at OHSU, University of Western States, National University of Natural Medicine, Oregon College of Oriental Medicine, and Pacific University.

- **LSTA Grants** helped transition schools who otherwise could not have afforded a catalog migration (UWS in 2006, OCOM in 2010)
- All members are also **OCIM** members, but the group is not associated with OCIM

BENEFITS:

- Reciprocal Borrowing;
- Shared catalog allows researchers to request items from partner institutions;
- Collective membership in larger organizations such as ELUNA allows smaller institutions to have an amplified voice;
- Librarians work collaboratively and support one another in research endeavors

Book Club



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OREGON COLLEGE *of* ORIENTAL MEDICINE

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Goals & Features

The AcuTrials® Database is a comprehensive collection of randomized controlled trials from the Cochrane Library and the OCOM library.

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Welcome To QIPARTNER

QIPARTNER Defined

QIPARTNER is a practice-based research network for practitioners of traditional Chinese medicine.

You are invited to explore and participate in this collaborative effort of fellow practitioners, students and researchers.

We are Volunteers

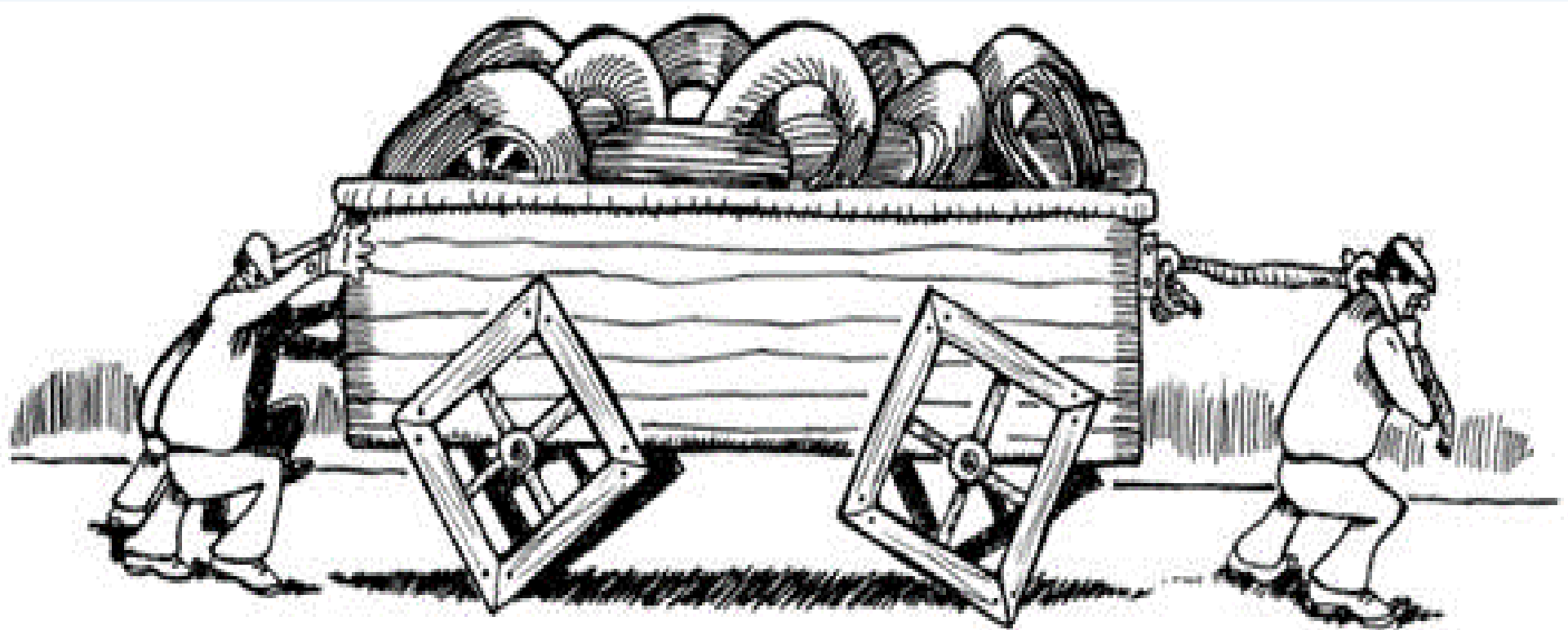
QIPARTNER is a non-profit database created, maintained, and utilized by a network of scholars and practitioners dedicated to advancing and enhancing the future of Evidence-based Research in traditional Chinese medicine.

The QIPARTNER collective is presented and supported by the Oregon College of Oriental Medicine in Portland, OR.

Practice Based Research Network

PBRN a group of practices
Devoted to the care of patients
and affiliated for the purpose of
examining the health care
processes that occur in practices.

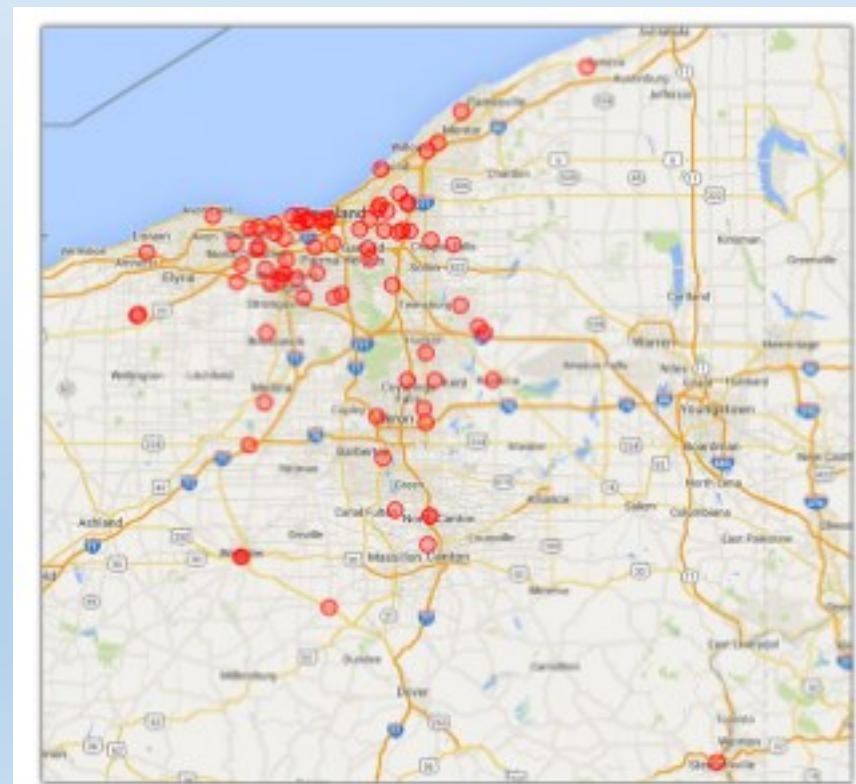
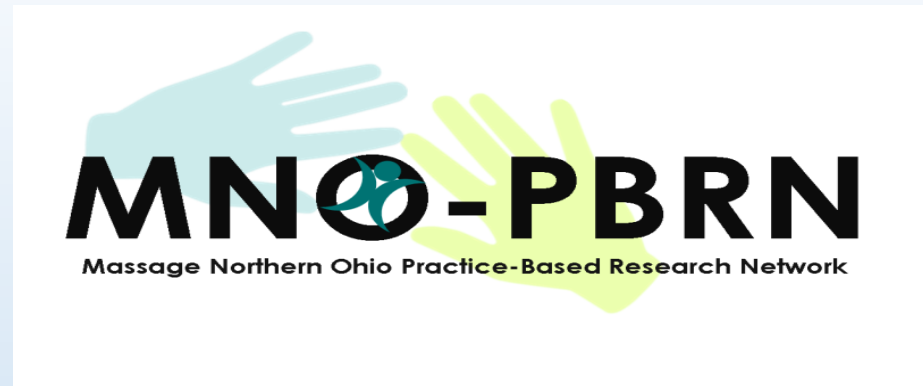
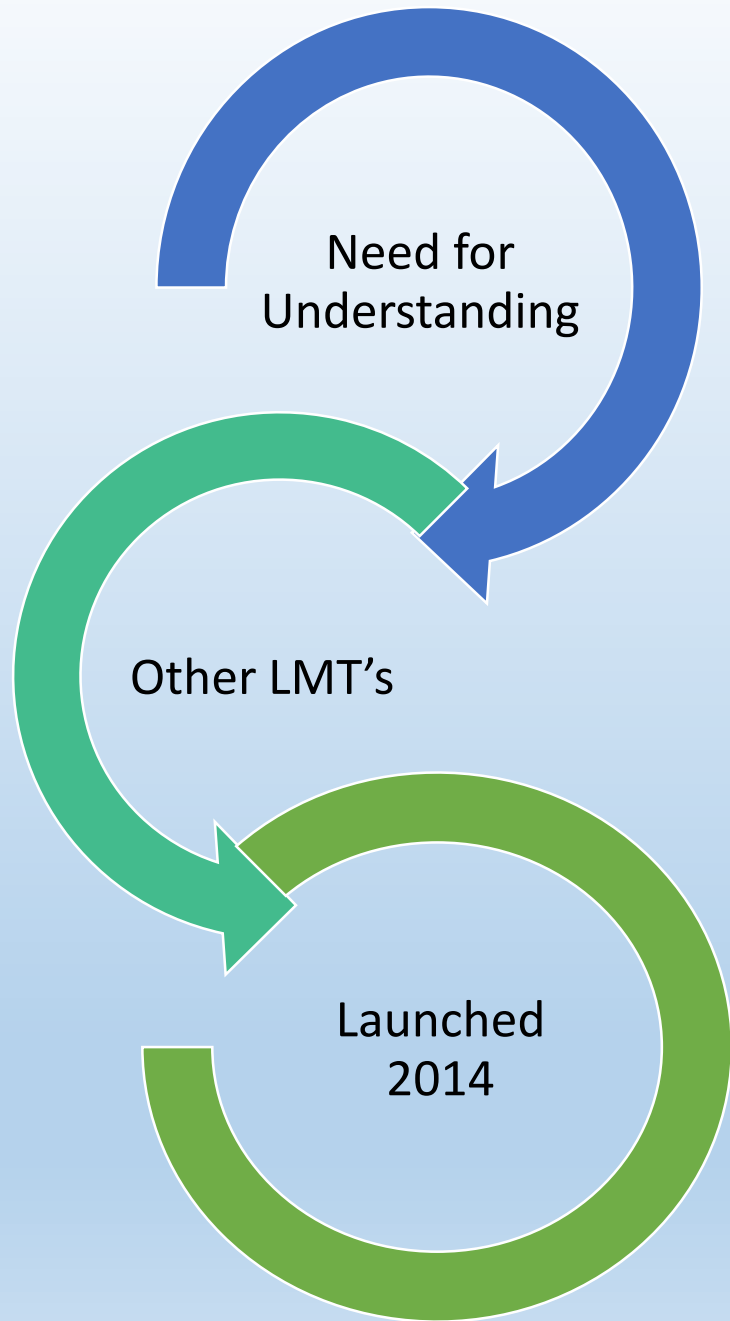




we don't have time to change the wheels, push harder Harry

“If you don't have time to do it right, when will you have time to do it over?”

- John Wooden





thomas-329602-unsplash

“To improve access to Massage Therapy, to conduct research on massage efficacy, and to educate the public, healthcare providers, and policy makers about massage therapy.”

Results: Research



Dialysis Study

To determine the effectiveness of intradialytic massage on the frequency of cramping among hemodialysis patients prone to lower extremity cramping.

Card Study

1. Determine which physician specialties refer or recommend massage therapy to their patients.
2. To understand patients' reasons for not communicating with their primary care provider about massage therapy.

Perceptions & Barriers

1. To identify perceptions and barriers to access of massage therapy utilization in public hospital system.
2. Feasibility of integrating massage into primary care, particularly for minority patients.

Resources and Opportunities for collaboration



Agency for Healthcare Research and Quality
Advancing Excellence in Health Care



PRACTICE-BASED RESEARCH NETWORKS
Research in Everyday Practice



Patient-Centered Outcomes Research Institute



THE OPIOID EPIDEMIC BY THE NUMBERS

IN 2016...



116

People died every day from opioid-related drug overdoses



11.5 m

People misused prescription opioids¹



42,249

People died from overdosing on opioids²



2.1 million

People had an opioid use disorder¹



948,000

People used heroin¹



170,000

People used heroin for the first time¹



2.1 million

People misused prescription opioids for the first time¹



17,087

Deaths attributed to overdosing on commonly prescribed opioids²



19,413

Deaths attributed to overdosing on synthetic opioids other than methadone²



15,469

Deaths attributed to overdosing on heroin²



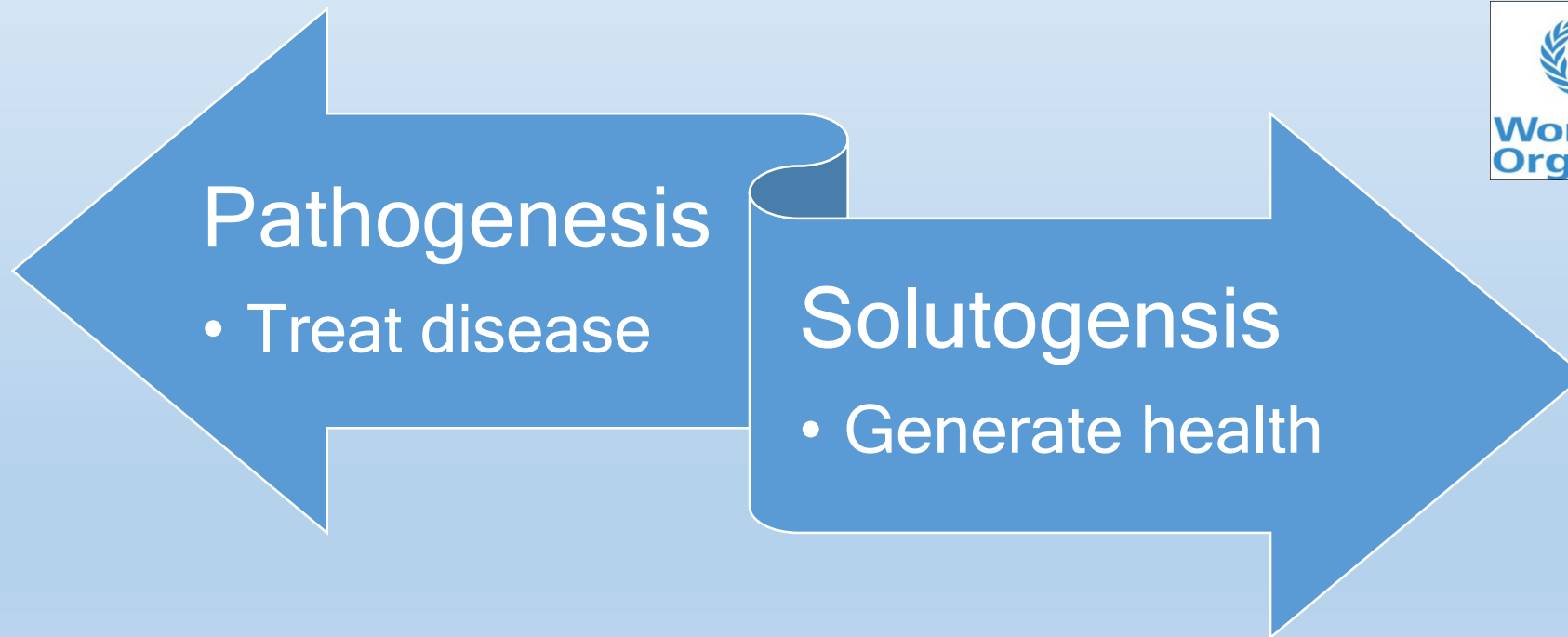
504 billion

In economic costs³

Sources: ¹ 2016 National Survey on Drug Use and Health, ² Mortality in the United States, 2016 NCHS Data Brief No. 293, December 2017, ³ CEA Report: The underestimated cost of the opioid crisis, 2017

Discussion: Opportunities

“a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.”



Discussion:

- What opportunities do you see for collaboration between integrative healthcare practices?
- What current strategies within ACIH can be translated for successful collaboration between practices?
- What are the major care questions that could benefit from these collaborations?