OCOM Facts

• One of 62 accredited colleges granting masters degrees in acupuncture and Oriental medicine (AOM)
• One of 3 with accredited clinical doctoral programs
• Currently a candidate for regional accreditation with the Northwest Council of Colleges and Universities
More OCOM Facts

• 15 full time faculty
• 38 part time faculty
• 250 masters and doctoral students
• One of 6 AOM colleges with a research department (established 1999)
• One of 2 to have received federal research funds (NCCAM)
• Only AOM college with 3 mandatory research classes in masters program
NCCAM R25 Research Education Grant

“Acupuncture Practitioner Research Education Enhancement (APREE)”

2005 – 2009 P.I., Richard Hammerschlag, PhD

2011 – 2012 P.I., Deborah Ackerman, MS, PhD
Research Scholars Program

3 annual cohorts, 7-8 faculty each, in monthly day-long experiential sessions

• "Train the Trainers" - Faculty development
• Teach research literacy
• Enhance curriculum - introduce an evidence-based perspective
<table>
<thead>
<tr>
<th>Factor</th>
<th>Enter (Fall 06)</th>
<th>Intern (Spring 08)</th>
<th>Exit (Summer 09)</th>
<th>Difference 06-09</th>
<th>Significance</th>
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<tr>
<td>Feelings</td>
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<td>3.5</td>
<td>3.5</td>
<td>-0.2</td>
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<td>3.3</td>
<td>3.4</td>
<td>-0.8</td>
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<td>Research Knowledge</td>
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<td>3.1</td>
<td>3.2</td>
<td>1.0</td>
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Results of factor analysis (Hammerschlag, APREE Final Report, Feb. 2010)
Underscored realization that a large amount of mentoring required to implement learning activities, and the desire among both students and faculty to engage in research projects, not just to learn about research literacy.
Oriental medicine is "individualized" medicine.

- No standardized diagnostic framework (TCM patterns of disharmony)
- No "best practices" established
- Similar to psychiatric research pre-Diagnostic and Statistical Manual (DSM)

Solution: Conduct observational studies and survey practitioners to learn how they diagnose and treat patterns of disharmony.
Challenges to AOM Research

Difficult to conduct sham-controlled RCTs.
  – To determine efficacy
  – Mechanism of acupuncture action is unknown
  – Difficult to identify an inert comparator

Solution: Perform comparative effectiveness research, conduct whole systems and pragmatic trials in "real world" settings.
APREE
2010-2012

Mentor the Mentors

• Final year Student Research Practicum Course
• 15 faculty-mentored group research projects
• 2 to 5 students per research group
• Faculty are mentored by Research Dept. staff and College Research Committee
Outcomes Research

Retrospective Chart Reviews

• Outcomes of acupuncture for depression/anxiety at Quest Center in Portland, OR (D Eisen)

• Outcomes of auricular acupuncture for veterans with PTSD at the Portland Veterans Acupuncture Project (L Varga)

• Treatment utilization and patient satisfaction at a free acupuncture clinic in Juarez, MX (D Eisen)

• Birth rates with acupuncture as an adjunct to in vitro fertilization at a fertility clinic in Washington state (LH Rubin)
Outcomes Research

Prospective Chart Reviews

• OCOM clinic prospective patient-centered data collection program (B Marx). Assessing pain, global health and physical functioning (NIH PROMIS forms) at intake and the 5th visit.

• Acupuncture treatment of veterans by Acupuncturists Without Borders (D Espesete). Summarizing patient intake data and redesigning intake and follow-up patient forms.
Challenges (and Solutions)

• Evaluation of treatment efficacy (RCTs)
  – Emphasize clinically-relevant research: comparative effectiveness, practice-based outcomes research, whole systems research

• Participation of full and part-time faculty
  – Faculty Evaluation System requires demonstrated scholarship
  – Faculty Scholarship Grants Program

• Funding for mentored student research projects
  – Faculty Development and Scholarship Grants Programs
Thank You!

Richard Hammerschlag
Adi Haramati
IAMSE

and the 15 OCOM faculty mentors and 77 students