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

Joint EWG/CWG/RWG presentation

March 15, 2018
Research literacy and the real world: Examples from Academic Institutions and Community Collaborations

Beth Howlett, MAcOM, LAc
EWG Co-Chair
Vice President of Communications and Academic Services
Adjunct Faculty, OCOM

Diane Mastnardo, BS, LMT
EWG member
Owner, Mastnardo Massage Therapy
Founding director, Massage Northern Ohio

Candise Branum, MLS
Director of Library Services, OCOM
• 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
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

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?

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
Research Attitudes Survey

**QUESTION:** Do students recognize the benefits of AOM research?

**ANSWER:** Yes
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 imperative 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.”
Institutional research culture 8 years later...
Oriental Medicine Research (OMR) Curriculum

Research Literate Practitioner Competencies

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

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.
- 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.

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

Suggestions for Teaching
- Assign and discuss articles, from OM 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 OM concepts or practice.
- Encourage students to attend research seminars or conferences.

We will know we have arrived when the research culture is effectively inviable, when research is nothing special... we will be discussing it ever so often... it will be just part of what we do as academics... we will no longer discuss research; we will be too busy doing it.

Andrew Christman, "Caring Researcher"
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 compromised 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
AcuTrials and qIPARTNER

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

- John Wooden
Need for Understanding

Other LMT’s

Launched 2014
“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

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 disorder³

948,000 People used heroin³

170,000 People used heroin for the first time⁴

2.1 million People misused prescription opioids for the first time⁴

17,087 Deaths attributed to overdosing on community prescribed opioids⁵

19,413 Deaths attributed to overdosing on synthetic opioids or fentanyl⁶

15,469 Deaths attributed to overdosing on heroin⁷

504 billion In economic costs⁸

Discussion: Opportunities

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

Pathogenesis
- Treat disease

Solutogenesis
- Generate health
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?