Mentoring The Mentors

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OREGON COLLEGE of ORIENTAL MEDICINE

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

APREE

2005 - 2009

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

Student Survey - Class of 2009
(n=61)

Factor	Enter (Fall 06)	Intern (Spring 08)	Exit (Summer 09)	Difference 06-09	Significance
Feelings	3.7	3.5	3.5	-0.2	0.18
Value	**4.2**	**3.3**	**3.4**	**-0.8**	**<.001**
Research Knowledge	2.2	3.1	3.2	1.0	<.001

Results of factor analysis (Hammerschlag, APREE Final Report, Feb. 2010)

Qualitative Evaluation

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.

Challenges to AOM Research

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