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An education program for busy researchers

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An Education Program for Busy Researchers

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Program Attributes

- Practical,
- Provides live-instruction in conjunction with a on-line tutorial,
- Geared for adult learners,
- Flexible enough to meet educational and scheduling needs.
- Cost effective
 - minimal staff
 - utilizes the talents and expertise of professionals who have an interest, specific training, and/or specialized knowledge to lead its workshops, seminars, conferences, and retreats

Program's Purpose

- Educate anyone conducting or reviewing research at the University
 - includes approximately
 - 300 committee members,
 - 20 Human Studies Committee (HSC) staff members,
 - all faculty and staff vital in the conduct of the 3500 new and on-going human subjects protocols seen yearly by the HSC.

Program's Objectives

- Provide information that will assist in the submission, conduct, and evaluation of research
- Ensure conduct of research meets proper ethical and regulatory standards

Foundation

- Adult learners prefer educational experiences to be relevant and immediately helpful in their daily lives or to be directly related to an area of interest.
- Needs of the adult learner analyzed and compared in relation to needs of organization and job function.

(Boone, 1985, pp. 19 – 38)

Foundation

- Teamwork approach with the adult educator as facilitator
- Active learning.
 - Class discussions, guided practice, peer teaching, and dependent group activities.
 - Small classrooms or conference rooms
 - Instructor to student ratios should be 1 to 15.
 - Learners are visual.
 - Lecture should last no more than 15 minutes followed by some type of activity.

(Boone, 1985, Harmin 1994, Herlin et al., 1995)

Design

- Based in adult education theory
- Designed to handle all educational needs
 - remediation,
 - initial and on-going education
 - clarification of issues

Design Meets Regulatory Compliance

- **Human Studies Protection Regulations**
- **Good Clinical Practice 3.1.3**
- **Institutional Policy**
- **HSC Assurance of Commitment**
- **AAHRPP Accreditation Standard I-4**
- **Federal Wide Assurance**

Methods

- Quarterly newsletters;
 - transferred to Lotus Notes format
- Bi-monthly question and answer sessions;
- Presentations at classes, departments, faculty meetings, committee meetings, conferences;
- Private educational sessions;
- Monthly new member orientations;
 - Augmented then reorganized
 - Made more practical
 - Currently being studied

Methods

- Application forms and guidelines;
 - clarified, updated, authenticated. References added
- On-line human studies training module;
 - Changing to CITI in 2004
- Website [http://medschool.wustl.edu/hsc/.](http://medschool.wustl.edu/hsc/);
 - revised and expanded
- Establishment of a St. Louis IRB Consortium;
- In-services for HSC staff;
- Annual Town Hall Meetings, IRB retreat, regional or national conference;

Methods

- In-house resource library;
- Mock IRBs.
- Chairs' Meetings.
 - information is presented and explained
 - HSC Chairs pass along information to respective committees
- HSC chairs and staff educate others through
 - comments at committee meetings,
 - critiques of protocol submissions,
 - letters and telephone calls to the investigators,
 - sharing of relevant articles.

Methods

- Heighten Committee Member/Staff understanding by having them
 - teach
 - write articles for the newsletter
 - lead seminars
 - conduct investigations into various areas of concern
 - sit on task forces

Evaluation

- Formal
 - qualitative questionnaires
 - individual feedback sessions
 - AAHRPP (Association for the Accreditation of Human Research Protection Programs)

Evaluation

- Informal
 - feedback from committee members, staff and researchers through
 - letters,
 - e-mails,
 - telephone calls
 - personal remarks
 - return of participants for follow-up sessions beyond what is required

Monitoring

- Continual monitoring of program effectiveness to provide the types of educational activities that
 - appeal to the population
 - provide necessary information to protect human subjects

Expansion Efforts

- “Live-instruction” offerings
 - Concentrate on areas of interest or difficulty
 - Designed to target specific audiences
 - novices,
 - intermediate,
 - or experienced personnel.
 - Facilitated by knowledgeable personnel
- St. Louis IRB Consortium
- Committee Members and Staff

Replication

- Personnel knowledgeable and experienced in
 - a variety of educational pedagogues
 - administering educational programs
- For adult populations, adult learning specialists with
 - a knowledge of psychology
 - or experience in dealing with diverse populations

Educator Qualifications

- Doctorate in Education, specializing in curriculum and instruction and higher education
- Extensive experience in developing and implementing educational programs for adult learners,
- Experience working in a health care setting
- Experience meeting needs of diverse populations and learners.

Replication

- Adequate
 - Financial support for salaries, materials, program advertisement, and on-going training for educators
 - Support staff,
 - Office and classroom space,
- University Commitment
 - Allowing the HSC to have a full-time educator
 - Mandating initial education
 - Encouraging on-going education

Outcomes

- Evidence that the education program is meeting the needs of professional research staff and faculty are
 - requests for private and group tutorials,
 - referrals to be educated,
 - attendance at workshops, seminars, retreats, and conferences,
 - numerous thank you notes.

Outcomes

- A result of these efforts is the interest generated in becoming more than a participant in the sessions.
- Many faculty and staff wish to lead or present scheduled sessions.
- Others approach the HSC with topic areas to be researched, discussed, or presented either in “live-instruction” sessions or in written format.
- As a secondary result, others beyond those volunteering are drawn into the process and educational outreach is expanded.

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