

Medical Provider Patient-Centered Comparative Clinical Effectiveness Research (CER) Capacity Building Tool

DISCUSSION GUIDE

Purpose of the Training – The purpose of this training is to increase medical providers' knowledge and comfort with Patient-Centered CER, and to increase their motivation to participate in Patient Centered CER. Patient Centered CER is research that centers the voices/needs of LGBTQ+ older adults and compares two or more treatment approaches to see which works better for this group of people.

Before launching the slide set, have participants and the facilitator introduce themselves. Our introductions included name, pronouns, location and focus of practice, and why they decided to join. Share that the training will be 30 minutes.

Slide 1: Title slide

Slide 2: This slide introduces the workshop and explains the purpose of the training.

Slide 3: This slide introduces the Patient-Centered Outcomes Research Institute (PCORI) as our project funder and describes the purpose of patient-centered CER. You may remove this slide.

Slide 4: This slide defines patient-centered CER, offering the “CER” abbreviation and beginning the explanation of CER.

Slide 5: This slide elaborates on the methodologies and purpose of patient-centered CER.

Slide 6: This slide describes LGBTQ+ older adult health disparities. It begins to lay a foundation for the unique health challenges faced by LGBTQ+ older adults as a compelling reason to increase patient-centered CER to address these issues.

Slide 7: This slide continues the discussion of LGBTQ+ older adult health disparities.

Slide 8/9: These slides offer a concrete example of CER that medical providers find very familiar. Slide 8 presents an overview of the study and Slide 9 presents the results. Slide 9 highlights the CER approach (comparing 4 drugs) and the results which guide practice.

Slide 10/11: These slides offer a second concrete example of CER in which providers are CER participants. Slide 10 offers an overview of the study and Slide 11 presents the methods and results. Providers have found this a compelling example that generates creative ideas for how they could use CER in quality improvement projects and how they, not just patients, could participate in CER.

Slide 12/13: These slides describe ways providers can participate in and engage with CER. The slides specifically include ways providers are already using CER to highlight its importance in their practice and evolve their awareness of this use.

Slide 14: This slide launches a discussion about how participants have been involved with CER. This might be as simple as using CER in their decision making, sharing CER results with patients or actively participating in CER research. Every provider has used CER to inform their clinical decision making and may have used CER in quality improvement efforts in their clinics or even participated in CER research projects.

Slide 15: This slide highlights the challenges of consuming/locating and conducting LGBTQ+ older adult CER. This slide is designed to acknowledge the challenges and to highlight the paucity of existing patient-centered CER research that focuses on LGBTQ+ older adults. The goal is to increase recognition of the need for this research and to increase motivation to address this gap.

Slide 16/17: These slides offer reasons to participate in CER and include a range of motivations.

Slide 18: This slide closes the training.

LGBTQ+ Older Adult Patient-Centered Comparative Clinical Effectiveness Research (CER) Capacity Building Tool

DISCUSSION GUIDE

Purpose of the Training – The purpose of this training is to increase LGBTQ+ older adults' knowledge and comfort with Patient Centered CER, and to increase their motivation to participate in Patient Centered CER. Patient Centered CER is research that centers the voices/needs of LGBTQ+ older adults and compares two or more treatment approaches to see which works better for this group of people.

Before launching the slide set, have participants and the facilitator introduce themselves. Our introductions included name, pronouns, age, how they heard about the workshop and why they decided to join. Share that the training will be 75 minutes.

Slide 1: This slide introduces the workshop and explains the purpose of the training.

Slide 2: This slide explains that the focus of the workshop is on patient-centered CER, offering the “CER” abbreviation and beginning the explanation of CER.

Slide 3: This slide explains CER and offers assurance that participants know more about CER than they believe. Facilitators will describe an example of trying to find the best cookie recipe by testing different approaches and seeing which one you like best (i.e., use oil in one batch and butter in a second batch, bake them both and then ask people which they like better). The second listed example leads into the next slide.

Slide 4: This slide demonstrates a CER study that compares two different cholesterol medications, comparing the results of each medication to the other to see which is more effective. This slide often brings up conversation about personal health decisions and how having information that CER offers can help people make their own decisions.

Slide 5: This slide is a prompt to have individuals or small groups design their own CER study, comparing 2 or more treatments or interventions to see which works better. We found it helpful to encourage people to keep it simple. LGBTQ+ older adults who aren't familiar with research will often choose very broad topics or interventions that aren't easily measured. That's not a problem...it's part of the learning. Ask each person to share what they came up with and highlight CER elements, talking about how a study like that could help us understand how to improve wellness however a person defines it. Sometimes participants will talk about how they tried two different treatments and assessed what worked better for them. This is good learning too and CER elements can be highlighted in the discussion.

Slide 6: This slide offers examples of how LGBTQ+ older adults can participate in CER.

Slide 7: This slide offers examples of how LGBTQ+ older adults can participate in CER.

Slide 8: This slide begins the section that enhances motivation and highlights the meaningfulness of participating in CER. It describes the empowerment and health enhancement that CER can bring, encouraging LGBTQ+ older adults to center their own community in health research.

Slide 9: This slide continues to enhance motivation, activating LGBTQ+ pride and resilience.

Slide 10: This slide lists attributes of research, highlighting the purpose, empowerment, and community focus that patient-centered CER with LGBTQ+ older adults can bring. This slide was a favorite among the LGBTQ+ older adults that helped develop this training.

Slide 11: This slide personalizes the purpose and reach of research, making it part of the LGBTQ+ older adult community...for us and by us.

Slide 12: This slide leads into the final activity. Participants are asked to fill in the blanks with 3 incomplete sentences. The incomplete sentences encourage participants to envision themselves making a difference through CER and sharing the benefits across the community. This continues to personalize the call to participate through visualizing themselves already doing it and finding benefit.

Slide 13: This slide offers participants the opportunity to discuss the training, what they learned and to connect with each other. We found that personal connection often happened here with participants sharing contact information or discussing mutual interests.

Slide 14: This slide closes the training.

Health Professional Student Patient-Centered Comparative Clinical Effectiveness Research (CER) Capacity Building Tool

DISCUSSION GUIDE

Purpose of the Training – The purpose of this training is to increase health professional students' knowledge and comfort with Patient-Centered CER, and to increase their motivation to participate in Patient Centered CER. Patient Centered CER is research that centers the voices/needs of LGBTQ+ older adults and compares two or more treatment approaches to see which works better for this group of people.

Before launching the slide set, have participants and the facilitator introduce themselves. Our introductions included name, pronouns, student practice area (NP, MD, etc), year in program, and why they decided to join. Share that the training will be 30 minutes.

Slide 1: Title slide

Slide 2: This slide introduces the workshop and explains the purpose of the training.

Slide 3: This slide introduces the Patient-Centered Outcomes Research Institute (PCORI) as our project funder and describes the purpose of patient-centered CER. You may remove this slide.

Slide 4: This slide defines patient-centered CER, offering the “CER” abbreviation and beginning the explanation of CER.

Slide 5: This slide elaborates on the methodologies and purpose of patient-centered CER.

Slide 6: This slide describes LGBTQ+ older adult health disparities. It begins to lay a foundation for the unique health challenges faced by LGBTQ+ older adults as a compelling reason to increase patient-centered CER to address these issues.

Slide 7: This slide continues the discussion of LGBTQ+ older adult health disparities.

Slide 8/9: These slides offer a concrete example of CER that health professional students find very familiar. Slide 8 presents an overview of the study and Slide 9 presents the results. Slide 9 highlights the CER approach (comparing 4 drugs) and the results which guide practice.

Slide 10/11: These slides offer a second concrete example of CER in which providers are CER participants. Slide 10 offers an overview of the study and Slide 11 presents the methods and results. Providers and health professional students have found this a compelling example that generates creative ideas for how they could use CER in quality improvement projects and how they, not just patients and licensed providers, could participate in CER.

Slide 12/13: These slides describe ways health professional students can participate in and engage with CER now and in their future careers. The slides specifically include ways health professional students are already using CER to highlight its importance in their education and evolve their awareness of this use.

Slide 14: This slide launches a discussion about how participants have been involved with CER. This might be as simple as using CER in their decision making, reading articles for class, discussing CER results with patients or actively participating in CER research. Every provider will use CER to inform their clinical decision making and participants may have seen CER used

in quality improvement efforts in their clinic rotations or even participated in CER research projects.

Slide 15: This slide highlights the challenges of consuming/locating and conducting LGBTQ+ older adult CER. This slide is designed to acknowledge the challenges and to highlight the paucity of existing patient-centered CER research that focuses on LGBTQ+ older adults. The goal is to increase recognition of the need for this research and to increase motivation to address this gap.

Slide 16/17: These slides offer reasons to participate in CER and include a range of motivations.

Slide 18: This slide was specifically requested by health professional students. They asked for information on how they could be involved in/engaged with CER. This slide offers broad guidance.

Slide 19: This slide describes how students can learn more about PCORI funded projects. We recommend that you revise this slide and personalize it to a specific academic environment. For example, include campus contacts to learn more about ongoing CER projects, initiatives to improve care for LGBTQ+ older adults and ways to volunteer to participate as a graduate assistant on research teams at a specific school or program.

Slide 20: This slide closes the training.
