

Amplifying Patient Voices: Advocacy's Role in Oncology Education, Research, and Scientific Collaboration

Donna Gabriel, PhD¹; Rebecca Weaver, CHCP¹; Shari Tordoff¹; Sandra Caballero, PharmD¹; Jill Feldman²

¹Creative Educational Concepts; ²EGFR Resisters

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BACKGROUND

Evolution of Patient Advocate Integration in Oncology CE



Traditional CE

- Expert-led didactic education
- Limited interaction and mentorship
- Patient voice absent or minimal

Transitional

- Interactive discussion introduced
- Patient input included but not embedded
- Limited collaboration beyond the activity

Collaborative Patient-Inclusive CE

- Patients integrated as faculty and mentors
- Co-created learning and shared priorities
- Focus on patient-centered research, outcomes, and information dissemination

Study Objective

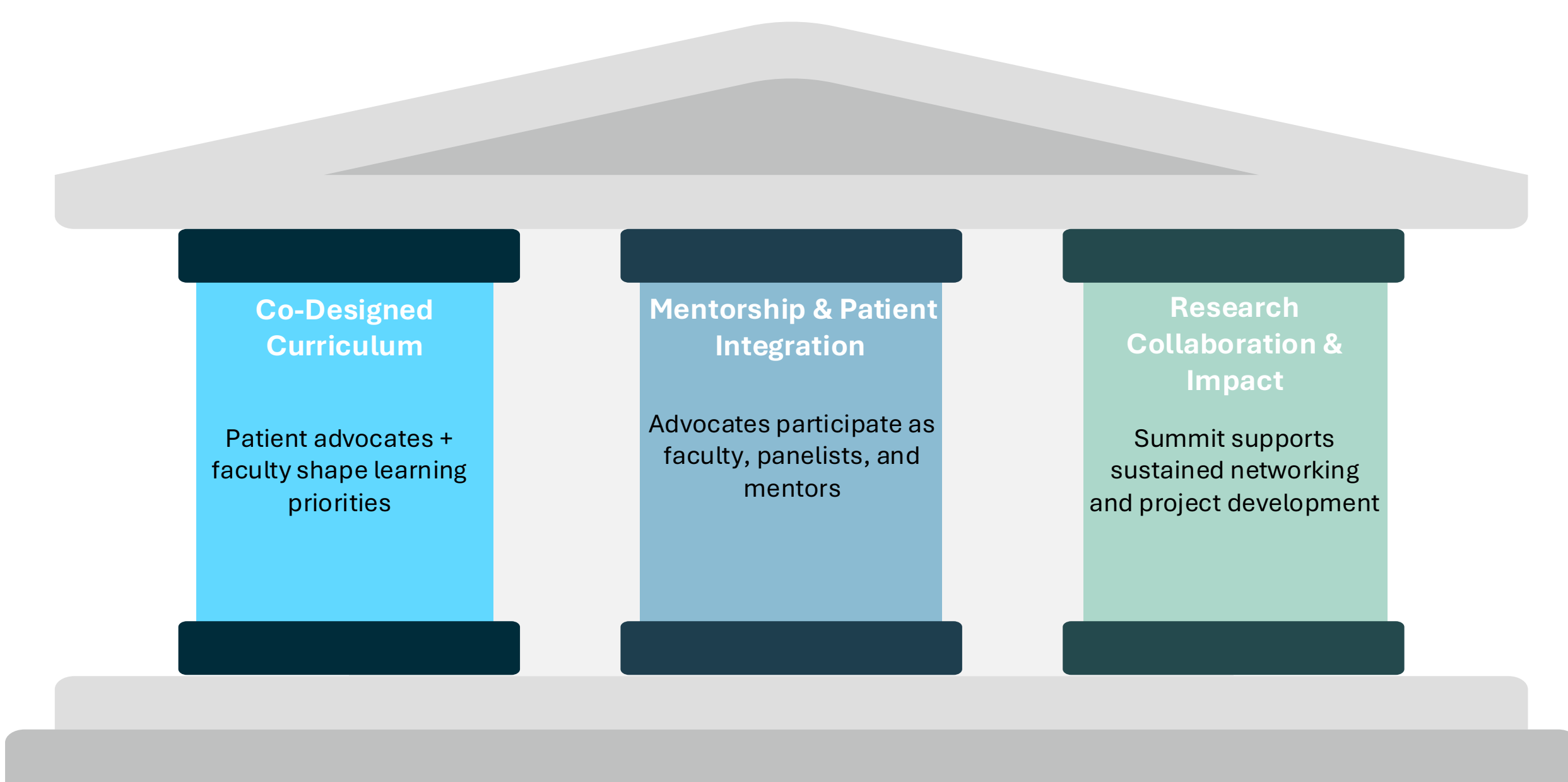
Evaluate the impact of integrating patient advocates into oncology education and research on:

Educational Outcomes

Patient Empowerment

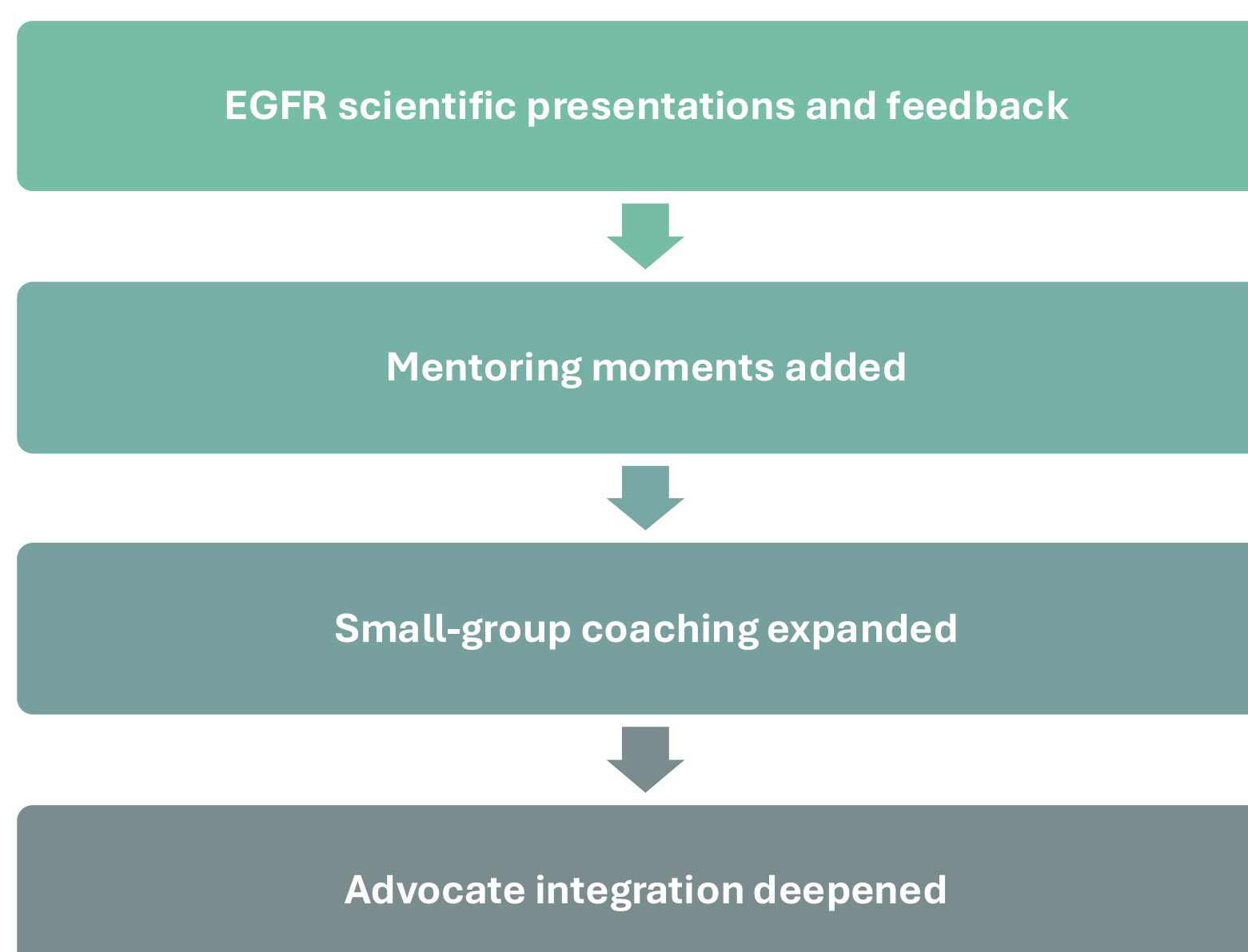
Collaborative Research Training Development

EGFR Resisters Research Summit Program Model (2019 – 2025)



Methodology

EGFR Resisters Research Summit Program Evolution

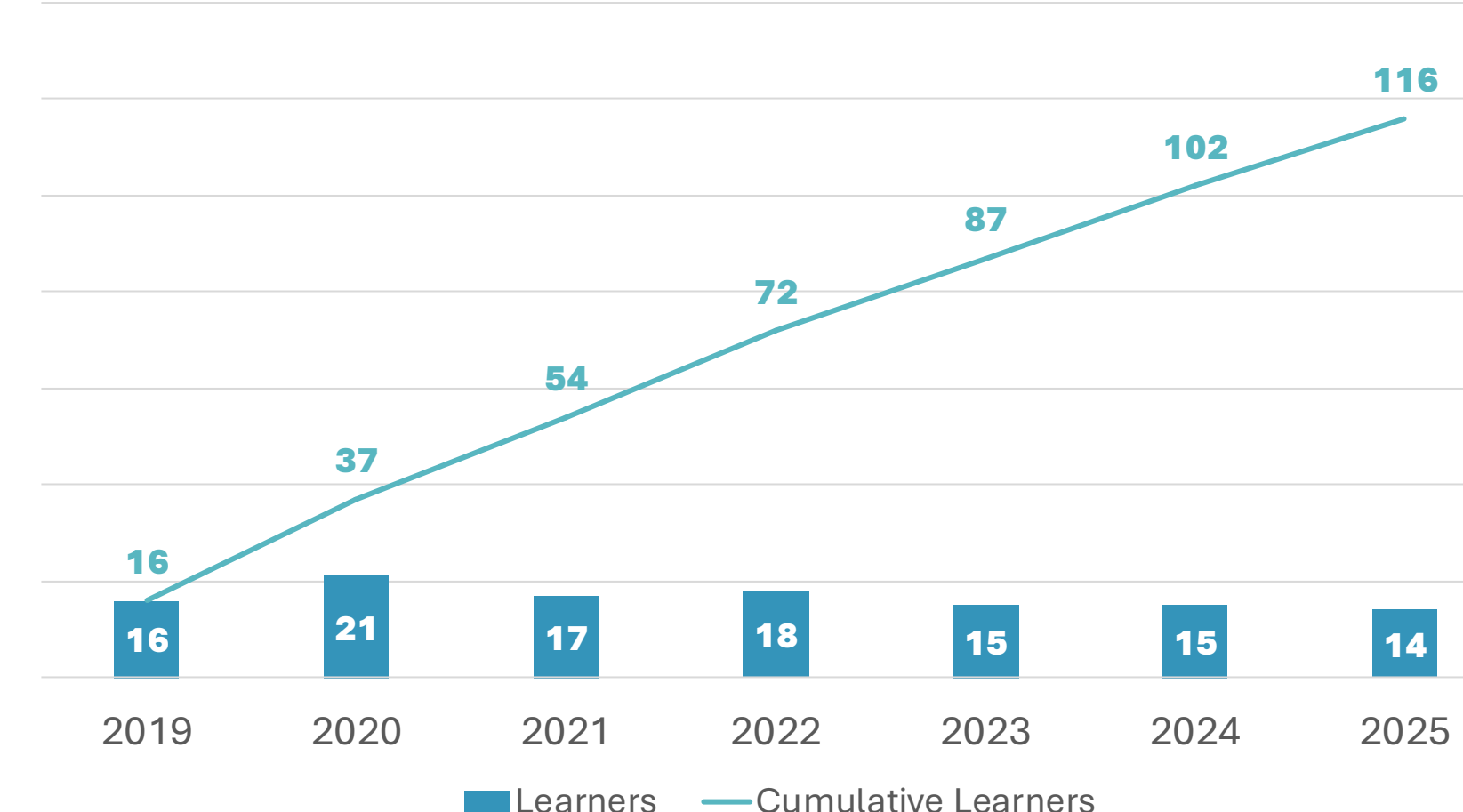


- Design**
 - Longitudinal, mixed-methods evaluation of the EGFR Resisters Research Summit
- Learners**
 - Early-career scientist participating in the EGFR Resisters Research Summit from 2019 – 2025
- Outcome Data**
 - Pre-, post-, and follow-up assessments to measure attitudinal and behavioral shifts
 - Program evaluation
 - Qualitative testimonial from researchers and patient advocates
- Statistical Analysis**
 - Descriptive statistics when applicable
 - Qualitative analysis

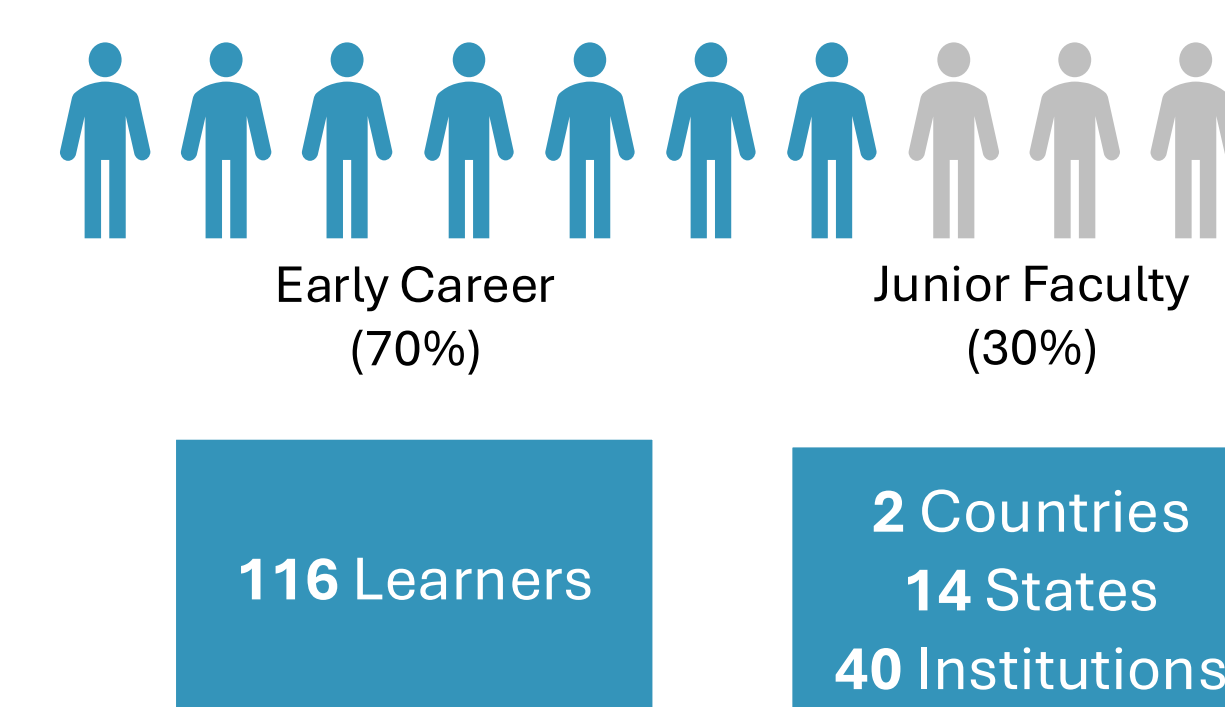
RESULTS

Early Career Scientist (2019 – 2025)

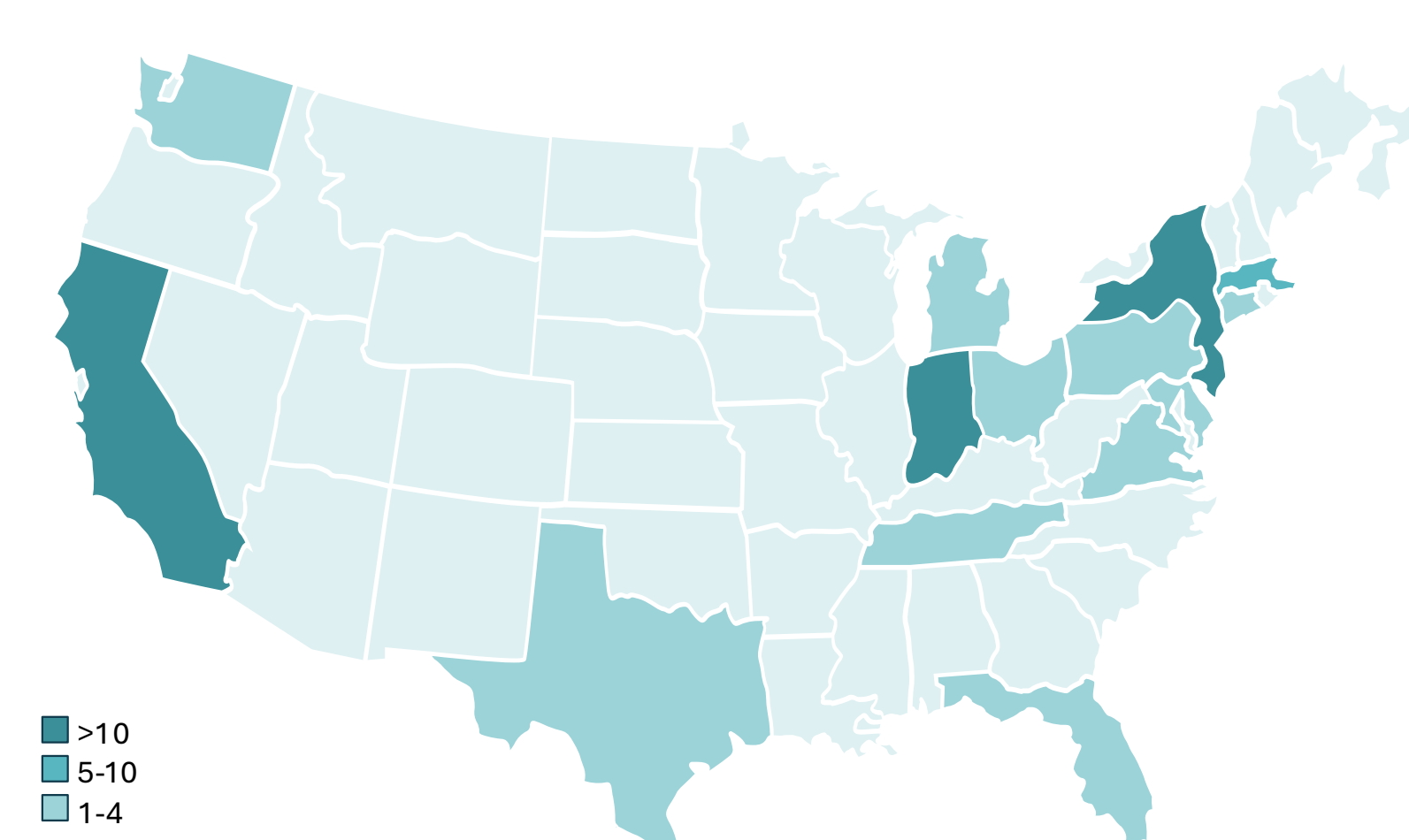
Annual and Cumulative Learner Participation



Learner Demographics



US Geographic Distribution by State



Most Frequently Represented Institutions	N (%)
University of Illinois Chicago (UIC)	5 (7%)
Georgetown University – Lombardi Comprehensive Cancer Center	4 (5%)
Memorial Sloan Kettering Cancer Center	4 (5%)
Rush University Medical Center	4 (5%)
University of California, San Diego (UC San Diego Health)	4 (5%)



Inaugural Faculty



Patient Advocate



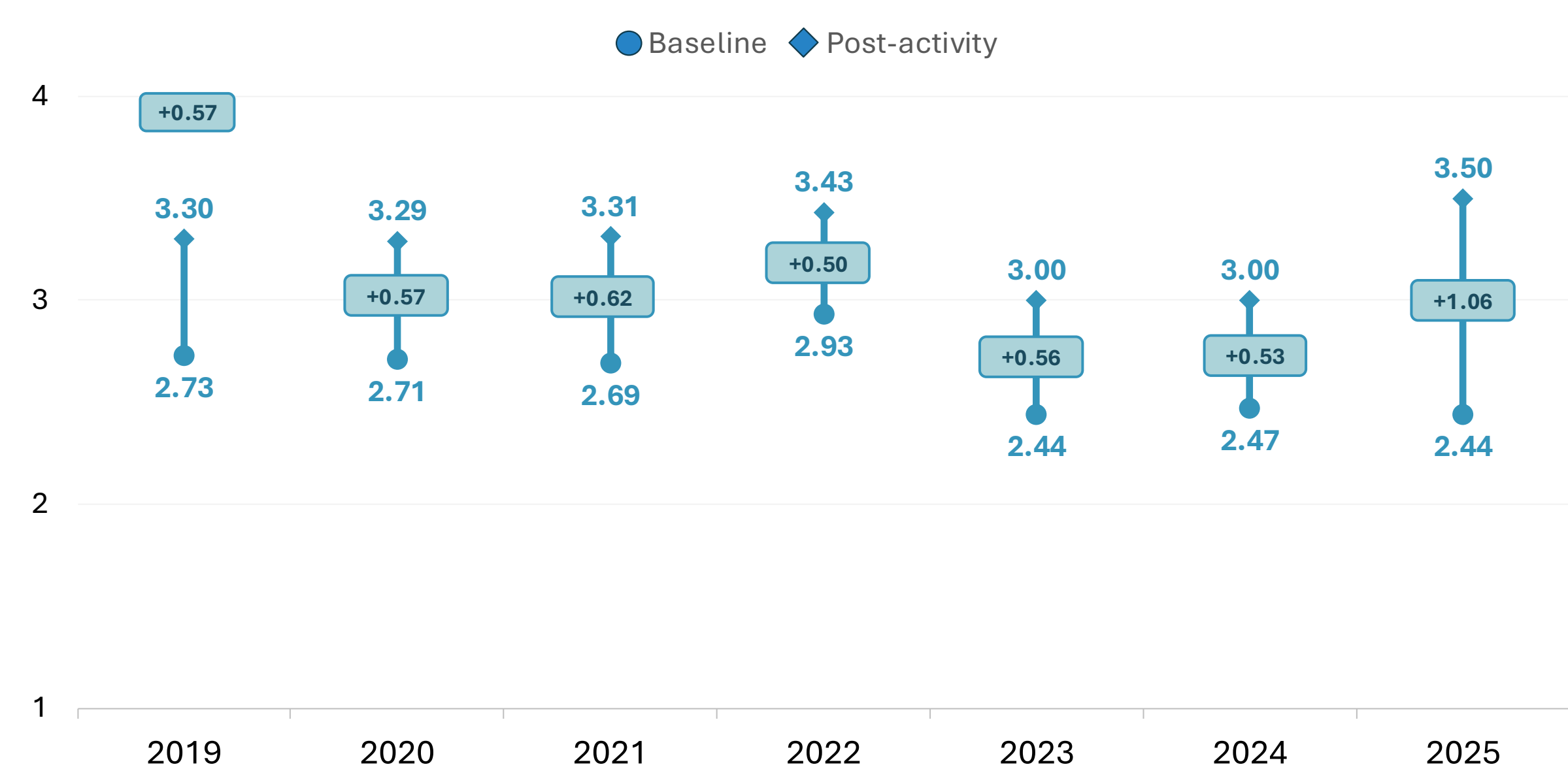
Mentoring



EGFR 2025

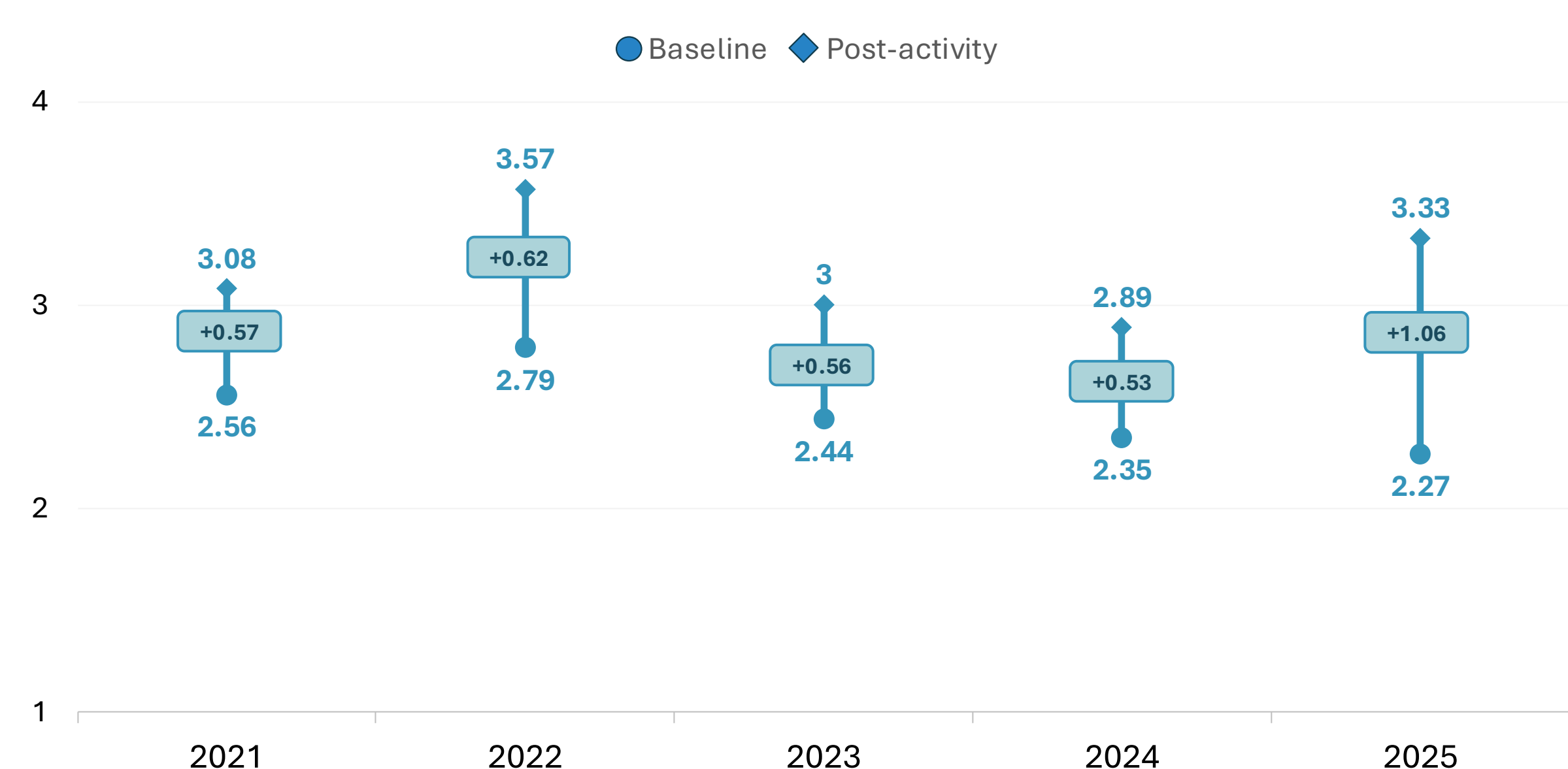
Educational Outcomes

Change in Confidence in the Ability to Present Scientific Information to Peers[†]



- **Consistent pre-post gains in learner confidence** related to presenting and defending scientific research were observed across all program years.
- From 2019–2024, confidence increased by approximately 0.5 points, indicating a **moderate educational effect**.
- In 2025, confidence increased by approximately 1.0 point following implementation of required skills-based coaching participation for all learners, reflecting a **large educational effect**.[‡]

Change in Confidence in the Ability to Answer Questions and Defend Their Research[†]

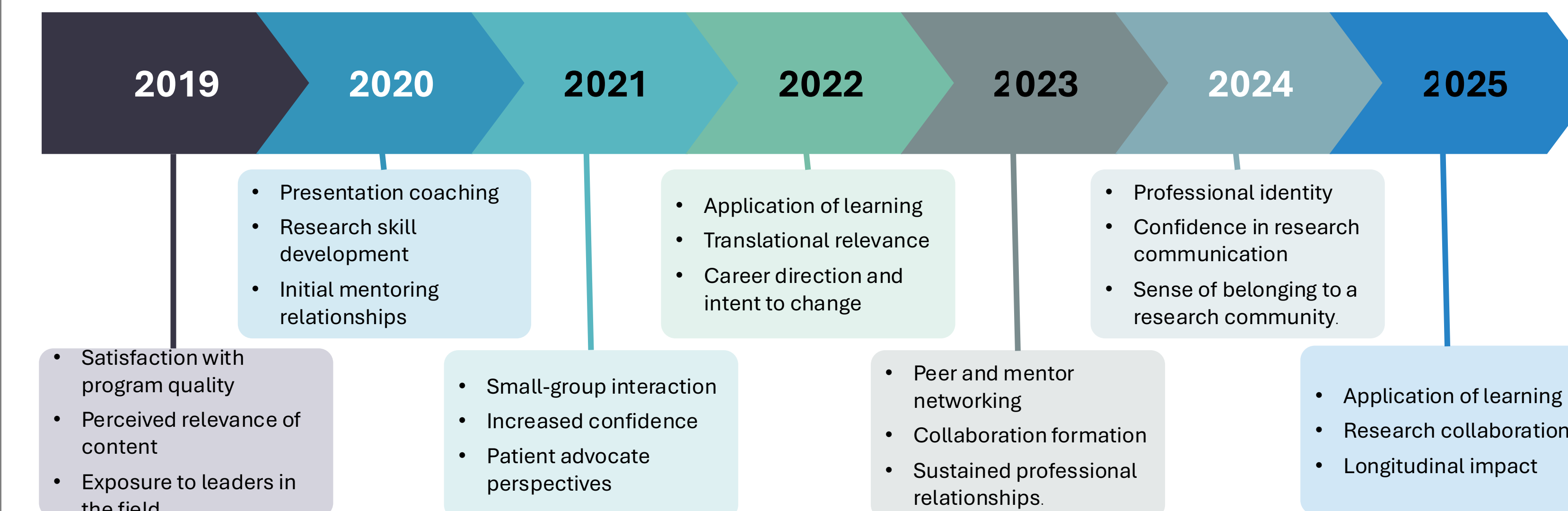


- Learners demonstrated **consistent, meaningful gains** in confidence related to their ability to answer questions and defend their research across all program years.
- From 2019–2024, confidence increased by approximately 0.5 points, indicating a **moderate educational effect**.
- In 2025, confidence increased by approximately 1 point, reflecting a **large educational** effect following program enhancements.

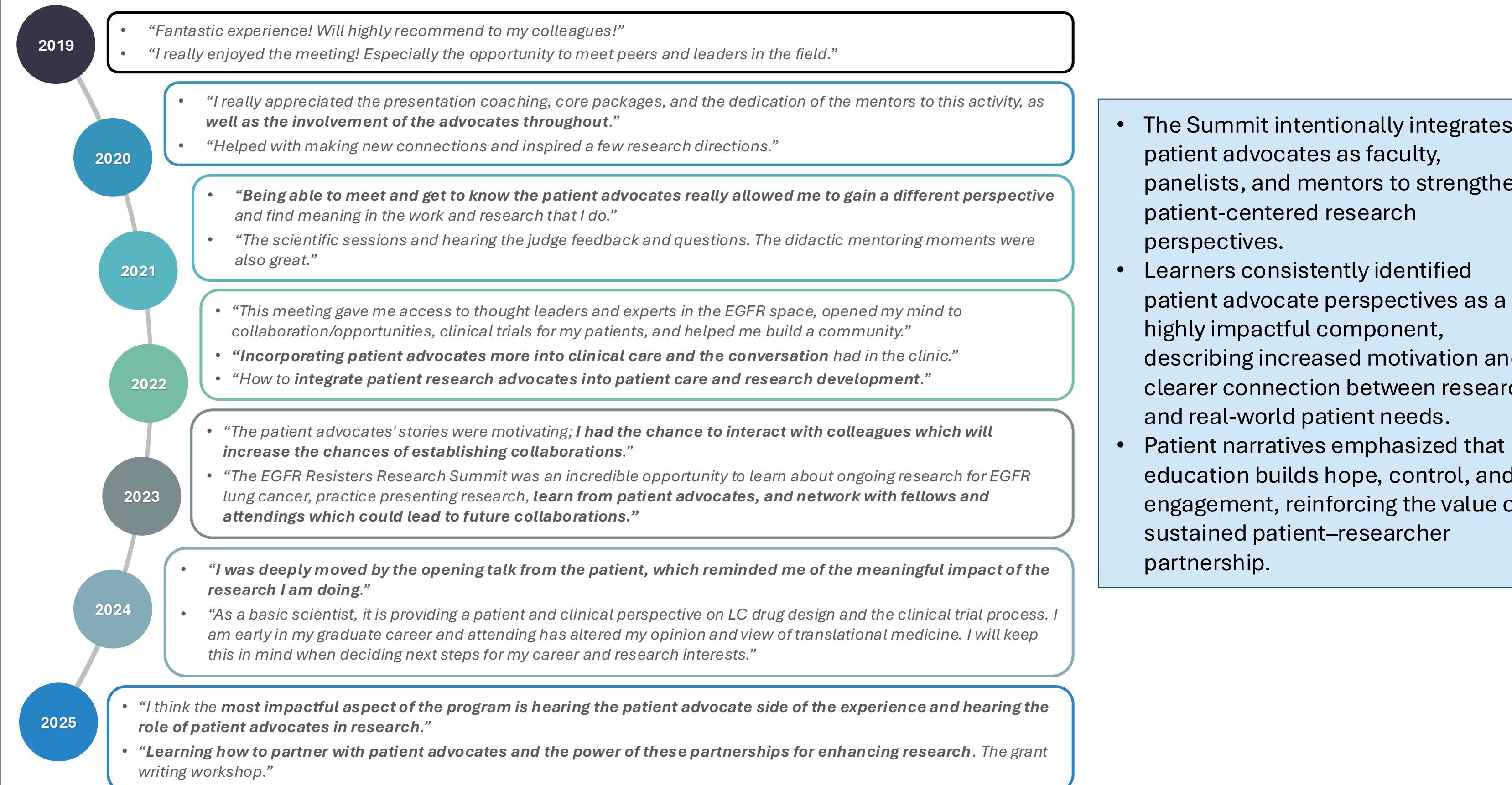
RESULTS

Qualitative Analysis

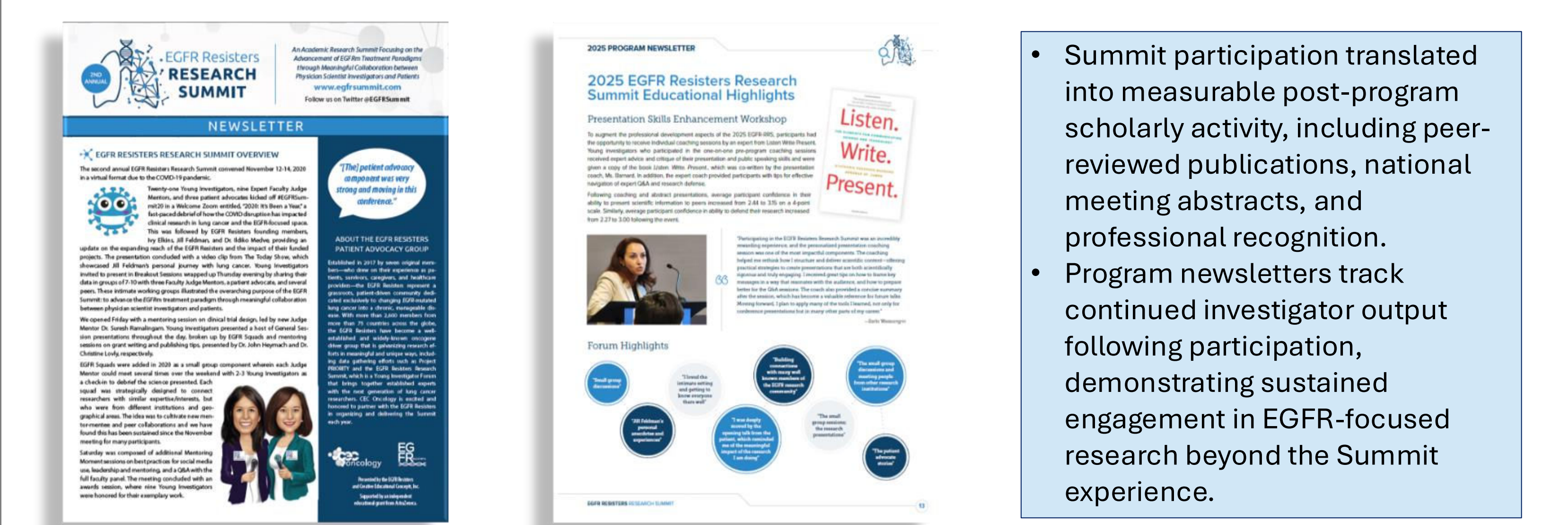
Overall Themes from Learners Feedback – Most Impactful Aspects of the EGFR Summit



Select Learner Feedback



Post-Summit Impact



CONCLUSION

Over seven program years, integrating patient advocates into an oncology research training summit was associated with consistent improvements in learner confidence to present and defend scientific research and supported sustained professional development. Follow-up documentation in annual program newsletters demonstrates continued learner scholarly productivity after participation, including peer-reviewed publications, national meeting presentations, and recognition through awards, suggesting this patient-inclusive mentorship model may contribute to longer-term performance-level outcomes.

[†]Confidence was measured using a 4-point Likert scale (1=not at all confident; 4 = extremely confident). Pre-post changes reflect mean differences at the cohort level. Interpreting changes on Likert scales is supported in educational research, and effect size conventions suggest that changes of ~0.5 points on a compressed scale reflect moderate effects, whereas ~1.0-point changes reflect large effects. Norman G. Likert scales, levels of measurement and the "laws" of statistics. *Adv Health Sci Educ Theory Pract.* 2010;15(5):625-632.
[‡]Skills-based coaching was offered throughout program years; in 2025, coaching participation was required for all learners.