

Optimizing Criteria for Clinical Clerkships

**How do we keep the experience
Osteopathic?**

7 Core Competencies

- 1. Osteopathic Philosophy and Osteopathic Manipulative Medicine**
- 2. Medical Knowledge**
- 3. Patient Care**
- 4. Interpersonal and Communication Skills**
- 5. Professionalism**
- 6. Practice-Based Learning and Improvement**
- 7. Systems-Based Practice**

Osteopathic Principles

- The body is a unit; the person is a unit of body, mind, and spirit.
- The body [person] is capable of self-regulation, self-healing, and health maintenance.
- Structure and function are reciprocally interrelated.
- Rational treatment is based on the above principles.

Where is the problem?

- ☞ Lack of appropriate preceptors, years 3 & 4
 - ☞ Generational?
 - ☞ Financial?
 - ☞ Support?
 - ☞ Scheduling
 - ☞ Criteria for successful rotation?
 - ☞ Provide adequate teaching materials (and expectations)
- ☞ Loss of confidence by students?
 - ☞ Were they appropriately motivated in yrs 1&2?
- ☞ Cognitive
 - ☞ “Where do I start?”

Curriculum Review

☞ Where to put what?

☞ Yrs 1 & 2

☞ Basic Science

☞ Support Osteopathic approach?

☞ Integrate Osteopathy into curriculum

☞ Just a separate class?

☞ “Real Medicine” vs Osteopathic Medicine

☞ Much more challenging

☞ BODY, MIND, SPIRIT

Train the Whole Person

☞ Howard Gardner's Intelligences

☞ Linguistic

☞ Logical – Mathematical

☞ Spatial

☞ Musical

☞ Body – Kinesthetic

☞ Interpersonal

☞ Intrapersonal

☞ Medicine, especially Osteopathic Medicine, requires all of them.

Strategies

- ✎ What do they need to know for Internship?
- ✎ Ensure that Yrs 3 & 4 provide:
 - ✎ Knowledge
 - ✎ Problem-solving skills (management)
 - ✎ Psychomotor skills
- ✎ Ensure that Yrs 1 & 2 provide the foundation for Yrs 3 & 4
 - ✎ Vocabulary
 - ✎ Pathophysiology
 - ✎ Symptom recognition
 - ✎ Psychomotor skills (techniques)

Need More

- ☞ **What is the Osteopathic approach to**
 - ☞ **Disease?**
 - ☞ **Dysfunction?**
 - ☞ **Lifestyle changes?**
 - ☞ **Environment?**
- ☞ **Body, Mind, Spirit**
- ☞ **Structure & Function**
- ☞ **Capable of Self-Healing**

What to do?

☞ Core Curriculum

☞ Published in 1987

☞ Extensive work on the Osteopathic approach to every organ system

☞ Available from your OMM Dept Chair

☞ Available from AACOM

☞ Work with Basic Scientists

☞ “Osteopathy 101”

Things to look for

- ✧ **ECOP (Educational Council on Osteopathic Principles)**
 - ✧ Chairs of all OMM departments
- ✧ **Curriculum Update project**
- ✧ **“Osteopathic Approach to...[system]”**
- ✧ **COILS (Comprehensive Osteopathic Integrated Learning Scenarios)**
 - ✧ Specific Maladies
- ✧ **Relevance to current practice**
 - ✧ CDC Data

OUCOM (Ohio)

- ☞ **Case Template**

- ☞ **Used on rotations**

- ☞ **Drs. Eland (Ohio) and Lockwood (Kirksville)**

 - ☞ **Working on a preceptor handbook**

- ☞ **ECOP considering the following as a template for future case scenarios**

Case Template

[NOTE: Section I is to be given to the trainees prior to the lecture/discussion session.]

Description: This is a grand rounds, round-table type presentation and discussion of the Osteopathic approach to the treatment of a patient with <<*list the diagnosis here*>> followed by an OMM lab.

Case Presentation

Chief Complaint

Patient name, age, race, gender

Who presents to – specify a location

With – specify symptoms

History

Past Medical History

Injuries

Immunizations

Allergies

Medications

Surgical History

Hospitalizations

Family Medical History

Social History

Including: spouse/parent/family relationships, friends/support group, potential for violence or abuse, faith or spiritual beliefs that impact health care, hobbies, occupation, education level, recent stresses, life goals, life concerns/fears

Sexual History

Review of Systems

Standard symptoms lists by systems are available to pick from (see attached)

Personal Health Influencing Behavior

Including: diet, exercise, sleep patterns, caffeine use, alcohol use, nicotine use, other substances

Physical Exam

Ht. Wt. T, BP, RESP, HR

General appearance

Skin

HEENT

Face

Neck

Heart

Lungs

Chest

Breast

Abdomen

Rectal exam

Back

Extremities

Skin

Genitourinary

Neurological

Osteopathic Structural Exam

Position of patient when examined

Head

Neck

Chest

Abdomen/Thoracolumbar

Lumbosacral

Extremities

Diagnostics – include results of any diagnostic tests ordered for this patient. Be sure to include normal values, too.

Assessment

Differential Diagnoses – brief list

Primary Diagnosis

Secondary Diagnosis

Somatic dysfunction related to diagnosis

Current treatment regime

Modifiable Risk Factors-MRF*

Non-Modifiable Risk Factors-NMRF*

* where appropriate

Instructions to Student

You have been asked to do a structural evaluation on this patient and provide appropriate Osteopathic Manipulative Treatment (OMT) while he/she is in the hospital. Come prepared to discuss the following:

What structural findings do you expect?

What pathophysiology and functional anatomy knowledge is pertinent for diagnosing/treating this patient?

What would be your general plan for manipulative treatment for this patient?

What are the treatment options, contraindications, and plans for follow-up treatment for this patient?

What is the possible progression of treatment?

How might treatment be different if the patient is in the hospital, outpatient setting, or emergency room?

Instructions for Preceptor

[NOTE: Section II is the Mini-Lecture/Discuss (approximate time: 20–30 minutes)]

II. Cognitive Components:

- **Pathophysiology** – this includes any knowledge of pathophysiology necessary to properly carry out the Osteopathic Manipulative Treatment support.
- **Functional Anatomy** – this includes knowledge of functional anatomy and physiology necessary to properly carry out the Osteopathic Manipulative Treatment support.

Instructions for Preceptor

Goals for Osteopathic manipulative management include:

- ⌘ A review of treatment pearls
- ⌘ A general plan for manipulative treatment of the patient
- ⌘ A discussion of treatment options, contraindications and plans for follow-up and treatment
 - ⌘ Include all treatment options primary and secondary effects
 - ⌘ Discuss possible progression of treatment (with caution that each patient must be individually evaluated and treated as indicated by symptoms and severity of the disease; in all diseases, the treatment of areas that are involved with sympathicotonia is probably the first place to start.)
 - ⌘ Identify all possible OMT techniques applicable to treatment of this diagnosis (list and cite reference)

Instructions for Preceptor

- ✧ **Contraindications and cautions regarding treatment**
- ✧ **Instructor's Notes**
 - ✧ **Personal clinical pearls**
 - ✧ **Lessons learned from previous presentations**
- ✧ **Compare the differences for patients in the hospital, outpatient, or emergency room settings**

Instructions for Preceptor – Psychomotor Component

[NOTE: Section III is the Workshop/Lab (approximate time: 60–70 minutes)]

Psychomotor Components

- Practice palpatory diagnosis – list here what will be included
- Demonstrate key treatment techniques – in all body regions involved (list/cite all techniques to be included)
- Identify/practice good body mechanics for physician and patient in treatment
- Evaluate the plan for treating the patient in the appropriate position, localization of forces and activation
- Re-evaluate of the patient after the treatment is completed to assess the result

Instructions for Preceptor – Psychomotor Component

- ☞ Document in the medical record and post-treatment discussion
 - ☞ Be able to document treatment and results in standard terminology, including follow-up
- ☞ Identify measurements of verifiable treatment outcomes, e.g. length of stay, palpatory findings, patient complaints, pain level, range of motion, etc.
- ☞ Perform self-assessment skills – how do you know if you're doing it right?
- ☞ Perform self-reflection skills
 - ☞ How can the student/intern reflect on and describe their OMM skill improvement and learning.
 - ☞ How can the student/intern reflect on and explain what they are doing to the patient.
- ☞ List all textbooks and reference articles

Goals

- ✧ **A series of cases**
 - ✧ Relevant to current medicine
 - ✧ Integrated Osteopathic approach
 - ✧ Basis for future research
- ✧ **Use throughout the curriculum**
 - ✧ **Yr 1&2**
 - ✧ Vocabulary
 - ✧ Diagnosis
 - ✧ **Yr 3 & 4**
 - ✧ Appropriate treatment
 - ✧ **Post-graduate**
 - ✧ Appropriate management

Goals

- ❧ **Finding the right people**
 - ❧ **Train them**
 - ❧ **Make it worth their time**
 - ❧ **Make it easy for them to help**
 - ❧ **Feedback from students**

Questions?

Further Discussion?

Thank You!