Student-Centered Learning & Patient-Centered Care: Using Clinical Presentation in UGME

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Disclosure

- There is no interest in selling a technology, program, product, and/or service to CME/CE professionals.
- There are no commercial relationships.
- The content of this presentation does not relate to any product of a commercial interest.
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As post-graduate medical education undergoes changes to unified GME accreditation, there is a need for the osteopathic profession to continue to evolve its definition of osteopathic distinctiveness.

Examples of curricular and extra-curricular peer and near-peer taught programs will be given that develop first and second year medical students to:

1. Advocate for the use of OMT in the appropriate clinical setting by advancing the utilization of OMM/OPP in the diagnosis and treatment of patients and its recognition as a contributing medical therapy among physicians, regulators, payers and patients

2. Demonstrate the ability to explain to non-osteopathic health professionals and patients the indications and benefits of osteopathic medicine and manipulative therapies, including the clinical indications for its application and risks.
Current UGME

- In the 2014-15 academic year, more than 20% of US medical students are being educated in osteopathic medical colleges.

- 30 accredited colleges of osteopathic medicine delivered in 42 teaching locations in 28 states. More colleges and campuses are currently being started and considered—New Mexico, Texas, Arkansas, Alabama.

- Current student population—millennial generation being taught by basic science and clinical faculty spanning several generations.

- The millennial learner values: information, relevance, timeliness, and social interaction, use of technology.
Stated that a balance of learner-centered and patient-centered education and care is needed. His rationale was that education is learned by the student and therefore needs to meet their requirements and needs.8, 9
Millenial Learners

Learning Preference
- Individual: 32%
- Large group: 5%
- Small group: 63%

Preferred Learning Sense
- Visual: 56%
- Tactile: 42%
- Auditory: 15%
- Combined: 32%
- Olfactory: 0.0%
- Gustatory: 1%
Extra-curricular
The project

As an extra-curricular activity of the Student American Academy of Osteopathy, student volunteers were asked to develop a short presentation that integrated osteopathic thought and osteopathic manipulative medicine into a clinical scenario.

Parameters:

- On average, 50 minute presentation and lab for 4 month period
- Target audience first and second year students in the fall semester; number of participants 16
- Given clinical conditions
92% either agreed or strongly agreed
7% answered “neutral”
Participant Results

97% either agreed or strongly agreed
Participant Results

75% either agreed or strongly agreed

25% answered “neutral”
Participant Results

I would recommend the experience to another osteopathic medical student

94% either agree or strongly agreed
Participant Results

I am more likely to use osteopathic manipulative medicine as a result of this experience

62% either agreed or strongly agreed

39% answered “neutral”
Participant Results

The session increased my osteopathic palpatory diagnostic and treatment skills

- 77% either agreed or strongly agreed
- 19% replied “neutral”
Participant Results

My confidence in developing my osteopathic understanding and palpatory skills is continuing to increase as a result of this session

75% agreed or strongly agreed
15% replies “neutral”
Participant Results

I am more confident in explaining osteopathic concepts and treatments to non-osteopathic personnel

75% agreed or strongly agreed
Student Presenter Comments

- I am more confident in explaining osteopathic concepts and treatments to non-osteopathic personnel
  
  100% strongly agreed

- The experience helped me integrate and develop my osteopathic knowledge and application to clinical situations
  
  100% strongly agreed

- The experience helped me organize my thoughts and presentation of a clinical case
  
  100% strongly agreed
Conclusions

• The use of second year Teaching Assistants in Osteopathic Manipulative Medicine provides educational support for first and second year medical students.

• Benefits were obtained from both classes.

• Early in osteopathic medical education, students are able to apply clinical correlation to basic osteopathic concepts.

• The social and educational congruence seen in other undergraduate peer and near-peer teaching assistant programs apply to this pilot for osteopathic manipulative medicine.
Limitations

- Relatively small sample size
- Relatively short pilot period
- Pilot period in the first semester for OMS I and the third semester for OMS II
- Presenter participants were self-selected and highly interested in OMM/OPP
Resources


Resources


Curricular

During the same time that the systems portion of the formal curriculum was being taught, students were randomly grouped and assigned one of several of the most common clinical presentations listed by the CDC. The patient population for the presentation was one of seven characters: ranging from different gender, age group, stage of pregnancy, and debility level.

ATSU SOMA - using a 1 in 3 clinical presentation curricular model used this program during the second semester of the students’ first year.

Campbell - using a 2 and 2 curricular model - started in the second semester of the first year along with the musculoskeletal course.

Commonly used in during the third and fourth years.
Curricular

The presentations were evaluated by multiple faculty with varying specialties and degrees of osteopathic manipulative medicine use in clinical practice.

For content, diagnostic findings (including expected osteopathic palpatory findings), proposed treatment (including osteopathic manipulative medicine), and expected outcomes and physiologic changes.

Using the idea of multiple learning modalities: a short 5-minute oral presentation, powerpoint presentation, and short paper was required.
Curricular

Outcomes:

- Clinical integration of basic osteopathic philosophy and sciences
- Clinically relevant
- Feedback from multiple faculty of different specialties and experience levels
- Organization of student thought
- Use of multiple learning modalities
Curricular

Outcomes:

Research of the current literature

Practice of oral clinical case presentation skills

Practice of powerpoint presentation preparation and use

Student-centered, self-learning activity