

Objective:

- Demonstrate the impacts of a multiple modality approach to teaching osteopathic manipulative medicine in the OMS III year.
- Demonstrate self improvement of skills sets and confidence in performing OMT.
- Retain the attitude toward improvement and abilities over time.

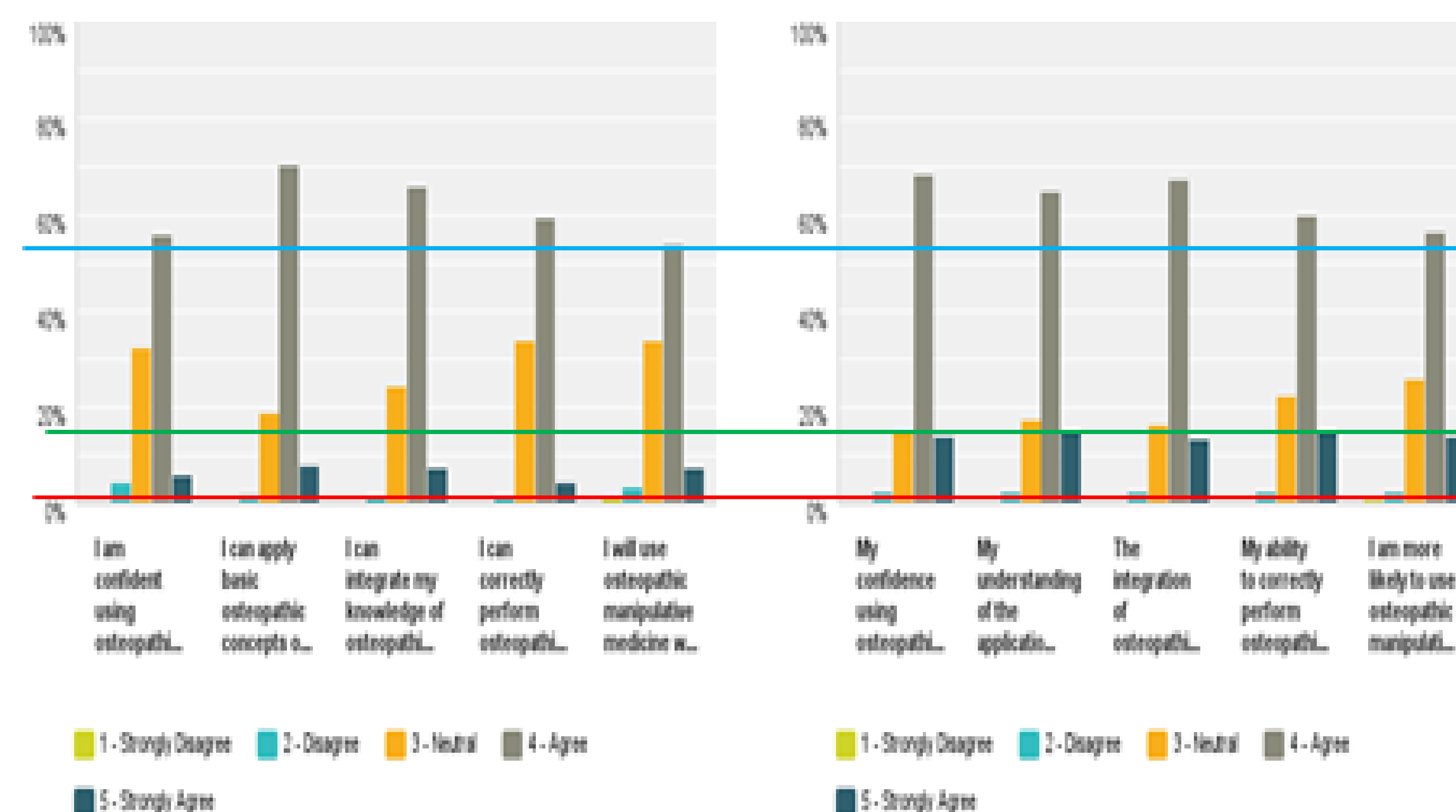
Background:

Addressing the challenge of the historical decline of Osteopathic knowledge, use, and application during the clinical osteopathic medical student 3rd & 4th years, can be traced to lack of focused integrative teaching in clinical rotations in an osteopathically naive locations; By continued development of the students' osteopathic identity and promoting directed self-education we might be able to change the spiral back toward Osteopathically patient centered educational models.

Methods:

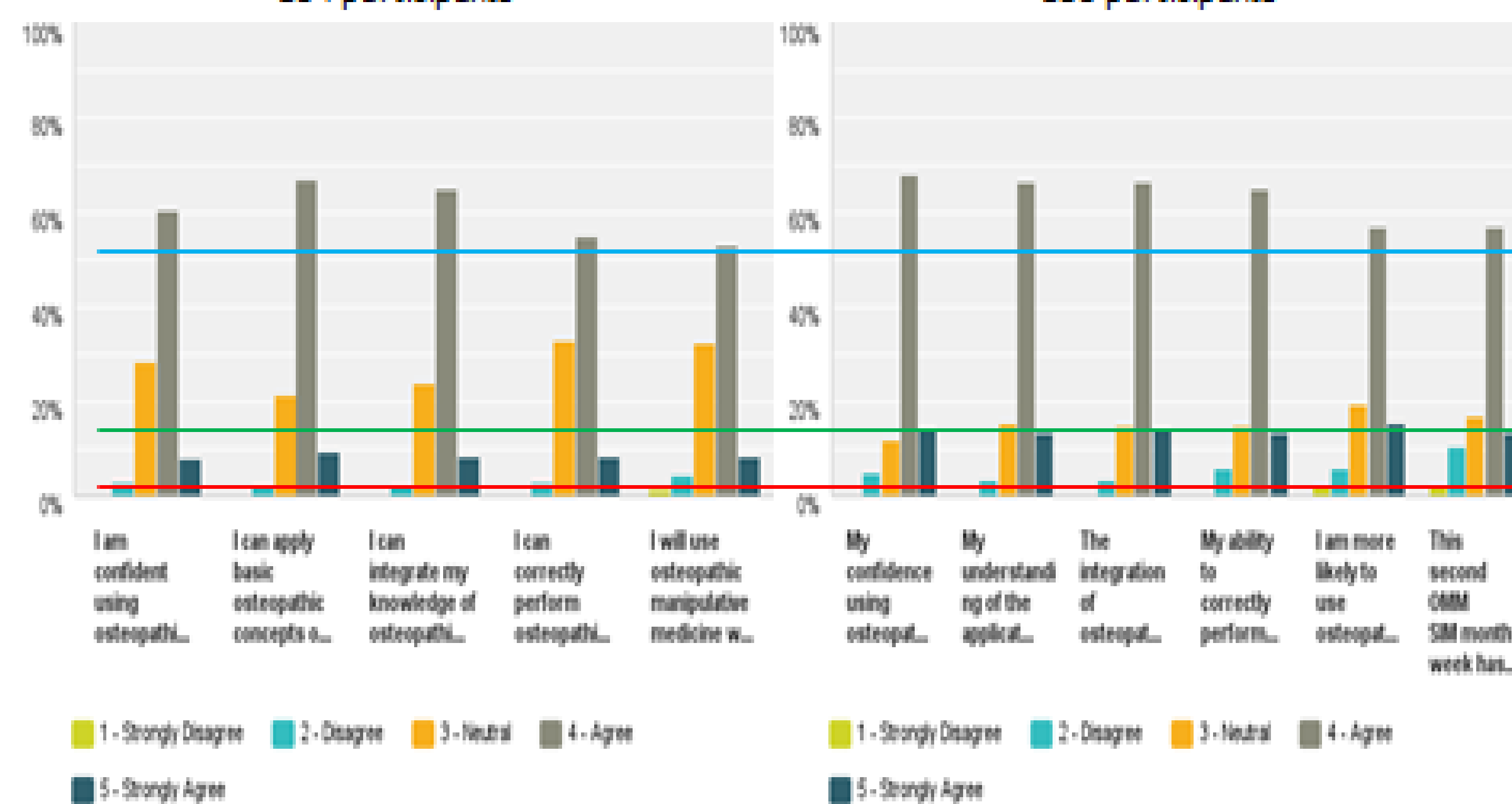
Teaching methods in a 3rd year rotating student schedule call back program included multiple methods of gathering patient information and applying that information to treatment process and execution of treatments in class. The program was flipped-natured with the pre-reading and preparation of a pertinent literature article; peer teaching; hands-on practice; and demonstration by the students. The student sessions were supported by callback classes in which demonstration, and practice of hands-on techniques and applications were performed based upon the Case presentations, which were distributed prior to class for reading and writing assignments as preparation. During the call back class SIM patient scenario, simulated (real, live bodied) patient problem solving and demonstrated execution of OMT on diagnosed and confirmed somatic dysfunction was the goal. Faculty table trainers in 8:1 student to teacher ratio rounded out the treatment sessions direct supervision and post treatment discussion was run by students with direct teacher supervision also at 8:1 ratios.

Multiple Teaching Methods in OMS III Year Improves OMM Learning and Retention
Pre SIM OMM 1
148 participants



Pre and post utilization surveys of student attitudes toward their educational experiences were utilized. These students demonstrated a strong decrease in feeling neutral about all 5 measures. They had a significantly higher agreement with improvement in their skills and nearly doubled their strong agreement in improving all 5 measures. Negative attitudes about their skills were not significantly changed.

Multiple Teaching Methods in OMS III Year Improves OMM Learning and Retention
Pre SIM OMM 2
154 participants



Pre and post utilization surveys of student attitudes toward their educational experiences were utilized. These students demonstrated a strong decrease in feeling neutral about all 5 measures. They had a significantly higher agreement with improvement in their skills and nearly doubled their strong agreement in improving all 5 measures. Negative attitudes about their skills were not significantly changed. Similar to OMM SIM 1 assessed in October 2016, these students retained their attitude levels and self assessment measures in February 2017.

Results:

- Multiple modality teaching methods using pre-class case study reading, writing, and simulated case evaluations with OMT treatment methods and technique demonstrations performed by the students improved student valuation of the skills, improved their execution of treatment skills, improved their self evaluation of skills utilization and their own ability to perform them.
- Students retention of these improved skill sets, their confidence to use them, to execute them safely and to be effective was retained over a 5 month period with high fidelity.

Discussions and Conclusions:

This study could serve as a pilot study for developing "best practices" in teaching osteopathic principles & practices with osteopathic manipulative medicine to support osteopathic medical students learning and practice in hospital pre-doctoral training .

References:

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