A Novel Method for Training Preceptors to Teach and Assess OMM

Karen T Snider DO FAAO FNAOME
Assistant Dean OPP Integration
ATSU-KCOM
Disclaimer

• I work for ATSU-KCOM, Kirksville MO
• I have no financial relationships to disclose
• I will not discuss off label use and/or investigational use in my presentation
Objectives

• Identify common clinical situations that provide opportunities to train students in OMM.
• Describe methodology that allows for hands-on training for preceptors to learn how to teach and assess OMM.
• List the key elements of teaching OMM techniques.
Challenge #1

- COCA accredited COMS and residency programs with osteopathic recognition are required to provide ongoing OPP and OMM education.

Element 6.6: Principles of Osteopathic Medicine: (CORE)

A COM must provide each student, in each year of the curriculum, with opportunities for learning Osteopathic Principles and Practice (OPP), including both observation and hands-on application of osteopathic manipulative medicine (OMM) supervised by COM credentialed physicians (DO or MD).
Challenge #2

- Many MD and DO clinical preceptors have never been trained to teach or assess OMM within clinical settings
Challenge #3

• Many preceptors either do not use or have not be trained to perform clinical OMT

• Goal
  – Teach OMT
  – Teach how to Teach OMT
  – Teach how to assess the teaching and performance of OMT
OMM Bootcamp

Oct 2017
• 9 hour CME
• Program directors
• Program faculty
• Preceptors
• Senior residents
Schedule

- Osteopathic Recognition – OMM Requirements
- Supervising Procedures – CMS Requirements
- LAB: Teaching OMM – Outpatient Part I: Vertebral Diagnosis and Muscle Energy Techniques
  - TEACHING ASSESSMENT I: Teaching Vertebral Diagnosis and Muscle Energy Techniques
- Documenting and Coding for OMM
- LAB: Teaching OMM – Outpatient Part II: Counterstrain Techniques
  - TEACHING ASSESSMENT II: Teaching Counterstrain
- LAB: Teaching OMM – Inpatient: OMM for Hospitalized Cardiopulmonary and GI Patients
  - TEACHING ASSESSMENT III: Teaching OMM for Hospitalized Patients
- Assessing OMM and OPP Competencies
Lab and Assessment Format

• See one
• Do one
• Teach one
• Assess one
Lab Format

- **Outpatient**
  - Axial Spine
  - Upper Extremity
  - Lower Extremity

- **Inpatient**
  - Cardiopulmonary
  - Gastrointestinal

- **OPP Principles**
- **OMM Techniques**
  - 2-4 techniques
- **Practice techniques**
Large Group Lab Format

Large Group to introduce diagnosis and technique concepts

1. Thoracic Dx and muscle energy Technique
2. Thoracic Counterstrain Dx and Technique
3. Inpatient OMM Principles
Split Lab Format

Split Group to cover other diagnosis and techniques

A. Cervical muscle energy
B. Lumbar muscle energy

A. Upper extremity CS
B. Lower extremity CS

A. Cardiopulmonary
B. GI
Split Lab Format

Split Group to cover other diagnosis and techniques

A. Cervical muscle energy
B. Lumbar muscle energy

A. Upper extremity CS
B. Lower extremity CS

A. Cardiopulmonary
B. GI

For each techniques:
- Diagnosis
- Purpose of technique
- Setup
- Activating force
- Duration of activating force
- Repetition
- Recheck
Teaching Techniques

For each ME and Hospital technique:
- Diagnosis
- Purpose of technique
- Setup
- Activating force
- Duration of activating force
- Repetition
- Recheck

For Counterstrain technique:
- Diagnosis
- Purpose of technique
- Setup
- Pain scale assessment
- Duration
- Slow return to neutral
- Recheck
Assessment Format

Groups of 4 participants

• Learner A instructs Learner B to perform Dx and TX on Learner C
• Learner D grades Learner A
• Rotate
• 5 mins each
Assessment Format

Groups of 4 participants
• Learner A instructs Learner B to perform Dx and TX on Learner C,
• Learner D grades Learner A
• Rotate
• 5 mins each

• Each Learner
  – Patient
  – Student
  – Instructor
  – Assessor
Assessment Format

• Vertebral Diagnosis
• Muscle energy
• Counterstrain
• Hospital Techniques

5 minute each

Teach the learner diagnosis

Teach learner technique
  1. Diagnosis to identify that the technique is needed
  2. Purpose of technique
  3. Setup
  4. Activating force
  5. Duration of activating force
  6. Repetition
  7. Recheck
Assessment

- Learner A instructs Learner B to perform Dx and TX on Learner C,
- Learner D grades Learner A
- Rotate
- 5 mins each
### Assessment 1 - 5 mins Each

<table>
<thead>
<tr>
<th>VERTEBRAL DIAGNOSIS</th>
<th>Teach one of the following:</th>
<th>Flexion/extension assessment</th>
<th>0</th>
<th>1</th>
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<tbody>
<tr>
<td></td>
<td>○ Cervical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Thoracic</td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td>○ Lumbar</td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>Rotation assessment</td>
<td>0</td>
<td>1</td>
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<tr>
<td></td>
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<td>Sidebending assessment</td>
<td>0</td>
<td>1</td>
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<td></td>
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<td>Grader: ATS</td>
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<table>
<thead>
<tr>
<th>MUSCLE ENERGY TECHNIQUE</th>
<th>Teach the following:</th>
<th>Purpose of the technique</th>
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<tbody>
<tr>
<td></td>
<td>✓ Cervical</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>○ Thoracic</td>
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<td>○ Lumbar</td>
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<td></td>
<td></td>
<td>Setup</td>
<td>0</td>
<td>1</td>
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<td></td>
<td></td>
<td>Activating Force</td>
<td>0</td>
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<td></td>
<td></td>
<td>Duration</td>
<td>0</td>
<td>1</td>
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<td></td>
<td></td>
<td>Repetition</td>
<td>0</td>
<td>1</td>
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<td>Recheck</td>
<td>0</td>
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<tr>
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<td>Grader: ATS</td>
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**Assessment 2 – 5 Mins Each**

<table>
<thead>
<tr>
<th>COUNTERSTRAIN TECHNIQUE</th>
<th>Purpose of the technique</th>
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<tbody>
<tr>
<td>Teach the following:</td>
<td>Diagnosis and Setup</td>
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<tr>
<td>○ Thoracic</td>
<td>Pain scale assessment</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>○ Upper Extremity</td>
<td>Duration</td>
<td>0</td>
<td>1</td>
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<tr>
<td>✓ Lower Extremity</td>
<td>Slow return to neutral</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Recheck</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Grader: ATS</td>
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## Assessment 3 – 5 Mins Each

<table>
<thead>
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<th>HOSPITAL TECHNIQUE</th>
<th>Purpose of the technique</th>
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<td>Teach the following:</td>
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<tr>
<td>✅ <strong>GI</strong></td>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Setup</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Activating Force</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Duration</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Repetition</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Recheck</td>
<td>0</td>
<td>1</td>
<td></td>
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<tr>
<td>Grader: <strong>ATS</strong></td>
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Teaching OMM

- Learn to perform OMM
- Learn to teach OMM
- Learn to assess performance by assessing teaching
Challenges

• CME well attended

• Most participants were not the intended audience

• How to attract intended audience?
Questions?