Osteopathic Recognition and Beyond
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IM Residency
Disclosures

• No conflict of interest in relation to this program
Outline

• Developing our MD matriculation course
• Content of our Course
• Continuing the training
• Meeting the requirements for OR
Developing the Idea

• Integration of MDs
  – How?
  – What is the goal for these residents?
  – What can they do with it?
  – How do you evaluate competency?
Opportunities

• With proper training MDs are capable of using OMT
  – If they choose to use OMT going forward, they will be held to the same standards as DOs.
  – Privileges for OMT are obtained when there is documentation of successful completion of training.
    • For DO physicians this is the COMLEX
    • For MD physicians, successful completion of extra training must be obtained and documented (ex. Certificate or letter from the program)
Background

• Previous examination of application of OMT in difficult scenarios
  – Areas where creativity was necessary to succeed
    • ER use of OMT techniques

• Other attempts to integrate MDs into OPP
  – Ohio COM Osteopathic Medicine for All
Background

• Addressing Fears
  – Merger of GME
    • Loss of osteopathic identity
  – Stigma and misconceptions about OMT
    • Safe and effective¹
Background

• Not the first time MDs have been discussed in regards to their matriculation into osteopathic GME programs$^2$
  – AAO made efforts to matriculate MDs into DO GME in the early 90’s but this was voted down.
The Beginnings of the Curriculum Development

- With this background, we set out to develop a curriculum
- Chose to develop our own curriculum to maintain OPP as a part of our residency culture
The Beginnings of the Curriculum Development

• We initially sent our only MD faculty member and the OR director to a training course put on by Ohio COM
The Beginnings of the Curriculum Development

- During the Ohio conference, we were able to brainstorm what we wanted our pre-course to encompass.
The Beginnings of the Curriculum Development

• As we were developing the curriculum, we were in the midst of the interview season

• During all of our interviews, we made it clear our intentions for osteopathic recognition
  – Everyone is expected to participate
  – Many residents, both MD & DO, want to learn more OMT$^3$
The Curriculum

• How do you best compress all this into one week?
  – Keep things introductory level
  – Lots of repetition
  – Draw from the common knowledge from medical school (anatomy)
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Curriculum

• Week long introductory course
• Initial didactic skills lab to give a baseline for their understanding and accuracy in diagnosis
• Didactics
  – OMT/OPP didactics twice a month
    • Table training with DO faculty
Continuing the Training

• Rotations for the 3 years:
  – Inpatient consult service
  – Ambulatory rotation with hands on OMT practice with:
    • Resident
    • Faculty DOs
  – Continue skills practical twice yearly to monitor progress
Continuing the Training

• Skills practical:
  – Residents are checked on:
    • Accuracy of diagnosis
    • Treatment plan
    • Treatment technique
    • Documentation of the diagnosis and treatment
Continuing the Training

- Allopathic trained residents attend OMT didactics twice a month.
  - The DO residents become an active part in teaching OMT to their MD counterparts
  - Continued exposure to OMT
• Our residency has an inpatient OMT consult service.
  – MD residents will work closely with the DO faculty and residents on this service to get exposure to OMT and utilize the OMT basic skills they have learned
Continuing the Training

• Ambulatory rotations
  – MD residents “shadow” DO faculty and third year residents during their OMT visits and get some hands on experience in the outpatient setting
Continuing the Training

• Some of the biggest struggles to this point:
  – Balancing the training in OMT/OPP with the need to train residents in internal medicine
  – Scholarly activities
Scholarly Activities

• Other than publishing, what are good options for SA?
• Can faculty/trainee SA count for both according aCGME OR requirements?
• How can journal clubs be used for SA?
• What are some of the SA’s being used in your program
Scholarly Activities-Faculty

- Osteopathic faculty must produce a combined total of at least two osteopathic SA annually, averaged over a five-year period.
- “If it includes osteopathic content” the following may qualify:
Scholarly Activities

The Pillars of Development
Osteopathic Recognition Requirements

Set meaningful expectations

Avoid unreasonable demands upon resources

Allow for flexibility
Scholarly Activities-Faculty

- Topic presentation at a regional, state, or national meeting
- Presentation at grand rounds
- Web conference presentation
- Publication of articles, book chapters, abstracts, or case reports in peer reviewed journals.
Scholarly Activities-Faculty

- Publication of peer reviewed performance improvement or education research
- Peer reviewed funding
- Peer reviewed abstracts presented at regional, state or national meetings
- Leadership position in a regional, state, or national osteopathic related organization
Scholarly Activity-Residents

• Must produce at least one piece of osteopathic scholarly activity prior to graduation from the program.

• Scholarly activity may include:
Scholarly Activity-Residents

- Items in the faculty SA list
- Resident led didactic with OPP
- Resident led workshop with integration of OPP
- Resident led journal club with osteopathic content
Scholarly Activity\textsuperscript{5}

- SA that integrates OPP includes:
  - Educational presentations or research that focus on OPP or that address the integration of OPP into clinical care
Scholarly Activity

• Integration into clinical care of one or more of the following osteopathic principles:
  – Mind-body-spirit interactions
  – Structure-function relationships
  – Self-regulatory and self-healing physiologic mechanisms
  – Osteopathic manipulative medicine into patient care
Scholarly Activity

• Examples of acceptable SA topics:
  – Educational presentation on the affect of mind-body-spirit interactions on health
  – Ed presentation that includes integration of OMT into treatment options
  – Presentation of a case report that includes documentation of osteopathic structural examination findings
  – Educational presentation on OPP to interprofessional groups
Scholarly Activity

- Examples of acceptable SA topics:
  - Manuscripts of peer reviewed journals or book chapters that discuss the integration of OPP into patient care activities.
  - Clinical or basic science research focusing on structure-function relationships.
  - Participation in educational research focusing on training of the integration of the previously mentioned osteopathic principles.
Scholarly Activities

• Other than publishing, what are good options for SA?
  – Grand rounds
  – Leadership in a local/regional/national osteopathic organization
  – Speak at a national/regional/local conference on an osteopathic topic
  – Case presentations
    • Posters with osteopathic content
Future Considerations

- We do not have a standardized testing or training for MDs to certify their skills in OMT.
- Strengthen the body of research for OMT and OPP


5. Osteopathic Recognition FAQs, © 2018 Accreditation Council for Graduate Medical Education (ACGME)