

Osteopathic Recognition: Something New and Something Old -Value and Strategies for All to Consider-

Richard LaBaere II DO, MPH, FAODME

Associate Dean for Postgraduate Training, DIO

Adjunct Professor in Family Medicine, ATSU-KCOM, Still OPTI

Amanda Wright DO

Chair of Family Medicine

Arkansas College of Osteopathic Medicine



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Disclosure Information

We have no financial relationships to disclose.

AND

We will not discuss off label use and/or investigational use in my presentations.

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Poll Question

Which of the following describes you?

- A. I am affiliated with an ACGME program who **has achieved** Osteopathic recognition.
- B. I am affiliated with a an ACGME program that **has applied** for Osteopathic recognition
- C. I am affiliated with an ACGME program that is **considering** Osteopathic Recognition
- D. I am affiliated with an AOA accredited program who is **considering** Osteopathic Recognition
- E. I am none of the above but **curious** about Osteopathic Recognition.

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By the end of this educational activity, participants will:

- Describe what Osteopathic Recognition is and what value it can bring to a program
- Outline the curricular requirements, potential strategies and resources associated with implementation of Osteopathic Recognition
- Discuss the application process and consider potential next steps

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Definitions

- **Osteopathic Recognition (OR)**

Osteopathic Recognition is conferred upon any ACGME-accredited graduate medical education program providing requisite training in the Osteopathic Principles and Practice (OPP)

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Poll Question

Essentially, Osteopathic Principles and Practice (OPP) means the same as Osteopathic Manipulative Treatment (OMT)

- A. True
- B. False

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Definitions

- **OPP** – Osteopathic Principles and Practice is a conceptual and practical understanding of the distinct behavioral, philosophical, and procedural aspects of osteopathic medicine
- **OMM** – Osteopathic manipulative medicine includes diagnosis of somatic dysfunction and treatment using osteopathic manipulative treatment
- **OMT** - Osteopathic manipulative treatment includes a variety of hand-on techniques to treat somatic dysfunction
- **Somatic dysfunction** – the presence of one or more of the following physical findings – tenderness, tissue texture abnormalities, asymmetry, restricted range of motion
- **Structural examination** – assessing for the physical findings of somatic dysfunction

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What is your “Why” for Osteopathically Focused Residency Training?



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“IATP”

It’s About the Patient!!!



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Patient Benefits-A Sample

➤ Pneumonia

- Noll DR, Shores JH, Gamber RG, Herron KM, Swift J Jr. Benefits of osteopathic manipulative treatment for hospitalized elderly patients with pneumonia. *J Am Osteopath Assoc.* 2000;100(12):776-782.

➤ Ileus

- Crow WT, Gorodinsky L. Does osteopathic manipulative treatment (OMT) improve outcomes in patients who develop postoperative ileus: a retrospective chart review. *Int J Osteopath Med.* 2009;12(1):32-37.
- Baltazar GA, Betler MP, Akella K, Khatri R, Asaro R, Chendrasekhar A. Effect of osteopathic manipulative treatment on incidence of postoperative ileus and hospital length of stay in general surgical patients. *J Am Osteopath Assoc.* 2013;113(3):204-209.

➤ Pain Medicine Use

- Goldstein FJ, Jeck S, Nicholas AS, Berman MJ, Lerario M. Preoperative intravenous morphine sulfate with postoperative osteopathic manipulative treatment reduces patient analgesic use after total abdominal hysterectomy. *J Am Osteopath Assoc.* 2005;105(6):273-279.

➤ Low Back Pain

- [John C Licciardone, 1 Angela K Brimhall, 2 and Linda N King 343 Osteopathic manipulative treatment for low back pain: a systematic review and meta-analysis of randomized controlled trials, BMC Musculoskelet Disord. 2005; 6: 43, Published online 2005 Aug 4. doi: 10.1186/1471-2474-6-43](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC124746/)



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“Where Can this be Used?” (In our residency treating patients)

- Difficulty breathing
- Athletes
- Geriatrics with pain
- Pediatrics
 - Colicky
 - Feeding
- Pregnancy
- Headache
- Musculoskeletal
- The “Whole Patient”



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Our Residents: The Future of Health Care



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Poll Question

Relatively few osteopathic medical students are interested in programs that offer osteopathic recognition

- A. True
- B. False

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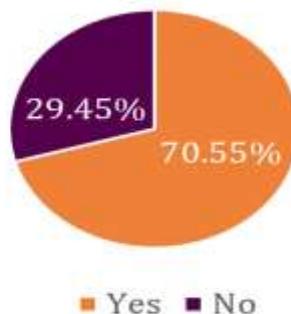
Our Students



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AACOM Student Survey from 2015

Figure 1. Would an ACGME-accredited program with osteopathic recognition be more appealing to you than an ACGME-accredited program without osteopathic recognition?



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Poll Question

Osteopathic Recognition through the ACGME **does not** require an initial site visit **nor** is there an application fee.

- A. True
- B. False

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Accreditation and Osteopathic Recognition

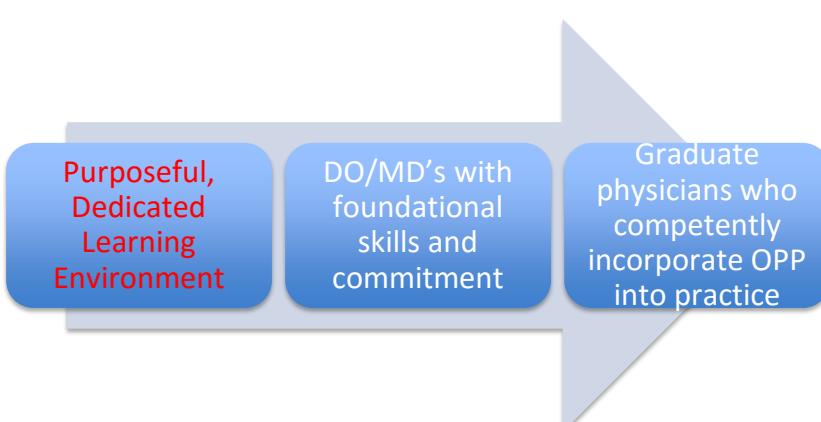
Accreditation

- Program level
- Whole
- Specialty Milestones
- Pathway to certification
- Dedicated resources
- Scholarship
- MD/DO's
- Initial site visit
- Fees
- GME lens

Recognition

- Program level
- **May designate track**
- **General Milestones (5)**
- Pathway to certification
- Dedicated resources
- Scholarship
- MD/DO's
- **Initial paper review**
- **No fees**
- **GME, UME-GME, Inter- professional lens**

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Purposeful,
Dedicated
Learning
Environment

DO/MD's with
foundational
skills and
commitment

Graduate
physicians who
competently
incorporate OPP
into practice

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An Example, A Fish Friendly Environment

- Water temp
- Light
- Oxygen levels
- Food
- pH balance
- Salt
- Others...



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The Osteopathic Clinical Learning Environment

- A vibrant OPP environment:
 - Modeling
 - Learning
 - Using
 - Advancing
 - Fostering



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Osteopathic Principles and Practice (OPP)

- Knowledge, skill, and behavior that is ***patient centered and focused on health***
- These include a recognition that the **following must be a part of our medical decision making:**
 - The patient is a unit of mind, body, and spirit
 - The body has the intrinsic ability to heal itself when provided with the right environment and conditions
 - Structure and function are inter-related

*Does this describe something more than “add OMT?”

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Poll Question

Having a DO who is AOA board certified is a requirement of Osteopathic Recognized programs.

- A. True
- B. False

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The Osteopathic Clinical Learning Environment (cont.)

➤ Modeling

- Faculty, leadership, and trainees are **committed** to creating and maintaining
 - Instruction, supervision, and evaluation: OPP/OMT
 - Demonstrating values, attitudes, and behaviors aligned to the tenets
 - Minimizing the hidden curriculum

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The Osteopathic Clinical Learning Environment (cont.)

➤ Learning

- Instruction
 - A **curriculum/learning plan** has been created to assure trainees can **predictably** acquire or develop the knowledge, skill, and behavior necessary **for successful practice**
 - Lead to Milestones
- Evaluation
 - Provides formative and summative evaluation
- Example
 - 4 tenet lecture series
 - Hands on workshops
 - Inpatient and/or outpatient bedside instruction
 - Periodic journal club
 - Osteopathic rounds
 - Patient care conference

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OPP Competencies

OSTEOPATHIC PRINCIPLES AND PRACTICES

- OPP integrated into 6 ACGME Core Competencies
- OPP Competencies must be assessed in residency programs with Osteopathic Recognition

Patient Care 1: Osteopathic Principles for Patient Care

Level 1	Level 2	Level 3	Level 4	Level 5
Describes the inclusion of osteopathic principles, including the four tenets, when caring for patients	Incorporates osteopathic principles, including the four tenets, to promote health and wellness in patients with common conditions	Independently incorporates osteopathic principles to include the four tenets to promote health and wellness in patients with common or chronic conditions	Independently others to incorporate osteopathic principles to promote health and wellness	Role models and teaches the effective use of osteopathic tenets to optimize patient health
Incorporates osteopathic principles when obtaining a history, performing an examination, synthesizing a differential diagnosis, and devising a patient care plan with direct assistance from supervisor	Incorporates osteopathic principles when obtaining a history, performing an examination, interpreting diagnostic testing, synthesizing a differential diagnosis, and devising a patient care plan with supervision	Independently incorporates osteopathic principles when obtaining a history, performing an examination, interpreting diagnostic testing, synthesizing a differential diagnosis, and devising a patient care plan for patients with common conditions	Independently incorporates osteopathic principles when obtaining a history, performing an examination, interpreting diagnostic testing, synthesizing a differential diagnosis, and devising a patient care plan for patients with multiple comorbidities	Role models and teaches the effective use of osteopathic focused history, exam, and treatment to minimize the need for further diagnostic testing or intervention

Courtesy of
Karen Snider
DO, FAAO

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The Osteopathic Clinical Learning Environment (cont.)

➤ Using

- **Predictable** opportunity exists during
 - Didactic/learning activities
 - Patient care activities
- **To develop and integrate**
 - Osteopathic thought/decision making
 - Manual skills (appropriate to the specialty)



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Integrating OPP

- Patient Care and Procedural Skills
 - Approach the patient holistically
 - Acknowledge all sources of health and disease
 - Social history - Employment, Diet, Exercise, Habits, Stressors, Spiritual Wellness
 - Diagnosis and document somatic dysfunction
 - Perform OMT
 - Sensitive to cultural views regarding touch
 - Plan of care should be **holistic**
 - Health promotion, disease prevention



Courtesy of Karen Snider DO, FAAO

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The Osteopathic Clinical Learning Environment (cont.)

➤ Advancing

- Scholarly inquiry about OPP and OMT is an expectation
 - Leadership, faculty, and trainees are predictably encouraged to discover what we don't know about OPP and OMT
 - Such inquiry should lead to scholarly activity



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The Osteopathic Clinical Learning Environment (cont.)

➤ Fostering

- The continuum of osteopathic medical education
 - Leaders, faculty, and trainees are part of a larger, vibrant learning community connecting UME, GME, and CME/OCC
- Interprofessional learning and team development to expand the osteopathic sphere of influence



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Think-Pair-Share What You Do...

- Implementing Osteopathic Recognition
 1. Where do you struggle with **curricula, learning activities, resources?**
 2. What are some solutions/strategies?!?
- Pair up with a neighbor for 5 minutes and then share what you do in your program

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OR Pearls: Curricula

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Think-Pair-Share What You Do...

- Implementing Osteopathic Recognition
 1. Where are the struggles with **milestone and assessment activities**
 2. What are some solutions/strategies?!?
- Pair up with a neighbor for 5 minutes and then share what you do in your program

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OR Pearls: Milestone/Assessment

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Think-Pair-Share What You Do...

- Implementing Osteopathic Recognition
 1. What are the challenges re **faculty and faculty development?**
 2. What are some solutions/strategies?!?
- Pair up with a neighbor for 5 minutes and then share what you do in your program

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OR Pearls: Faculty

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How? The Process

- Application
- Milestones
- Creating the Osteopathic Learning Environment
 - Modeling
 - Learning
 - Using
 - Advancing
 - Fostering



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Application: ACGME Website is Rich with Tools



Accreditation Council for Graduate Medical Education
35 YEARS

What We Do Designated Institutional Officials Program Directors and Coordinators Residents and Fellows

OVERVIEW ACCREDITATION RECOGNITION INITIATIVES

The most comprehensive DATA

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OSTEOPATHIC RECOGNITION

RECENT NEWS AND UPDATES

The documents and resources housed within this section are provided by the Osteopathic Principles Committee and its staff at the ACGME.

REQUIREMENTS CURRENTLY IN EFFECT

7/3/2015 [Osteopathic Recognition](#)
[Osteopathic Recognition FAQs](#)

MILESTONES

[Osteopathic Recognition](#)
[Milestones FAQ](#)

APPLICATION FOR RECOGNITION

[Osteopathic Recognition](#)
[Osteopathic Recognition Application Instructions](#)
[Supplemental Educator Form](#)

DOCUMENTS

[Elements of an Osteopathic Learning Environment](#)

PRESENTATIONS

[Accreditation and Maintenance of Osteopathic Recognition \(Presented at ACGME\)](#)
[Osteopathic Recognition Milestone Project \(Presented by Natasha Bray, DO, Laura Edgar, EdD, CAE on August 20, 2013\)](#)
[Osteopathic Recognition Requirement and Application Basics \(Presented at ACOFP\)](#)

CONTACT US
EXECUTIVE DIRECTOR, OSTEOPATHIC ACCREDITATION
Tiffany Moss, MBA
tmoss@acgme.org
312.755.5490

ACCREDITATION
ADMINISTRATOR AND EXECUTIVE ASSISTANT, OSTEOPATHIC ACCREDITATION
Bethanie Clausen, MPA
bc Clausen@acgme.org
312.755.5492

DATA SYSTEMS TECHNICAL SUPPORT
sts@acgme.org
312.755.7474

AGENDA CLOSING AND MEETING DATES

DATE	Agenda Closing Date
1 AUG 2013	
DATE	Meeting Date
1 AUG 2013	

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Application Best Practices

- Begin
- Engage the DIO
- Create a timeline with needed reviews
- Engage at least one other person to help
- Use all your resources
 - Website, Tiffany, OPTI, COM, Others
 - They are really good!
- Ensure review by someone who speaks the language
- Answer each question...
- Other Ideas?

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Summary

- Harness the **energy/emotion** from your own clear “**Why**”
- **Osteopathic Principles and Practice**
 - A conceptual and practical understanding of the distinct **behavioral, philosophical, and procedural** aspects of osteopathic medicine
- **Osteopathic Recognition is a delivery vehicle**
- **Identify one practice** shared today to bring back to your program



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Poll Question:

Enter your email address to be included in any follow-up communication from the presenter(s).



Social Q & A

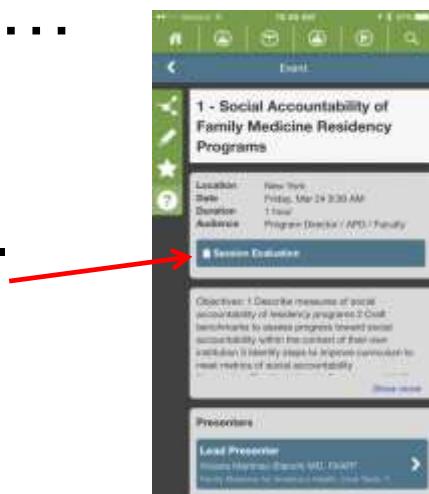
Choices...

- Andrew Taylor Still, MD, DO, said, **“My father was a progressive farmer and was always ready to lay aside an old plow if he could replace it with one better constructed for its work. All through life, I have ever been ready to buy a better plow.”**
- <https://archive.org/stream/historyofosteopa00bootuoft#page/42/mode/2up>



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Please...
Complete the
session evaluation.



Thank you.

A photograph of a sunset over a calm lake. The sky is a gradient of orange, yellow, and blue. The sun is low on the horizon, casting a reflection on the water. In the distance, a small boat is visible on the water. The foreground is dark, suggesting a shoreline or a dark area in the water.

“Patient care delivered within the context of osteopathic principles and practices is aligned to **patient-centered**, high-value care and the needs of our nation’s healthcare system.” Cain

With Gratitude...