

What Do I Do with this DO? Practical Tools for the MD Preceptor

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Disclosures

- We have no actual or potential conflicts of interest in relation to this presentation

Objectives

1. Describe the four tenets of osteopathic medicine
2. Recognize the ways their programs already espouse and teach osteopathic principles and practice
3. Use a simple tool to support DO residents in performing osteopathic diagnosis and treatment

National Family Medicine Residency

- Teaching Health Center (THC) family medicine residency program funded by HRSA
- Accredited by the American Osteopathic Association (AOA)
- Outpatient-focused 3-year training program with mission to increase the number of primary care doctors who serve the underserved

A Residency Consortium

- Pilot model involving 6 health center-based (FQHCs) residency sites across the nation (WA, OR, AZ, DC, OH and NY), with the largest in Washington, DC
- Sponsored by The Wright Center for Graduate Medical Education in Scranton, PA – one of the nation's oldest graduate medical organizations and recipient of HRSA's largest Teaching Health Center grant (\$13.8 million)

Strengths

- Consortium FQHCs - patient-centered medical homes with a whole-person focus
- Some sites already had DOs who practice OMT on their staff
- Willing patient population - patients really value hands-on treatments (improves patient satisfaction)
- Timing - survival in the new SAS world

Desire to Continue OPP

- Surveys indicate that osteopathic students want to train in / continue their osteopathic training in residency to incorporate OPP into their patient care activities

Challenges in teaching Osteopathic Manipulative Treatment (OMT)

- Majority of doctors who work at FQHCs are MDs
- Majority of doctors who live/work near our teaching sites do not practice OMT
- Majority MD faculty with little to no background in osteopathic medicine
- DO medical students often lose some skills during 3rd and 4th year of medical school

4 Tenets of Osteopathic Medicine

1. The body is a unit; the person is a unit of body, mind, and spirit.
2. The body is capable of self-regulation, self-healing, and health maintenance.
3. Structure and function are reciprocally interrelated.
4. Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function

4 Tenets of Osteopathic Medicine

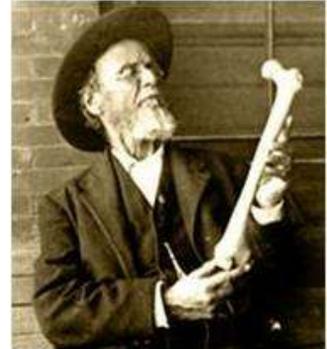
1. The body is a unit; the person is a unit of body, mind, and spirit - **whole-person approach / mental health / SDoH**
2. The body is capable of self-regulation, self-healing, and health maintenance - **autoregulation, preventive services, "first do no harm"**
3. Structure and function are reciprocally interrelated - **sports/musculoskeletal medicine**
4. Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function - **equitable, safe, cost-efficient care**

History of Osteopathic Medicine

Developed in 1874 by Andrew Taylor Still, MD

Pioneered the concept of “wellness” and recognized the importance of treating illness within the context of the whole body

First school of osteopathic medicine opened in Kirksville, MO in 1892



Orientation OSCE

- DO Faculty
- 2 anatomic areas - structural exam and 2 treatment approaches for each
- Remediation for those who don't pass
- Procedural competency for OMT if they do pass

Faculty Development

- Goal is an adequate “comfort level” with OMT, not expertise
- Hands-on training at least once a year
- Ongoing knowledge-sharing

Dedicated OMT Clinic at Continuity Site

- Now weekly at most sites - precepted by a DO skilled in OMT
- Med students and residents - including allopathic med students/residents
- Can schedule follow-ups in resident OMT continuity slots

OMT slots for continuity clinic

- Start month 7 intern year
- One 30-minute “OMT” slot per clinic session
- Convertible (other procedure, walk-in, etc.) if not used for OMT

OMT continuity slots

- Can schedule follow-ups from OMT clinic
- Preceptor of the day signs off on note -
DO preceptor always available for further discussion/consultation

Osteopathic Conversation Starter*

- Tool for precepting DO learners (originally developed for students but we also use with residents)
- Encourages an osteopathic consideration/approach *even when OMT not performed*
- Ongoing faculty development tool

*Stephen S. Davis, PhD, USAF Maj Ret, Director, Faculty Development, Assistant Professor, FM Dept
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“Two Key Questions”

- What did you find in your structural exam?
- How would you utilize Osteopathic Medical Manipulation (OMM) in this case and why?

4-Fold Benefit

- 1.The patient receives osteopathic consideration
- 2.You learn about Osteopathic Principles and Practice
- 3.Your evaluation by the learner improves
- 4.The learner re-engages with osteopathic considerations

How might this look?

- DO Student Smith goes to see a 6 YO afebrile child here for ear pain
- After discussing the patient and finding out from the student that she thinks it's a cold and not an infection requiring antibiotics, you glance at the Osteopathic Conversation Starter up on the precepting room wall and ask:

“Two Key Questions”

What did you find on your structural exam?

How would you use OMM in this case and why?

Exam findings

- Bubbles seen behind TM but no bulging and minimal redness
- Lymphatic congestion of pre- & post-auricular lymph nodes
- Tissue texture changes over OA joint and T1-T5
- Chapman point at Rib 1 above the clavicle

OMM for Ear Pain in a Child

- Galbreath maneuver for eustachian tube dysfunction
- Thoracic inlet release
- Effleurage to face and neck
- Soft tissue treatment to cervicals/thoracics
- OA decompression
- Chapman reflex point

Galbreath Maneuver

[American College of Osteopathic Family Physicians – OMT video library](#)

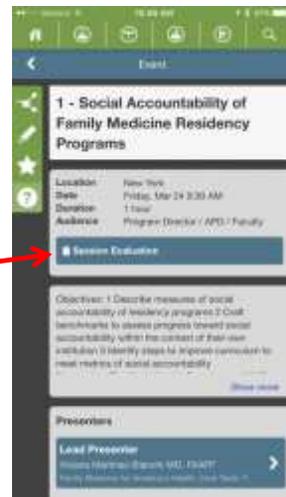
- After experiencing the Galbreath maneuver, you feel comfortable enough to have the student perform it on your patient. Your patient leaves with improved pain and decreased risk for progression to suppurative OM.
- The student also points you to a free video resource to watch if you want to learn more about the techniques for your own use.

1. Describe the 4 tenets of osteopathic medicine - **see handout**
2. Recognize the ways their programs already espouse and teach osteopathic principles and practice - **FM excels in rational, cost-effective, whole-person treatment that first does no harm**
3. Use a simple tool to support DO residents in performing osteopathic diagnosis and treatment - **see handout**

Questions?



Please...
Complete the
session evaluation.



Thank you.



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