



Developing and monitoring clinical reasoning — *from a distance*

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Developing and monitoring clinical reasoning — *from a distance*

Purpose

Internet-based learning is increasing in popularity in health education



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Developing and monitoring clinical reasoning — *from a distance*

Purpose

Internet-based learning is increasing in popularity in health education

Does it have a place in clinical mentoring and the development of clinical reasoning?

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Developing and monitoring clinical reasoning — *from a distance*

Content

- Elements of OMPT training - **overview**
- Distance mentoring of clinical reasoning
 - **Evidence of effectiveness**
 - **Examples**
 - **US experiences**
- Summary

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Elements of OMPT Training


Demonstration of critical use, application of, advanced level of, clinical expertise in

- KNOWLEDGE
- SKILLS
- ATTRIBUTES

— in 10 competency dimensions

IFOMPT Standards 2008

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Elements of OMPT Training

- the 10 competency dimensions

IFOMPT Standards 2008

Demonstration of critical use, application of, advanced level of, clinical expertise in:

1. EBP
2. Biomechanical sciences
3. Clinical sciences
4. Behavioural sciences
5. OMPT knowledge

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Elements of OMPT Training

- *the 10 competency dimensions*

IFOMPT Standards 2008

Demonstration of critical use, application of, advanced level of, clinical expertise in:

1. EBP
2. Biomechanical sciences
3. Clinical sciences
4. Behavioural sciences
5. OMPT knowledge

Distance-learning of didactic theory?

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Elements of OMPT Training

- *the 10 competency dimensions*


IFOMPT Standards 2008

Enabling effective management of patient/client; advanced level of:

6. Clinical reasoning skills
7. Communication with patient
8. Practical skills

Distance?

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EXCELLENCE IN OMPT
FOUPT
SINCE 1984

Elements of OMPT Training


- the 10 competency dimensions

Enabling effective management of patient/client; advanced level of:

9. Understanding and application of the research process
10. Clinical expertise and continued professional commitment to the development of OMPT

Distance ?

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EXCELLENCE IN OMPT
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Elements of OMPT Training

- ✓ Didactic – theoretical instruction
- ✓ Didactic – practical training in techniques
- ✓ Clinical mentoring (patient/client supervision)
- ✓ Development of clinical reasoning
- ✓ Mentoring/modeling professional activities & continuous advancement

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Evidence of Effectiveness


How much of the OMPT training can be done effectively from a distance?

- ✓ Didactic – theoretical instruction

?

- Practical training in techniques
- Clinical mentoring with patient/client
- Development of clinical reasoning
- Professional advancement mentoring

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Evidence of Effectiveness

Key words: Distance mentoring, clinical mentoring, health occupations, computer-assisted

– 10 articles (no PT/OMPT)

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Evidence of Effectiveness

- Internet-based learning has similar effectiveness as non-internet-based traditional methods
- Studies of physicians, nurses, dentists and pharmacists
- Outcome benefit *small* for training skills, or patient effects

Cook et al JAMA (2008) Internet-based learning in health professional: a meta-analysis

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OMPT Clinical Mentoring – distance Evidence

- Online discussions of patient care
 - Students talked based on personal or clinical experience but rarely attempted interpretation or explanation
 - Faculty posed questions and prompted student discussion but rarely corrected students, highlighted key learning points or summarized discussions

Kim et al (2006) Fam Med 38 (7)

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Distance Mentoring of Clinical Reasoning

Clinical mentoring “in-person”
(mentor + student + patient/client)

- How much can/should be done at a distance?
- Expensive, most important and time consuming part of OMPT training

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Distance Mentoring of Clinical Reasoning

Student reflection before & after the 1:1 time with mentor + patient

+/-
Discussions of patients not seen by mentor

+/-
Theory and practical knowledge instruction is case-based

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OMPT Clinical Mentoring – distance

- Social media policies
 - Medical schools should develop policies for on-line behaviours & patient confidentiality
(Kind & Genrich, Med Educ Online.15. 2010)
- Patient privacy
 - Maintain patient privacy; protect sensitive information
 - Never use name of patient, doctor or clinic

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Clinical reasoning mentoring from a distance – examples

Internet-based


Real-time

- Chat room
- WebEx, Webinar etc, virtual meetings, interactive phone conferencing with desk top sharing
- Virtual grand rounds
- Skype & camera etc.


etc

Delayed interaction

- Message board
- E-mail (chain) etc



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Clinical reasoning mentoring from a distance – examples

Internet-based - **real time**


Advantages:

- Immediate feedback**
- Immediate assessment**

Disadvantages:

- Time zones
- Coordinating time of mentor with 1.....10 students

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Clinical reasoning mentoring from a distance – examples

Internet-based - **delayed feedback**


Advantages:

- Mentor & student can communicate when they have time**
- Time for student to reflect, search evidence, etc.**

Disadvantages:

- Often multiple communications to clarify questions etc..
- Feedback may be too late for 2nd patient visit etc..

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Clinical reasoning mentoring from a distance – **US experiences**


Internet-based - distance mentoring

5 of 20 OMPT programs in USA actively experimenting with distance mentoring

- **Typically part-time multi-site programs**

- **TIME INTENSIVE** for faculty
- **Positive** for student and faculty
- **Facilitates** students in underserved areas
- **No measurement of outcomes or comparisons** with “in-person” mentoring

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Summary

- The clinical mentoring in OMPT will always need “in-person” hours (mentor + student + patient)
 - but many aspects can be *enhanced* utilizing distance learning
 - Is it as efficient and effective as “in person”?

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