



# A Gateway of Improving Health Care Relations

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- Clinician and Instructor
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Washington, D.C.  
November 3-7, 2007



**Spine &  
Orthopedic  
Center**



**Sports Medicine Center**



# Learning objectives:

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- Where we stand as a profession today in improving healthcare relations
- Be familiar with characteristics of an interdisciplinary collaborative relationship
- Introduce the concept of Socratic learning
- Implementing a “Socratic” approach to clinical learning
- Future of the Chiropractic profession and the importance of strengthening an interdisciplinary relationship

“There are approximately 190 million visits to chiropractic physicians each year”

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Eisenberg DM et al. Trends in alternative medicine use in the United States, 1990-1997: results of a follow-up national survey. JAMA. 1998; 280:1569-75.

“One recent survey of family physicians found that two thirds of medical physicians felt moderately or very informed about chiropractic medicine”

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Meeker W and Haldeman S. Chiropractic: a profession at the crossroads of mainstream and alternative medicine, *Annals of Internal Medicine*. 2002; 136:216-227

**Annals of Internal Medicine**



“65% FP’s admitted referring patients to chiropractors and 98% of chiropractors made routine referrals to medical physicians”

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Meeker W and Haldeman S. Chiropractic: a profession at the crossroads of mainstream and alternative medicine, *Annals of Internal Medicine*. 2002; 136:216-227

**Annals of Internal Medicine**

“According to the **American Chiropractic Association**, approximately 500 hospitals in the United States -roughly one in twelve - have at least one doctor of chiropractic each on staff ”

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Dynamic Chiropractic, April 7, 2003

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- In 2004, a collaborative relationship developed
  - “**Gateway**” exposes chiropractic interns to patients with a wide variety of musculoskeletal and non-musculoskeletal conditions



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■ Clinical conditions :

- Traumatic injuries
- Psychological issues
- Visceral maladies
- Neurological deficits
- Chronic Pain

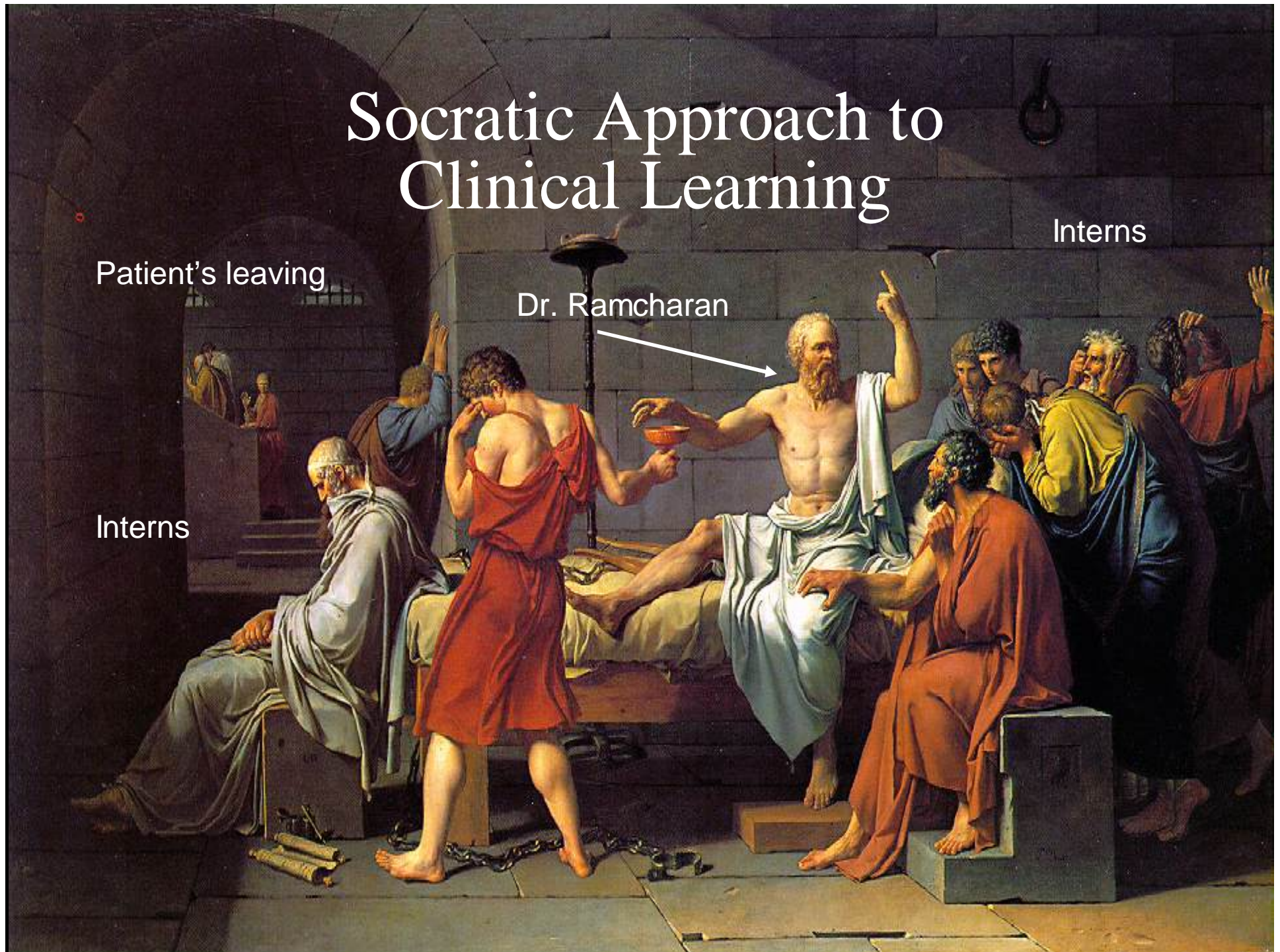
■ Interdepartmental referrals:

- ER
- Pain Management
- Family medicine
- Physical Therapy
- Geriatrics

This presentation will focus on a unique **clinical case** that interns experience working within a collaborative setting and the implementation of a **“Socratic approach”** to clinical learning



# Socratic Approach to Clinical Learning



# *Teaching by Asking Instead of by Telling*

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**“Thinking is Driven by Questions”**





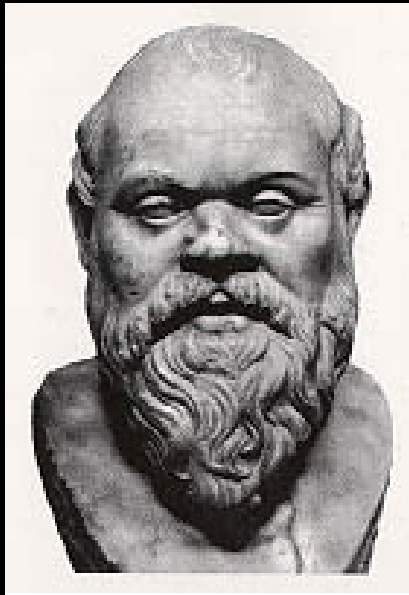
“to think through or  
rethink anything, one  
must ask questions  
that stimulate thought”

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# What is Socratic Questioning ?

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***“ Can it be, that asking questions is teaching? I am just beginning to see what is behind all your questions. You lead me on by means of things I know, point to things that resemble them, and persuade me that I know things that I thought I had no knowledge of ”***  
- Socrates (Quoted in Xenophon's "Economics")

# Why Use Socratic Questioning?

“Socratic Questioning provides unique opportunities for critical thinking and intern reflection”

- Model scientific practice
- Support active SCL
- Facilitate IBL
- Construct knowledge
- Develop PSS
- Improve LT retention



# How to Use the Socratic Method in Clinical Practice

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- The Socratic approach to learning has been a successful method of clinical teaching
  - Interns witness experienced clinician in the field and experience a “residency” approach to critical thinking and clinical learning
  - There is a close relationship that is developed between intern/attending, trust and mutual respect, and above all confidence of the intern

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- TMC is an excellent experience for interns
  - “ Isolation syndrome ”
  - There needs to be more collaboration among other specialties within the hospital



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# Thank you !

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