# Integrated Patient-Reported Outcomes Measures

## Nathan Urquhart

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## Faculty/Presenter Disclosure

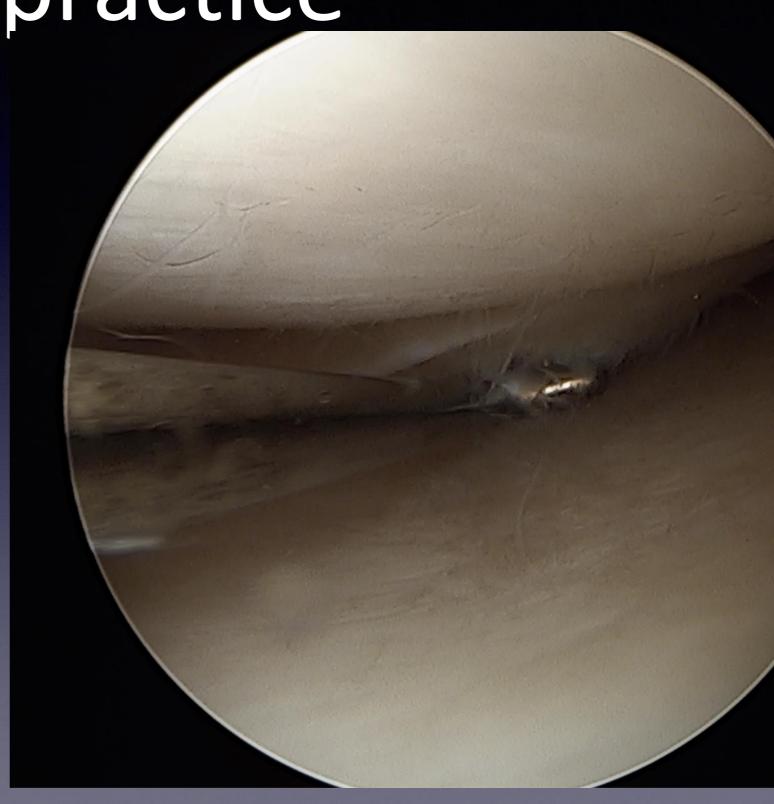
- Faculty: Nathan Urquhart, MD
- Relationships with commercial interests:
  - None

### Disclosure of Commercial Support

- No Commercial Support
- Potential for conflict(s) of interest:
  - None

My practice

- Orthopaedic surgeon
- Arthroscopy and Sports Medicine
  - Knee, shoulder, and hip
  - Fellowships
    - McMaster University
    - COA French-Swiss-Belgium travelling fellowship
- 4 years practice

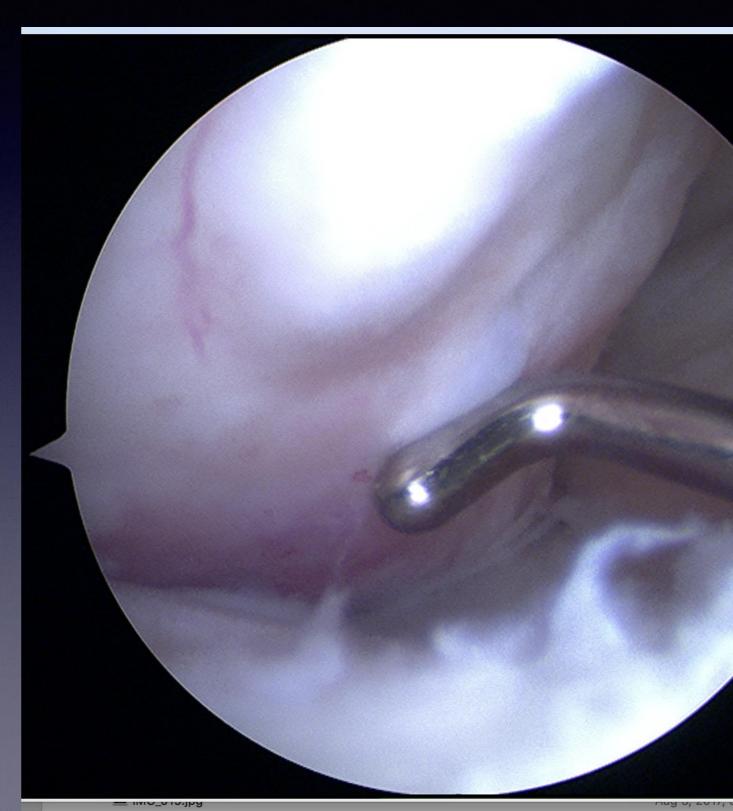


### Bias

- We all have them
- New to practice able to design from scratch
- I hate paper
- I like computers
- I have tech savvy admin
  - Pam Shears

## Why

- Just because we did something in the past does not mean we should do the same in the future
- We must constantly re-evaluate our past and test the future introduction of new procedures
- Be critical



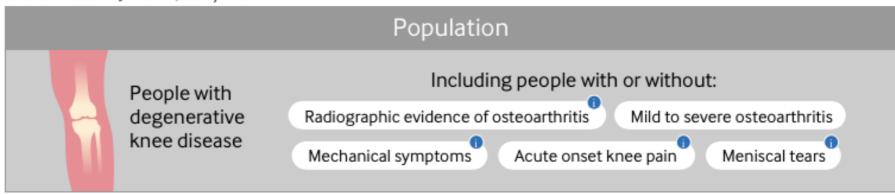


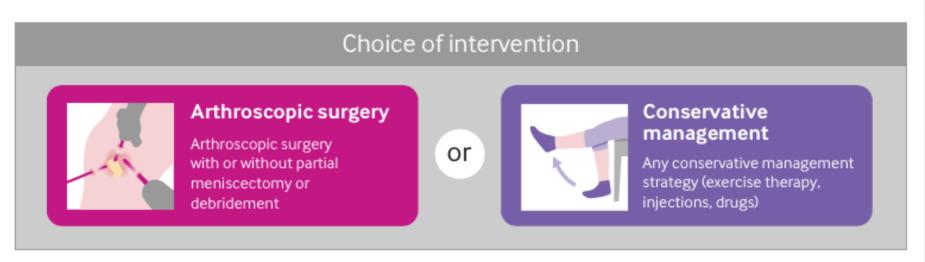
### Arthroscopic surgery for degenerative knee arthritis and meniscal tears: a clinical practice guideline

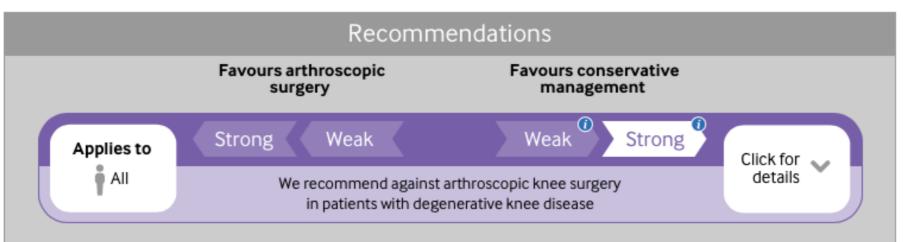
BMJ 2017; 357 doi: https://doi.org/10.1136/bmj.j1982 (Published 10 May 2017)

Cite this as: BMJ 2017;357:j1982

thebmj







### Why

- Evidence based medicine
  - What does the literature say?



Trusted evidence. Informed decisions. Better health.

- Limited resource environment
- Are we getting the outcomes we think we are?
  - Career stage
    - Proficiency/competency
  - Changes in technique
  - Device failures?



### • Banff Sports Medicine, Banff AB

- Dr. Laurie Hiemstra
- Dr. Mark Heard
- ACL and patella instability database
  - Paper based
  - 6 years data
- Dr. Ivan Wong
  - Dalhousie University, Halifax NS
  - Shoulder and hip arthroscopy
- Dr. Nick Mohtadi

University of Calgary

### Medial Patellofemoral Ligament Reconstruction Femoral Tunnel Accuracy

### Relationship to Disease-Specific Quality of Life

Laurie A. Hiemstra,\*<sup>†‡</sup> MD, PhD, FRCS(C), Sarah Kerslake,<sup>†§</sup> MSc, BPhty, and Mark Lafave,<sup>||</sup> CAT(C), PhD

Investigation performed at Banff Sport Medicine, Banff, Alberta, Canada

Reruptures, Reinjuries, and Revisions at a Minimum 2-Year Follow-up: A Randomized Clinical Trial Comparing 3 Graft Types for ACL Reconstruction.

Mohtadi N1, Chan D, Barber R, Paolucci EO.

## How?

- Traditionally paper based
- Labour intensive



- Research staff collects the data essentially
- What cost

## How?

• EMR - Accuro

Ocean by CognisantMD

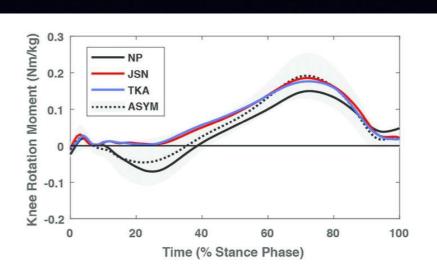


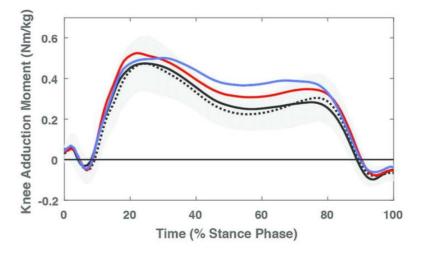


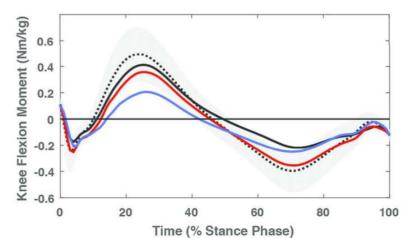
# What outcomes are we talking about?

- Patient reported outcome measure scores (PROMS)
  - Condition specific outcome scores
    - Preferably validated
  - Pain
  - Function
  - Psychological impact
  - Satisfaction
- Gait analysis
  - Gait lab
- Imaging modality based
  - Healing
    - Xray for bone
    - MRI soft tissue
  - Progression



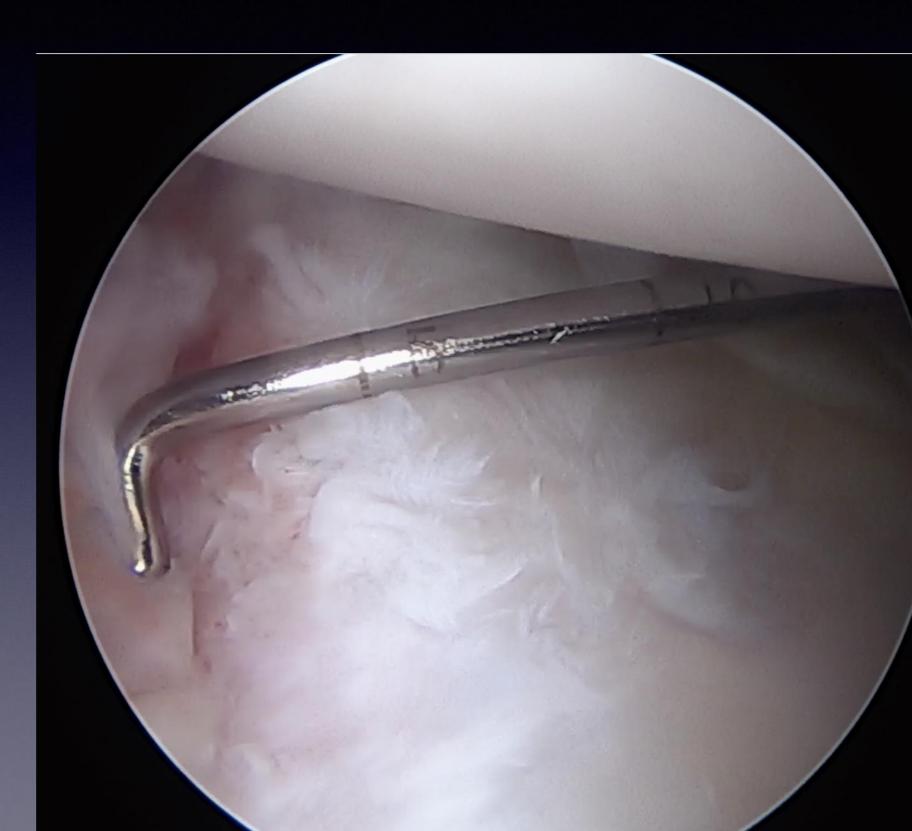






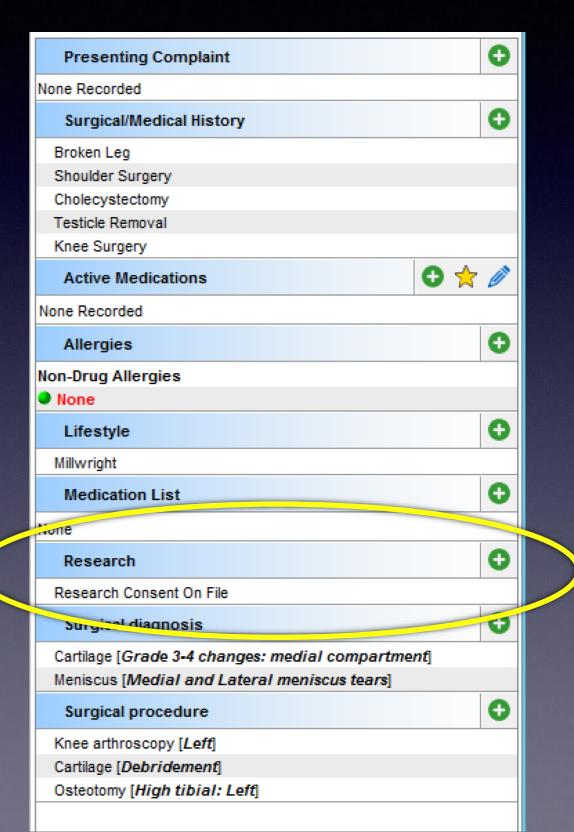
## Other data

- Intra operative info
  - Cartilage scores
  - Meniscus pathology - knee
  - Ligament injury knee
  - Labrum tears shoulder and hip
  - Bone loss shoulder



## Other data

- Intra operative info
  - Cartilage scores
  - Meniscus pathology
    - knee
  - Ligament injury knee
  - Labrum tears shoulder and hip
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### Consent

#### PATIENT INFORMED CONSENT FORM

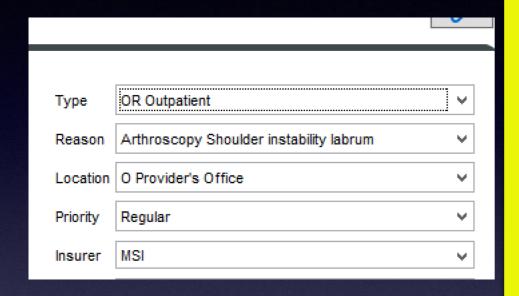
Please consider the following statements and provide consent where you wish. You do not have to consent to all options.

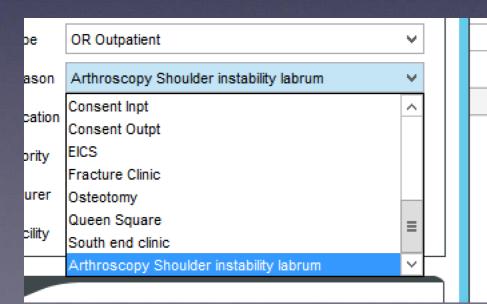
<ul> <li>Please Print Full Name</li> </ul>	:				
Consent to allow collection of patient reported outcome measures (PROMs) for education and research purposes:  To allow the office of Dr. Nathan Urquhart to use a web based program to contact you via email for clinic appointments, iformation around surgery, and to collect information on how you are feeling before and after surgery. The information on on you are feeling is called patient reported outcome measures (PROMs). This information is usually in the form of surveys help us understand how you are feeling and how your orthopaedic issue affects your quality of life.  This information is used to improve patient care. This improvement will occur through education and possibly research. If any research is performed, the researcher will gain a separate approval from a Research Ethics Board and abide by any onditions the Research Ethics Board requires.					
Signature	Name (Printed)	Date (YY-MM-DD)			
	, ,	be recorded for education and research			
online publications or presentation  To grant permission to other ent	images or recordings in any medium, be it p as. ities to reproduce the images or recording for for the right to take, or to use your photogra	or educational purposes.			
Signature	Name (Printed)	Date (YY-MM-DD)			
To allow Researchers in the office gibility to participate in a research If I meet the criteria in approved re	search that I may be contacted about partici rmation to possibly be used for the purposes	y health records in order to determine my ipating.			
Signature	Name (Printed)	Date (YY-MM-DD)			
Please provide you	and/or Reminders are generated and ser r email address that you would like info Address:	rmation to be forwarded to:			
	Thank you for your time and patience	-1			

## Consent process

- Explain it to the patients and how it helps them
  - Take 30 seconds of your time and explain why you do this
    - It is like a report card
    - Objectively shows you how you are doing
    - Better define who and when patients benefit from surgery
    - 95% consenting to process
      - There is some loss from this number but with current system it is possible to identify who does/does not.
  - Respect
    - Elderly
    - Literacy
    - Lack of computer access

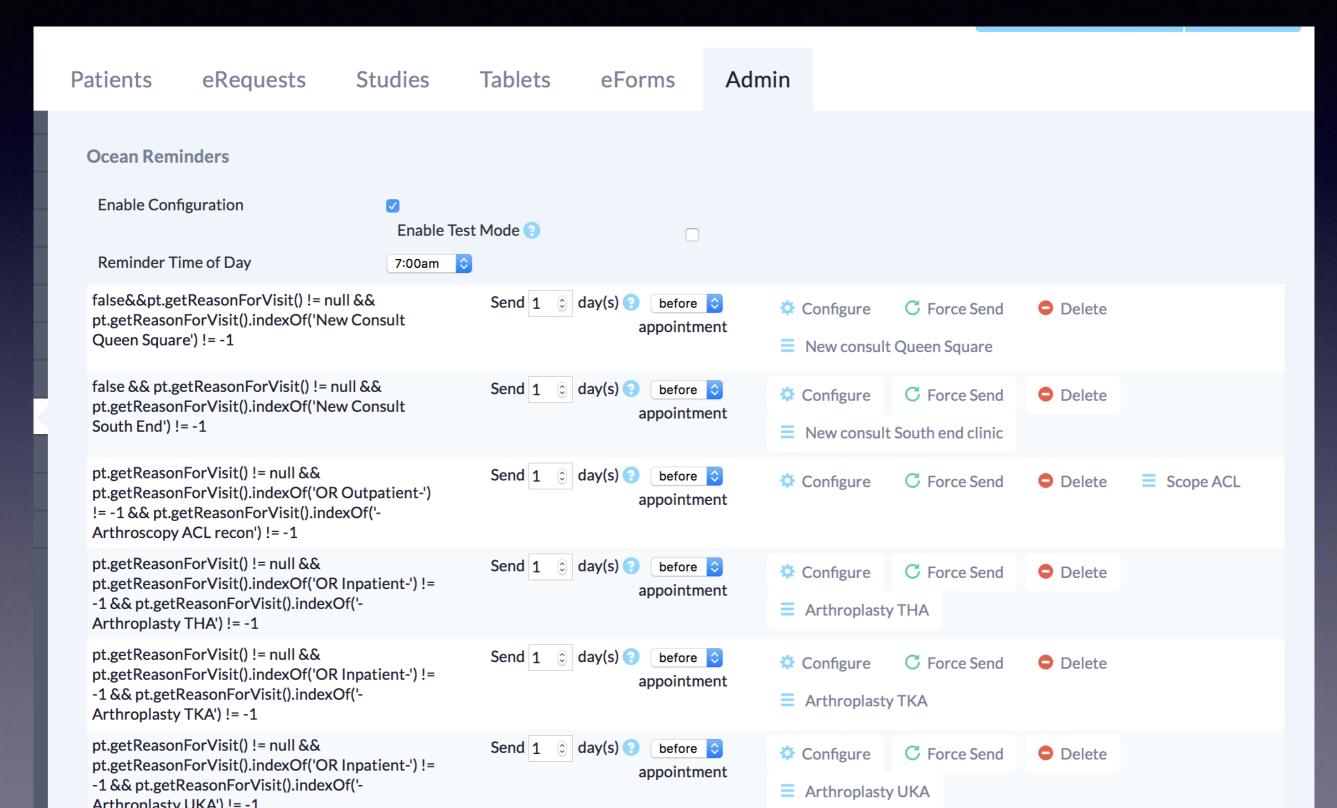
## Accuro plus Ocean

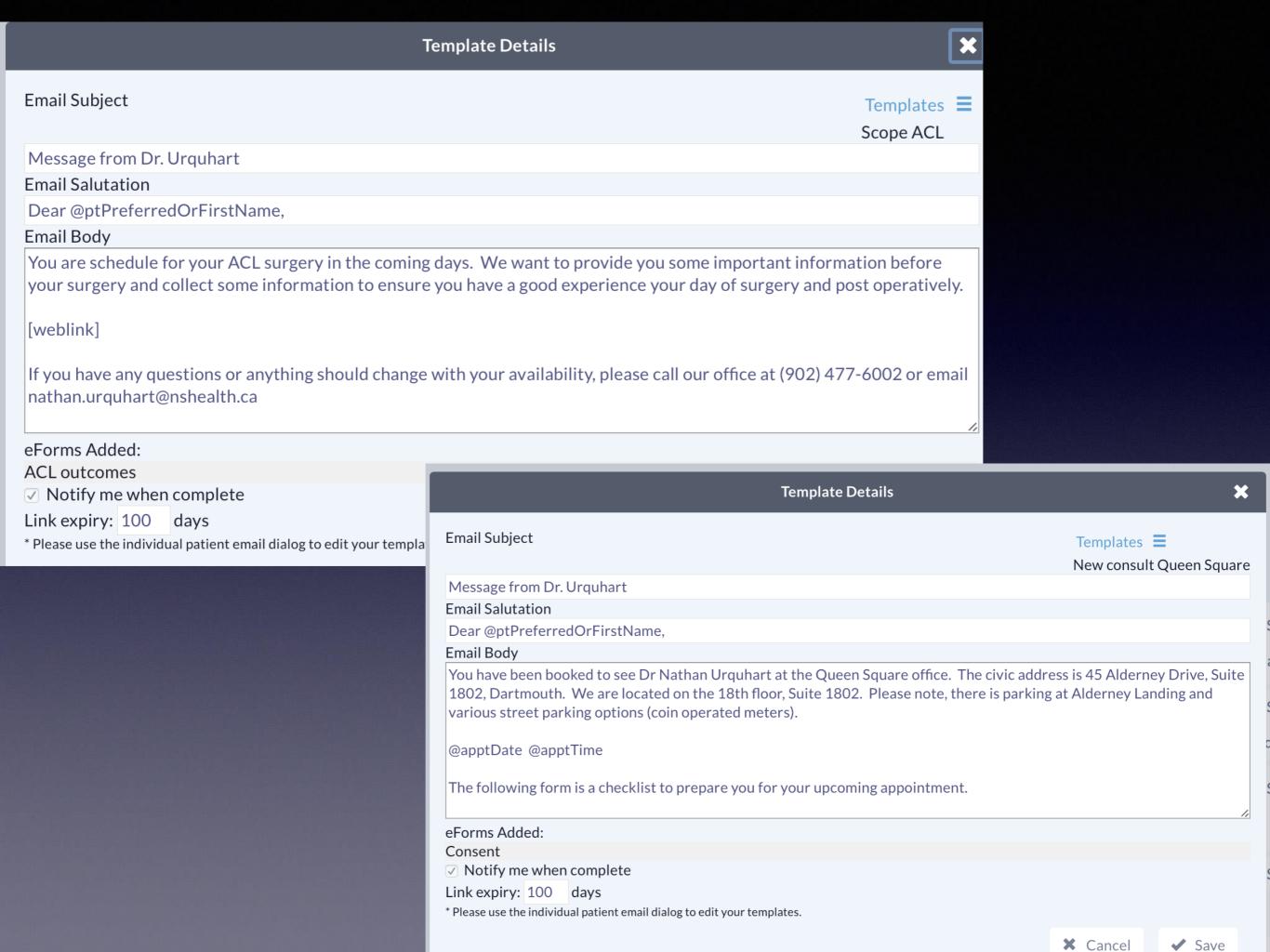


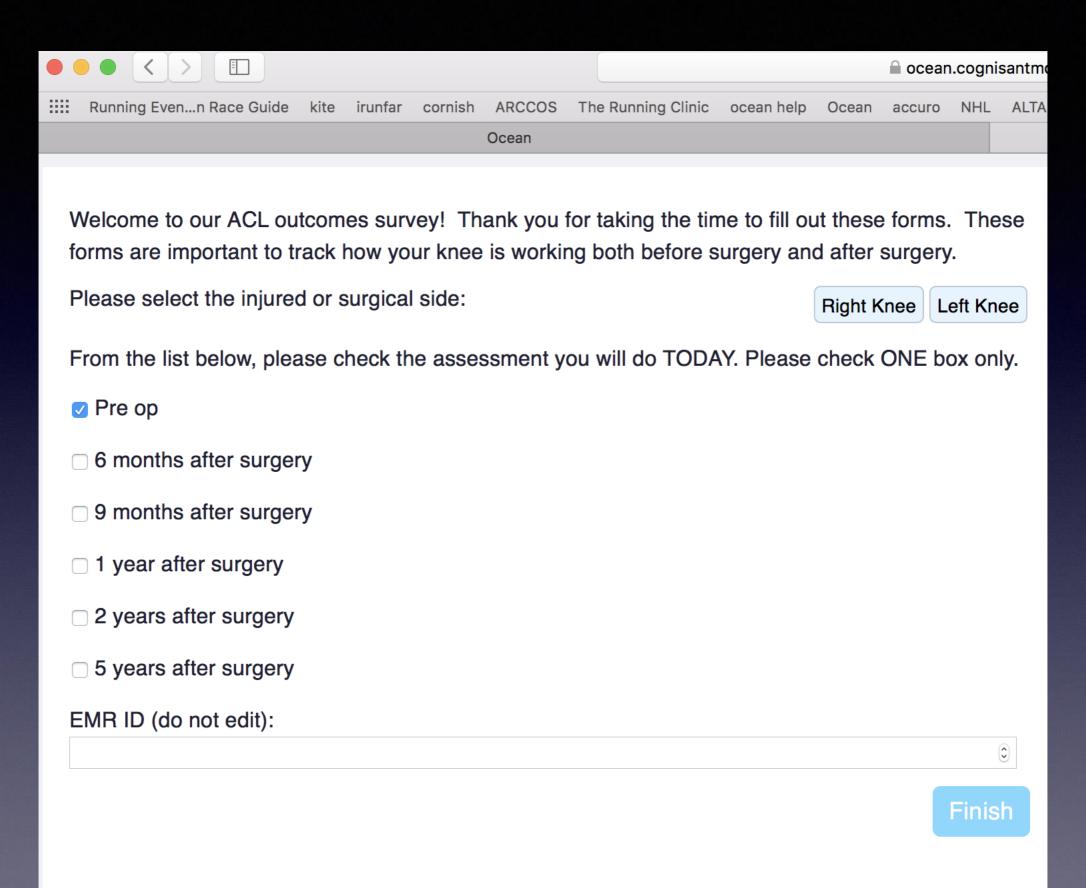


**Patients** Studies **Tablets** Admin eRequests eForms My Studies **Options Actions** ACL QOL Aligned with research key Configure **Export Results ACL-RSI** Configure **Export Results** Aligned with research key Banff Patellofemoral Instability Instrument 2.0 (BPII-2) Configure **Export Results** Aligned with research key **Export Results** Generates Participant Key Configure cartilage meniscus outcomes Core - ACL Aligned with research key Configure **Export Results** Configure **Export Results** Core - Hip arth, oscopy Aligned with research key Core - osteotomy study Aligned with research key **Export Results Export Results Configure** Core - Patella instability Aligned with research key Core - Shoulder Instability outcomes Aligned with research key **Export Results Export Results** Core - Shoulder Rotator Cuff outcomes Aligned with research key Configure Core - THA study Aligned with research key Configure **Export Results** Core - TKA study Aligned with research key Configure **Export Results** Core - UKA study Aligned with research key Configure **Export Results** Disabilities of the Arm Shoulder and Hand Score (DASH) **Configure Export Results** Aligned with research key EQ-5D-3L Health Questionniaire 1 Aligned with research key Configure **Export Results IKDC Subjective Knee Evaluation Form** Aligned with research key Configure **Export Results** International Hip Outcome Tool (iHOT-33) Aligned with research key Configure **Export Results** Configure **Export Results** Knee injury and Osteoarthritis Outcome Score (KOOS) Aligned with research key knee scope outcomes Aligned with research key 1429 x

## Application of algorithms









With your finger or pointer please mark on the sliding scale the extent of your level of pain. A mark on the far left means no pain. A mark on the far right means the worst pain possible. A mark may be place anywhere on the line which equals the level of pain you experience.

Please indicate the severity of your pain during activity:

No pain Worst possible pain

Please indicate the severity of your pain at rest:

No pain Worst possible pain

## ACL-QOL

Nick Mohtadi - University of Calgary

### **Symptoms and Functional Limitations**

The following questions are related to SYMPTOMS and physical COMPLAINTS regarding your knee injury.

1a. With respect to your overall knee function, how troubled are you by the severity of "giving way" episodes?

0 Major giving-way 100 Never gives-way

1b. With respect to your overall knee function, how troubled are you by the frequency of "giving way" episodes?

0 Constantly 100 Never

2. With any kind of prolonged activity (i.e. greater than half an hour) how much pain or discomfort do you get in your knee?

0 Severe pain 100 No pain

3. With respect to your overall knee function, how much are you troubled by stiffness, or loss of motion, in your knee?

0 Severely troubled 100 No trouble

4. Consider the overall function of your knee and how it relates to the strength of your muscles. How weak is your knee?

0 Extremely weak 100 No weakness

### Symptoms - These questions should be answered thinking of your knee symptoms during the last week.

1. What	t is the h	ighest le	vel of act	ivity that	you can p	erform wi	thout sign	ificant kne	e pain?	<b>\$</b>
This field	I cannot b	e left emp	ty.							
2. Durin	g the pa	st 4 wee	ks, or sin	ce your ir	njury, how	often hav	e you had	d pain?		
) Never	1	2	3	4	5	6	7	8	9	10 Consta
3. If you	have pa	ain, how	severe is	it?						
) No Pain	1	2	3	4	5	6	7	8	9	10 Worst Pain
1. Durin	g the pa	st 4 wee	ks, or sin	ce your ir				your knee		remely
5. What	is the hi	ghest le	vel of acti	vity you o	an perfor	m without	significar	nt swelling	in your	knee?
6. Durin	g the pa	st 4 wee	ks, or sin	ce your ir	njury, did y	our knee	lock or ca	atch?	No	Yes
7. What knee?	is the hi	ghest le	vel of acti	vity you o	an perfor	m without	significar	nt giving w	ay in yo	our \$
Previou	IS									Next



## Clinical decision making

- Results flow directly into EMR
  - Can see it on follow up
  - Frequently use it pre op in deciding if a patient is bad enough for surgery
  - Long term can then subdivide and classify patients

#### Notes

#### 2017-Sep-22: Ocean: Knee injury and Osteoarthritis Outcome Score (KOOS)

Knee injury and Osteoarthritis Outcome Score (KOOS) Symptoms: Knee swelling: Sometimes Knee ginding/clicking: Sometimes Knee catching: Rarely Able to straighten knee: Always Able to bend knee: Sometimes Stiffness Knee stiffness severity in morning: Mild Knee stiffness severity later in ...

#### 2017-Sep-22: Ocean: IKDC Subjective Knee Evaluation Form

IKDC Subjective Knee Evaluation Form Symptoms 1. Highest level of activity without knee pain: Light activities like walking, housework or yard work 2. Frequency of pain in the past 4 weeks or since injury score: 7/10 3. Pain severity score: 5/10 4. Severity of knee stiffness or swelling in th...

#### 2017-Sep-22: Ocean: Tegner

Tegner activity level scale @tegnerbefore: Level 9 Competitive sports - soccer, football, rugby (lower divisions), ice hockey, wrestling, gymnastics, basketball @tegnercurrent: Level 2 Work - light labor walking on uneven ground possible, but impossible to pack or hike

#### 2017-Sep-22: Ocean: Marx Activity Rating Scale v2

Marx Activity Rating Scale Please indicate how often you performed each activity in your healthiest and most active state, IN THE PAST YEAR. 1. Running: Running while playing a sport or jogging One time in a week 2. Cutting: changing directions while running 4 or more times in a week 3. Deceler...

#### 2017-Sep-22: Ocean: PCSv2

When I am in pain ... 1. I worry all the time about whether the pain will end. 2 To a moderate degree 2. I feel I can't go on. 1 - To a slight degree 3.

## Royal College

- Part of the current medical eduction portfolio is self evaluation
  - Forces you to look at your outcomes
  - Down the road groups and surgeons will likely publish outcomes as bench marks
  - If we can standardize we can better define learning curves
    - More controversial end of career tail off?





### Framework of Continuing Professional Development Activities

SECTIONS	CATEGORY	·	CDEDIT DATING
SECTIONS	CATEGORY	EXAMPLES	CREDIT RATING
Section 1: Group learning	Accredited group learning activities Conferences, rounds, journal clubs or small-group activities that adhere to Royal College standards. Accredited group learning activities can occur face-to-face or online.  Unaccredited group learning activities Rounds, journal clubs, small-group activities or conferences that have not been submitted for accreditation and have no industry sponsorship.	<ul> <li>Accredited rounds, journal clubs, small groups</li> <li>Accredited conferences</li> <li>Unaccredited rounds, journal clubs, small groups or conferences</li> </ul>	1 credit per hour  0.5 credits per hour (maximum of 50 credits per cycle)
	Planned learning Learning activities initiated by a physician (independently or in collaboration with peers or mentors) to address a need, problem, issue or goal relevant to their professional practice.	<ul> <li>Fellowships</li> <li>Formal courses</li> <li>Personal learning projects</li> <li>Traineeships</li> </ul>	100 credits per year 25 credits per course 2 credits per hour 2 credits per hour
Section 2: Self-learning	Scanning Learning activities used by a physician to enhance their awareness of new evidence, perspectives or discoveries that are potentially relevant to their professional practice.	<ul> <li>Reading a book</li> <li>Reading a book chapter</li> <li>Reading a journal volume</li> <li>Reading a journal article</li> <li>Bulk journal reading with transcript</li> <li>Bulk online reading/scanning with transcript</li> <li>Podcasts, audio, video</li> <li>Internet searching (Medscape, UpToDate, DynaMed)</li> <li>POEMs</li> </ul>	10 credits per book 2 credits per chapter 2 credits per volume 1 credit per article 1 credit per article 1 credit per hour 0.5 credits per activity 0.5 credits per activity 0.25 credits per activity
	Systems learning Learning stimulated by participation in activities such as setting practice standards, patient safety, continuous quality improvement; curriculum development; assessment tools and strategy development; examination board membership; or peer review.	<ul> <li>Clinical practice guideline development</li> <li>Quality care/patient safety committee</li> <li>Curriculum development</li> <li>Examination development</li> <li>Peer review</li> </ul>	20 credits per year 15 credits per year 15 credits per year 15 credits per year 15 credits per year
on 3: sment	Knowledge assessment Programs approved by Royal College accredited CPD provider organizations that provide data with feedback to individual physicians regarding their current knowledge base, enabling the identification of needs and development of future learning opportunities relevant to their practice.	Accredited self-assessment programs	All assessment activities are 3 credits per hour
Section Assessm	Performance assessment Activities that provide data with feedback to individual physicians, groups or interprofessional health teams related to their personal or collective performance across a broad range of professional practice domains. Performance assessment activities can occur in a simulated or actual practice environment.	<ul> <li>Accredited simulation activities</li> <li>Chart audit and feedback</li> <li>Multi-source feedback</li> <li>Direct observation</li> <li>Feedback on teaching</li> <li>Annual performance review</li> <li>Practice assessments</li> </ul>	

### Section 3: Assessment

### **Knowledge assessment**

Programs approved by Royal College accredited CPD provider organizations that provide data with feedback to individual physicians regarding their current knowledge base, enabling the identification of needs and development of future learning opportunities relevant to their practice.

### Performance assessment

Activities that provide data with feedback to individual physicians, groups or interprofessional health teams related to their personal or collective performance across a broad range of professional practice domains. Performance assessment activities can occur in a simulated or actual practice environment.

Accredited self-assessment programs

- Accredited simulation activities
- Chart audit and feedback
- Multi-source feedback
- Direct observation
- · Feedback on teaching
- Annual performance review
- Practice assessments

All assessment activities are 3 credits per hour

### MOC Program cycle requirements

The MOC Program is based on a five-year cycle, the first cycle beginning January 1 of the year following admission to the program. You must complete a minimum of

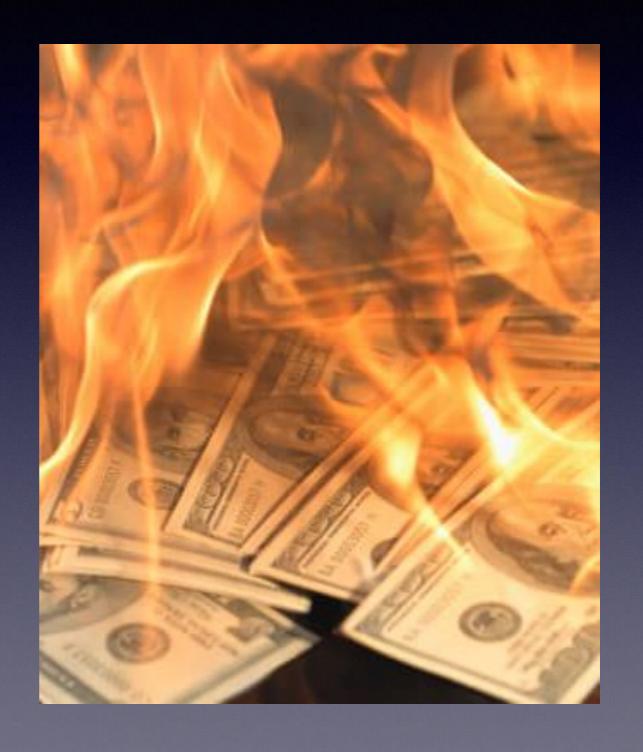
- 40 credits per year, and
- 400 credits over each five-year cycle.

Section 3 is 25 credits

## Keys to success

### Cost

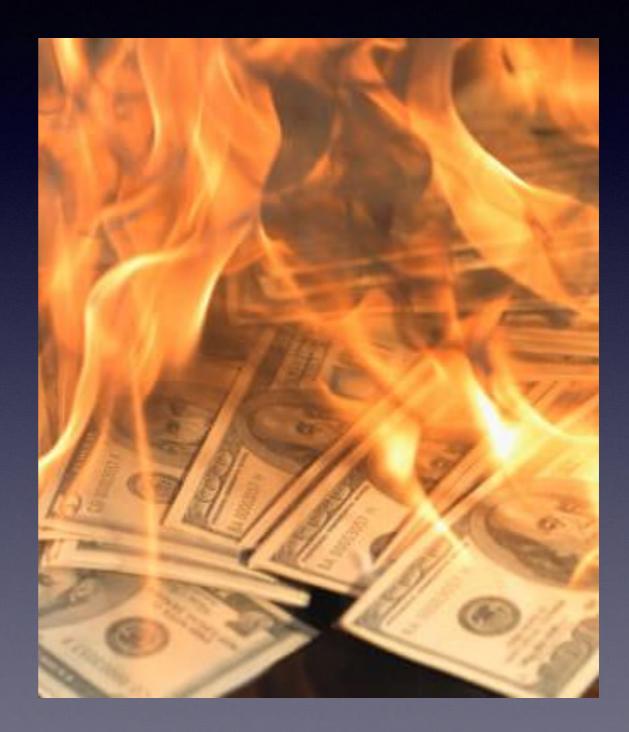
- There generally is not renumeration for this
- This is not easy to roll out across your practice
- Hard cost vs reoccurring cost
  - I blew \$6000 in my first 6 months because of poor system design
- Automation
- Ability to track when patient does not fill out the form
- Spend money on the people to analyze and follow up missed patients. Try and avoid paying to collect the data.



# Keys to success Keys to simply avoiding total failure

### Cost

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### Barriers

- Cost
  - Paper vs electronic
    - Neither are free
      - Electronic tends to have more upfront cost
      - Paper more backend cost
    - Tablets
    - Data input
    - Form design and publishing

- Output format/extraction
  - Data management Literacy
- Time requirement for patient/number of questions
- Validated outcome scores

## Summary

- Cost effective outcome assessment through automation
- Enhanced decision making in selecting patients for surgery
- Practice self-review (Royal College Mandate)
- Creation of procedure database to identify patient factors that may predict patient outcomes (positive or negative)



