An Osteopathic Curriculum:
Not just OMT

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Goals & Objectives

• Recognize the 4 Osteopathic tenets of Osteopathic Medicine
• Identify Osteopathic Recognition requirements
• Understand the role of OMT as a single element of a larger curricular model
• Review specific curricular elements that can address osteopathic principles as well as meet OR requirements
Osteopathic Tenets

• The body is a unit in which structure, function, mind and spirit are mutually and reciprocally interdependent
• Body has its own self protecting, regulating and healing mechanisms
• Structure and function are reciprocally related
• Treatment considers the preceding three principles

“...the only way that MDs, patients, or the media will recognize significant differences between the two medical professions is if these principles are applied in clearly distinct ways in teaching and practice.”

Norman Gevitz, PhD
How did we change?

• Osteopathy came about due to an physician wanting to approach medicine from a different avenue than had been generally taught in the allopathic world
• Now over 100 years later Osteopathy has evolved from almost purely manipulative treatment to a practice philosophy integrates both conventional medicine as well osteopathic elements
  • However, over time too many osteopathic physicians have lost some of their “osteopathic focus”
  • In order to think like an Osteopath, one must better understand and learn to embody the osteopathic principles (NOT just OMT)

But I do OMT???

• OMT is NOT osteopathy
• OMT is a TOOL of osteopathy
• Osteopathy is a set of principles - a way of thinking - a philosophy in which the Osteopath is focused on the bigger picture vs the minutia
How to create a curriculum?

• Two main goals:
  • Simple goal - “Pass Boards”
  • Higher goal - “Provide a FM residency program which produces highly educated, compassionate OSTEOPATHIC residents”

Questions to ask…

• When creating a curriculum ask yourself:
  • Who do we want to BE?
  • What do we want to DO?
ACGME Osteopathic Recognition

• Available since June 2015
• Must be ACGME accredited before able to apply
• 3 paged application
• Questions addressing OPP/Competencies/Osteopathic Focused Curriculum/Faculty/Resident Eligibility

OR Basic requirements

• Commitment by a program to teach and assess Osteopathic Principles and Practices (OPP) at the graduate medical education level.
• Overseen by the ACGME Osteopathic Principles Committee (OPC).
• **Osteopathic Recognition (OR)** vs. **Osteopathic Focused Track:**
  • **OR:** Conferred upon any ACGME-accredited program providing requisite training in Osteopathic Principles and Practice after appropriate application and review for adherence to established requirements.
  • **Track:** Programs receiving Osteopathic Recognition may designate all residents in the program as osteopathic-focused or only a portion of the program, which is referred to as an osteopathic-focused track.
• ***Programs with OR must create an osteopathic-focused learning environment that spans the length of the educational program***
OR basic requirements cont…

- Must have an identified leader of osteopathic-focused education (Director of Osteopathic-Focused Education)
- Program director vs. an appointed osteopathic-focused track director
- Minimum of 2 osteopathic-focused faculty
- This may include the Director of Osteopathic Focused Education
- Must demonstrate scholarly activity by faculty members and residents specific to Osteopathic Principles and Practice

Resident Eligibility

- Must meet 1 of the following:
  - Graduate of a COCA accredited COM & hold a DO degree
  - Graduate of LCME accredited school & hold MD degree
  - Graduate of non-US or Canada medical school & hold valid certificate from the Educational Commission for Foreign Medical Graduates; hold full unrestricted US medical license; completed Fifty Pathway program by LCME accredited school
  - ***Residents not COCA graduates must also have “sufficient background/instruction in OPP and OMT” ***
Osteopathic Learning Environment

• Program specific curriculum that “spans the length of the educational program”
  • Each residency program will have slightly different aspects of the curriculum based on location, faculty, patient population, etc
  • Meets the ACGME Osteopathic Milestones
• May include:
  • Focused Rotations, Integrated Rotations, Osteopathic Rounds, Clinic Rotations, Osteopathic Patient Care Conferences

Osteopathic Learning Environment:
Focused Rotations

• OMT/OPP specific rotation
  • Resident spends a fixed amount of time rotating with attending where a majority of patient encounters involve OPP/OMT
  • Outpatient NMM/OMM rotation
  • Outpatient FM/OMM rotation
  • Inpatient OMM service
• ***Goals/objectives specific for the entire rotation***
Service hours
- Monday - Friday: 7:30am - 5pm

Service expectations
- All residents and students are required to attend all morning and noon hospital lectures, a schedule can be obtained from medical education.
- Reading assignments will be given for further learning and discussion.
- All residents/students are expected to give 20 minute OMM lecture during month of service.

Daily routine
- Residents and students will meet at 8:30am or immediately following the morning lecture to divide new consults and existing patients. Residents and students should follow the same patients throughout their hospitalizations when at all possible.
- New consults should be seen first thing in the morning and the consult form filled out in the EMR.
- Residents will see previous patients until all have been evaluated and documented.
- The attending physician will notify the resident/student when he/she arrives in the morning.

Attending schedule
- Monday: Dr. Nixon
- Tuesday: Dr. Sofia
- Thursday: Dr. Muna
- Friday: Dr. Misra

*Disclaimer: The information presented is for educational purposes only and does not constitute medical advice.

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American Academy of Family Physicians

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Osteopathic learning environment: Integrated Rotations

• Non OMM/OPP specific rotation, however planned exposure to these is included as part of the rotation
  • Resident assigned to sport medicine service where one partner is a DO and practices OMM/OPP during clinic

• ***Goals & objectives are specific for the periods when exposure occurs***
Osteopathic learning environment: Osteopathic Rounds

- Resident participates in regularly scheduled osteopathic rounds by qualified physician - typically inpatient
  - IM/FM inpatient service in which once weekly osteopathic rounds occur

- ***Goals & Objectives are included for the period when exposure occurs***
Osteopathic learning environment: Clinic rotations

- Planned exposure to OPP/OMT during continuity clinic with osteopathic attending
  - OMM/OMT specific clinic days
  - OMM/OMT incorporated into daily clinic schedule

- ***Goals & Objectives included as part of the clinic rotation G&O’s***
Osteopathic learning environment: Osteopathic Patient care Conferences

- Participation in regularly scheduled conference with Osteopathic physicians related to OPP/OMT
  - Weekly didactic sessions
  - OMM/OMT lectures/presentations
  - Formal conferences (AOA/UAAO)

- ***Goals & Objectives specific to each conference/didactic lesson***
Didactics schedule example

Evaluations

- Must show proof of how you plan to evaluate the osteopathic components of the curriculum
  - Program Evaluation
  - Resident Evaluation
  - Faculty Evaluation
# Faculty Evaluation Form

1. **Core Competency - Patient Care**
   a. The attending demonstrated an understanding of the patient’s condition and needs.
   b. The attending provided care that was consistent with current medical practice.
   c. The attending communicated effectively with the patient and family.

2. **Core Competency - Medical Knowledge**
   a. The attending demonstrated an understanding of current medical knowledge.
   b. The attending participated in and attended educational sessions.
   c. The attending maintained current medical knowledge.

3. **Core Competency - Practice-Based Learning and Improvement**
   a. The attending demonstrated the ability to learn and apply new knowledge.
   b. The attending engaged in self-assessment and improvement.

4. **Core Competency - Interpersonal and Communication Skills**
   a. The attending provided feedback in a constructive and timely manner.
   b. The attending listened to and valued resident feedback.

5. **Core Competency - Professionalism**
   a. The attending treated me and other learners with respect.
   b. The attending was present and completed tasks in a timely and punctual manner.
   c. The attending is one I perceive to be professional as a physician.

6. **Core Competency - Systems-Based Practice**
   a. The attending incorporated cost-effective approaches while providing high-quality care.
   b. The attending maintained teaching regarding coding and billing.
   c. The attending identified appropriate programs and aids for patients to provide access to care.
   d. The attending worked with other specialists from other disciplines to enhance patient care.

7. **Osteopathic Philosophy and Osteopathic Manipulative Medicine**
   a. The attending integrates osteopathic principles into teaching and patient care.
   b. The attending completes and evaluates structural exams during patient care.
   c. The attending regularly recommends OMT where appropriate for patient care.
So How do I start???

- Add OPP & OMM to didactic schedule & lecture presentations
- Incorporate OPP into daily resident interactions with clinic patients
- Encourage residents to seek out rotations with attending dedicated to teaching OPP/OMM whenever possible
- Consider adding specific OPP/OMM rotations

Summary

- Osteopathic Tenets: The body is a unit in which structure, function, mind and spirit are mutually and reciprocally interdependent; Body has its own self protecting, regulating and healing mechanisms; Structure and function are reciprocally related; Treatment considers the preceding three principles
- Key components of OR include osteopathic faculty, osteopathic scholarly activity and and osteopathic curriculum
- OMT is only a single elements of an osteopathic curriculum and should not be the sole focus; rather focus should be on incorporating OPP into the overall curriculum as much as possible
- In order to develop an osteopathic curriculum it is important to include OPP/OMT by creating an osteopathic learning environment through Focused rotations, integrated rotations, osteopathic rounds, clinic rotations and/or osteopathic paint care conferences
Questions???

Please complete the session evaluation.

Thank you.
Resources

• http://www.acgme.org/Portals/0/PFAssets/Presentations/Osteopathic_Recognition_Requirement_and_Application_Basics_ (Presented_at....pdf
• http://www.acgme.org/Portals/0/PFAssets/Presentations/Application_and_Maintenance_of_Osteopathic_Recognition_ (Presented_at_AOD....pdf
• http://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/Osteopathic_Recognition_Requirements.pdf
• http://jaoa.org/article.aspx?articleid=2093280