

BUILDING AN OMT CURRICULUM ACROSS THREE YEARS

Susan Ratay, DO MS

Session Date: Friday, November 1

Time of Session: 11:00 am - 12:00 pm



Objectives


- Define Osteopathic Recognition
 - Describe the need for continued OR education in GME
 - Understand the components of a successful OR application
 - Understand the components of a successful OPP/OMT curriculum
 - Develop a plan for a successful ACGME application and site visit
-

Agenda

- Review of OR application
 - Block Diagram and Rotation G&O
 - Define Faculty
 - Evaluation tools
 - Medical Knowledge assessment
 - Didactics curriculum
 - Scholarly Activity Options
 - Faculty Development
 - Recruitment / Match
 - Projects/ Questions
-

What is OR?

“a designation conferred by the ACGME’s Osteopathic Principles Committee upon ACGME-accredited programs that demonstrate, through a formal application process, the ***commitment to teaching and assessing Osteopathic Principles and Practice (OPP)*** at the graduate medical education level.”



Need for OR in Residency Training

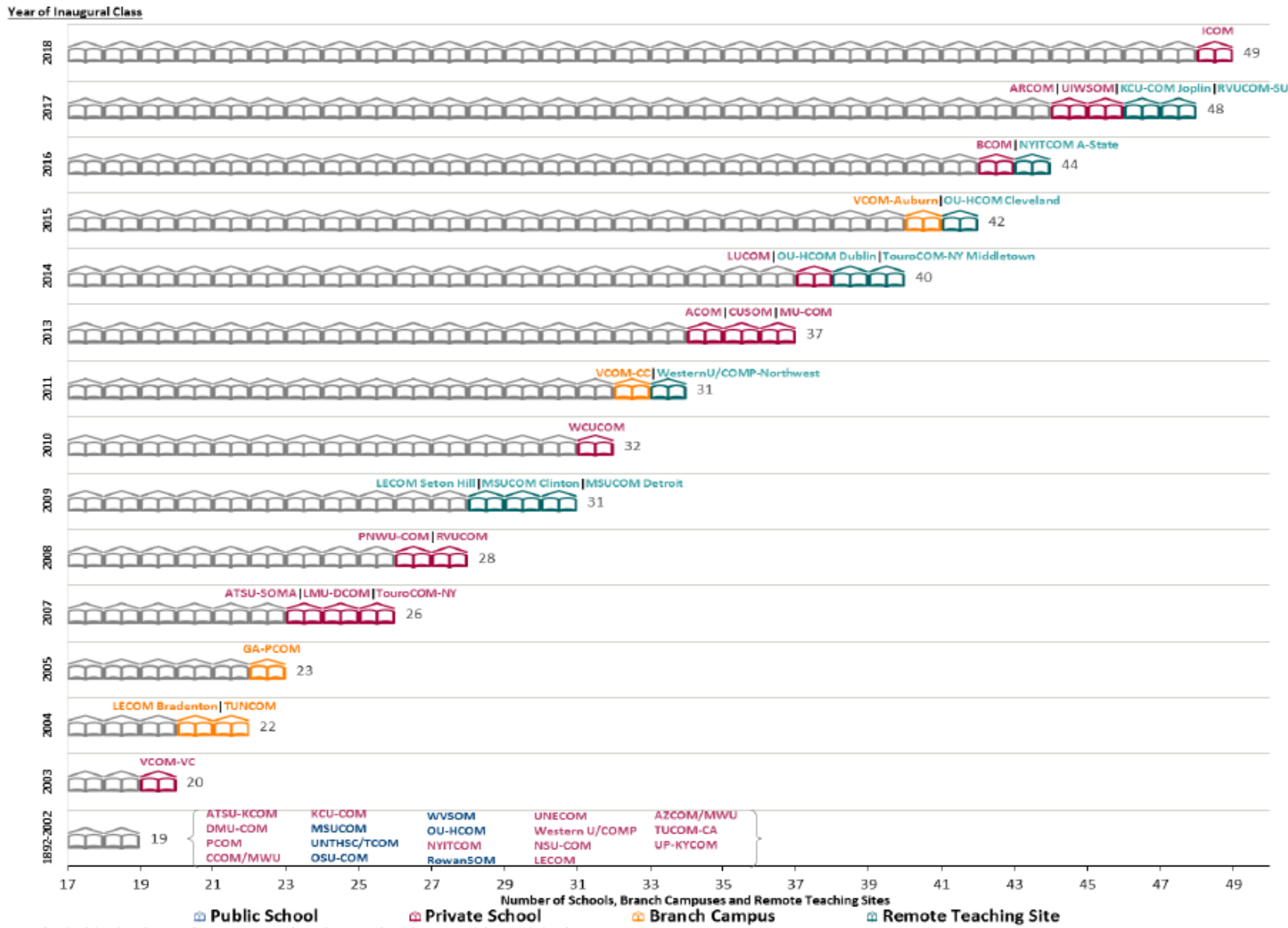
<https://www.aacom.org/reports-programs-initiatives/aacom-reports#Latest>

https://www.aacom.org/docs/default-source/data-and-trends/aacom-2017-2018-academic-year-graduating-seniors-survey-summary-report.pdf?sfvrsn=e14d2197_6

<https://www.aamc.org/data/facts/>

- In 2018, 20,981 applicants to DO schools, 7,415 matriculated
 - Roughly 25% of medical trainees are Osteopathic
 - 21,622 AAMC matriculated
- Colleges of Osteopathic Medicine (COMs) show that **98.48%** of spring 2019 graduates seeking GME successfully placed in graduate medical education (as of April 1, 2019)
- **6,482** new physicians beginning their graduate medical education in July 2019
 - Up from 6,186 new physicians in 2018
 - increase in the number of graduates is accounted for by several COMs graduating their first classes and growth at existing COMs
- Approximately 70% of third-year osteopathic medical students surveyed by the AACOM indicated that programs with osteopathic recognition were more appealing than ACGME-accredited programs without osteopathic recognition.

Figure 2: New U.S. Osteopathic Medical Schools by Year of Inaugural Class



Note: The schools listed are the new colleges, campuses, and sites that matriculated their inaugural classes in the listed year.
 Note: Updated as of January 2018.
 Note: Book image courtesy of: <http://ic8.link/1953>

- Graduating first class 4 yrs later....

- 2019 graduated 1st class at:

VCOM- Auburn

OU-HOM Cleveland

Table 1. Status of Applications as of August 21, 2019


	Institutional Sponsors	Program	Osteopathic Recognition
Total Applications	95	730	221*
Total Initial or Continued Accreditation/Recognition**	92	638	200

* Does not include programs that applied and did not receive initial recognition. **Includes programs with continued accreditation without outcomes, and initial accreditation with warning, initial recognition with warning, initial accreditation, and continued recognition without outcomes.

7 of the 200 are from UHOC!!!

OR
Requirements:
Introduction B
Definitions

(ACGME
2018)

- OPP refers to a **philosophical and practical approach to patient management and treatment**, including **OMT**, based on an understanding of body unity, self-healing and self-regulatory mechanisms, and the interrelationship of structure and function.
 - OPP further defines the conceptual understanding and practical application of the **distinct behavioral, philosophical, and procedural aspects of clinical practice related to the four tenets of osteopathic medicine.**
- 

Review of the OR application

- Mission and Aims
 - Participating Sites
 - **Faculty/Teaching Staff**
 - Osteopathic Physician Curriculum Vitae
 - **Faculty Scholarly Activity**
 - Osteopathic Designated Residents
 - **Resident Scholarly Activity**
 - **Block Diagram**
 - **Osteopathic Recognition Specific Questions**
 - **Designated Osteopathic Resident Appointment Policy**
 - **Forms (Formative and Summative)**
 - **Forms (Evaluations of faculty, Program by faculty and Residents)**
 - Survey report (ACGME)
-

Block Diagram and Rotation G&O

Block	1	2	3	4	5
Site #	7	7	15	7	7
Rotation Name	EM	FM	Peds	IM	IM
% Outpatient	0	100	100	0	0
% Research	0	15	10	5	5
Osteopathic Experiences	D	R/C/D	D	R/D	R/D

Key

Osteopathic Experiences

R - Osteopathic education/experience in the clinical setting (i.e. rotations)

C - Osteopathic clinic integrated into specialty clinic or OMT clinic

D - Osteopathic didactics/labs

Goals and Objectives

	By the end of the PGY-1 rotation on inpatient PM&R rotation, the learner will:	PGY-2	PGY-3	Learning Activities	Evaluation Methods
1.	Memorize somatic dysfunction diagnosis steps, and verbalize and reproduce correctly with some prompting.	Memorize somatic dysfunction diagnosis steps, and verbalize and reproduce correctly without prompting.	Applies diagnostic skills to various structures in the same area simultaneously.	DS, FS	AE
2.	Demonstrate hand placement and motions needed for screening examination, diagnosis and techniques that are mostly correct but may lack precision/accuracy.	Performs skill fluidly and precisely without hesitation or awkwardness.	Adapts and adjusts technique to unique situations with some effort.	DS, FS	AE
3.	Explains the steps of the technique completely in the proper order with some hesitation or simplification.	Explains the steps of the technique completely and in the proper order.	Amount and direction of force are precise to optimize therapeutic response.	DS, FS	AE
4.	Describe the physiology of the viscerosomatic reflex and other dysfunctions associated with the common conditions and presentations	Explains rationale clearly and confidently using accurate anatomy and physiology with good specificity and accuracy.	Explains osteopathic techniques and philosophy clearly to patients, attending Physicians, and students with clarity and accuracy.	DS, FS	AE
5.	Summarize the role of sympathetic, parasympathetic,	Contacts correct anatomic structure and	Correctly identifies dysfunction at various tissue	DS, FS	AE


ACGME Define Faculty

*OR
Requirements:
ACGME 2018*

*“[The] program must maintain a sufficient number of osteopathic faculty members.” -
ACGME*

- **Director of Osteopathic Education**
- **Osteopathic Faculty**
 - Participating in delivery of the osteopathic curriculum, regardless of medical degree (DO, MD, etc.).
 - The certification requirement does not mandate that the board certification must be in the same specialty as that of the program.
 - “Osteopathic faculty” refers collectively to the physicians responsible for educating residents participating in a program with Osteopathic Recognition. The term “osteopathic faculty” does not imply or require salary support.
- **Core Osteopathic Faculty**
 - the program must have at least one additional core osteopathic faculty member
 - This is typically the Program Director if a DO, or any other faculty ALSO boarded in same specialty as the program
 - must meet all osteopathic faculty member requirements
 - **Assists in development of curriculum and evaluation methods AND teach!*

Additional Faculty:

- **Shared faculty** - We designate all Osteopathic faculty at our institution who lectures as *Osteopathic Faculty*, not necessarily *Core Osteopathic Faculty*
 - **Visiting faculty** – use visiting DO presenter to enhance diversity in curriculum, NOT designated in ADS as faculty
 - Consider using **Senior residents and fellows** of AOA or OR programs as additional evaluators, presenters, etc.
- 

ADS Faculty Roster

<https://apps.acgme.org/connect/login>

- There are 2 designations for program specific faculty
 - Program Faculty
 - Program Faculty AND Osteopathic Faculty
- *THEN... on "Recognition" tab*, designate Faculty as one of the following:
 - **Program Faculty**
 - **Osteopathic Faculty**
 - **Program and Osteopathic Faculty**

Changing Osteopathic Designation – Faculty

1. Log into ADS
(<https://apps.acgme.org/ads>)

2. Select The Recognition tab
in the upper right corner



The screenshot displays the GME ADS application interface. At the top, a dark blue navigation bar contains the GME logo, a notification bell with '1', 'FAQs', and a user profile for 'Laura DiNunzio'. Below this is a secondary navigation bar with tabs: Overview, Program, Faculty, Residents, Sites, Surveys, Milestones, Updated Application, Recognition (selected), and Reports. The main content area is titled '1403800541 - UNIVERSITY HOSPITALS OSTEOPATHIC CONSORTIUM (UHOC) PROGRAM' and 'Internal Medicine - Richmond Heights, OH'. It features several sections: 'Osteopathic Recognition' with a status of 'Initial Recognition' and an effective date of 'July 01, 2018'; 'Updated Recognition Application' with a 'View' button; 'Uploaded Documents' with a 'Manage' button; and 'Manage Osteopathic Personnel' with buttons for 'Manage Residents', 'Manage Faculty', and 'Director of Osteopathic Education'. A right-hand sidebar includes an 'Overview Legend' with 'Missing Data' and 'Section Complete' indicators, 'Reference Materials', and a 'Journal of GME' button.

OR Faculty in ADS

4. Under Manage Osteopathic Personnel, Select Manage Faculty

5. Check the box of the faculty member; select the new designation from the drop down. Save using the GREEN Save button in the upper right corner. The options are:
Program Faculty
Osteopathic Faculty
Program & Osteopathic Faculty
Faculty

Manage Osteopathic Personnel

Manage the educational focus of your Residents, Faculty, and Director of Osteopathic Education.

[Manage Residents](#) [Manage Faculty](#) [Director of Osteopathic Education](#)

Manage Faculty Educational Focus [Save](#)

<input type="checkbox"/>	Last Name	First Name	Degrees	Title	Educational Focus
<input type="checkbox"/>	Fleksher	Daniel	MD	Non Core Faculty	Program Faculty
<input type="checkbox"/>	Gregorin	Jason	DO	Assistant Program Director, Core Faculty, ...	Program and Osteopathic Faculty
<input type="checkbox"/>	Iyer	Indresha	MD	SEC-Cardiology	Program Faculty
<input type="checkbox"/>	Koletsy	Richard	MD	SEC-Endocrinology	Program Faculty
<input type="checkbox"/>	Levine	Seth	DO	Core Faculty	Program Faculty
<input type="checkbox"/>	Mohiuddin	Afshan	MD	Core Teaching Faculty	Program Faculty
<input type="checkbox"/>	Parnell	Christopher	DO	Osteopathic Faculty	Osteopathic Faculty
<input type="checkbox"/>	Ratay	Susan	DO	Director of Osteopathic ...	Program and Osteopathic Faculty
<input type="checkbox"/>	Roter	Elisabeth	MD	SEC-Rheumatology	Program Faculty
<input type="checkbox"/>	Spech	Richard	MD	SEC-Nephrology	Program Faculty
<input type="checkbox"/>	Stern	Jason	DO	SEC-Hematology/Oncology	Program Faculty
<input type="checkbox"/>	Sun	Yan	MD, PhD	Teaching Faculty	Program Faculty
<input checked="" type="checkbox"/>	Winer	N	MD	SEC-Neurology	Program Faculty
<input type="checkbox"/>	Wynbrandt		MD	Internal Medicine Residency Program ...	Program Faculty

Educational Focus: [back to top](#)

OR Prerequisite

“Programs with Osteopathic Recognition are asked to describe their expectations for foundational education [of NON-DO applicants] in order to increase the chance of resident success. The breadth and depth of such foundational education will reflect the resources, expertise, and culture of the program.” -
ACGME

- Form REQUIRED in OR application “Designated Osteopathic Resident Appointment Policy”
- Each OR program must have ***at least one designated osteopathic resident per program year***, averaged over three years
- ***Prior to entering*** a designated osteopathic position, applicants must have ***sufficient background and/or instruction*** in osteopathic philosophy and techniques in manipulative medicine to prepare them to engage in the curriculum of the program, to include:
 - osteopathic philosophy, history, terminology, and code of ethics;
 - anatomy and physiology related to osteopathic medicine;
 - indications, contraindications, and safety issues associated with the use of OMT; and,
 - palpatory diagnosis, osteopathic structural examination, and OMT.

OR *Prerequisite*

- The program ***must have a policy that outlines the eligibility requirements for appointment***, based on the type of medical school from which the applicant graduated.
 - The policy must clearly identify what is required of the applicant ***prior to entering*** a designated osteopathic position in an ACGME-accredited program with Osteopathic Recognition.
-

EXAMPLE:

The following prerequisites are required for a non-osteopathic physician to complete PRIOR to entering any University Hospitals Osteopathic Consortium (UHOC) ACGME Osteopathic Recognition training program. Candidates must provide documentation of completing the following:

A minimum of 120 hours of formal training in Osteopathic Principles and Practices, including the application of OMT.

The 120 hours must include:

- **60 hours of formal didactics** provided by an accredited organization (AOA AAO, AACOM, ACOEP, ACOPMR and ACOI), osteopathic medical school, or a training site with AOA and or ACGME Osteopathic Principles and Practices, including the application of OMT.
- **60 hours in a clinical setting where OPP/OMT is utilized as a significant contribution** in the management of patients under the supervision of an osteopathically trained physician.

The applicant must submit **a letter that describes their interest in entering the ACGME Osteopathic Recognition program** to be reviewed by the recruiting committee for that specialty.

The residency candidate must have **a letter of recommendation from an osteopathic physician who utilizes OPP in their practice setting.**

Evaluation tools

**ACGME requires a
minimum on 5
evaluations tools*

*“Osteopathic faculty MUST evaluate
designated osteopathic residents
application of OPP through direct
observation of patient encounters” –
ACGME (2018)*

- **Form(s) used for Formative Evaluation of Designated Osteopathic Residents**
 - Conference/Didactic Handouts
 - Monthly rotation evaluations
- **Form(s) used for Summative Evaluation of Designated Osteopathic Residents (NOT MILESTONES!!)**
 - Summative Evaluation and Promotion Summary
- **Form(s) used for Evaluation of *Osteopathic Faculty***
 - Resident Evaluation of the Faculty, DOE evaluation of the faculty
- **Form(s) used for Evaluation of *Program by Osteopathic Faculty***
- **Form(s) used for Evaluation of *Program by Designated Osteopathic Residents***


ACGME Resident Survey

- Every year ACGME asks Designated Osteopathic Residents **9 questions** to compare to other OR residents nationally.

Do you feel....	Clinical Experience		Didactic Experience	
	Yes	No	Yes	No
You receive an adequate education in Osteopathic Manipulative Treatment?				
You received an adequate education in Osteopathic Practices and Principles?				
Your Osteopathic faculty are providing you an adequate education in OMT/OPP?				
You have the necessary facilities to obtain an adequate training in OMT?				

Do you feel...	Extremely	Very	Somewhat	Slightly	Not at all
Your osteopathic faculty are engaged and supportive of Osteopathic residency education?					
Your non-osteopathic faculty and staff are interested and supportive of osteopathic residency education?					
You have sufficient osteopathic faculty supervision and instruction?					
You are adequately trained to apply OMT in your designated specialty?					
You are adequately trained to apply OPP in your designated specialty?					

Proposed additional tools:

- ROCA (Resident Observation & Competency Assessment)
 - OSCE (objective structured clinical examination)
 - On-line modules
 - ***OPP/OMT In-service Training Examination***
 - Entrance Assessment Examination
 - Chart Reviews (Rubric included in handouts)
 - Self-Evaluations and Learning Plans
 - Peer review of teaching
 - Patient Surveys
- 

“Osteopathic Educational Program” in OR application 2018

List the teaching methods and assessment methods used to integrate OPP into each of the ACGME Competencies.

Osteopathic Recognition Milestone Tools – REPORT CARD

Resident Name: _____


Milestone	Description	Tools	Grade (1-5)
Patient Care	Independently incorporates OPP to include the 4 tenets to promote health and wellness in patient care.	Chart review (rubric)	
	Independently incorporates OPP/OMT in all aspects of patient care for patients with <i>common</i> conditions. (History, PE, assessment, plan, billing, etc.)	Chart review Lectures/Mentoring/ teaching Experiences	
	Independently performs a focused Osteopathic structural examination.	Chart review	
	Independently diagnoses somatic dysfunction appropriate to patient conditions.	Chart Review OR Faculty Evaluations	
	Independently performs treatment of somatic dysfunction in <i>common</i> conditions.	OR Faculty Evaluations	
Medical Knowledge	Applies <i>knowledge</i> of 4 tenets and 5 models of Osteopathic Care to patient care.	UHOC Quizzes Chart Review	
	Applies <i>knowledge</i> of appropriate OMT techniques in patient care plan.	UHOC Quizzes Chart Review	
	Demonstrates <i>knowledge</i> of risk versus benefit of OMT.	UHOC Quizzes Chart Review	
	Demonstrates <i>knowledge</i> of absolute and relative contraindications of OMT.	UHOC Quizzes Chart Review	
Practice-based Learning and Improvement	Prepares and presents osteopathic-focused scholarly activity or didactic session.	Presentation at Conferences OR Intern Research	
	Incorporates specialty-relevant research to better apply OPP/OMT to patient care.	Attendance and presentation at OMT/OPP Journal Club Participation in OPP/OMT research	

Medical Knowledge Assessment Tools:

- CORTEX
 - Clinical Osteopathic Recognition Training Exam
 - a formative stand-alone OPP/OMM exam that will fulfill the Osteopathic Recognition ACGME requirement. This is open to DOs, INTERNS AND MDs in AOA ACCREDITED and ACGME ACCREDITED programs WITH OSTEOPATHIC RECOGNITION.
 - Email to all OR programs was sent out in August 2019, with deadline to register by Sept 6th, 2019, for the testing date of Thurs Oct 10th, 2019.
 - \$75 per resident per year (75 question examination) – likely not in GME budget for 2019-2020 year
- Other In-service Training Examination – Join me!!?
- Quizzes
- Etc.

Didactics curriculum

*“Osteopathic faculty members
MUST actively participate in
organized clinical discussions,
rounds, journal clubs, or
conferences, for designated
osteopathic residents, with
specific integration of OPP,
including OMT.” – ACGME
(2018)*

- Didactics
 - We have a **4 hours conference once per month**
 - 1 hour- faculty led content
 - 1 hour Resident “Ground Rounds” case presentation
 - Every other month
 - 1 hour Journal review
 - 1 hour integrative Medicine or Wellness talk
 - 1 hour “free”
 - Resident Forum
 - ACGME Common Program requirement topic
 - Research
 - Career development
 - Etc.
- 

Year #	Week #	3 year curriculum
		Topic
Year 1 Friday, July 19, 2019	Week 1	<ul style="list-style-type: none"> • State of Osteopathic Recognition Nationally and Locally • Professionalism • Recruitment & Q&A • Osteopathic Documentation, Billing & Coding
Friday, August 16, 2019	Week 2	<ul style="list-style-type: none"> • Myofascial Release/Soft Tissue (Technique) • Resident Lecture: Family Medicine – Regionals “The Osteopathic Approach to Managing the Female & Pregnant Patient” • Research • ACGME Common Program Requirements: Financial Literacy in Residency
Friday, September 20, 2019	Week 3	<ul style="list-style-type: none"> • Thoracic spine anatomy/ manipulation and lab (Region) : • UH Connor Integrative Health Network: “Non-pharm pain relief” • Resident Lecture: Family Medicine- St. Johns “Application of OMT of the Head and Neck [URI’s, Otitis Media and Sinusitis]” • Osteopathic Journal Review
Friday, November 1, 2019	Week 4	<ul style="list-style-type: none"> • Muscle Energy (Technique) • Resident Lecture: Internal Medicine- Parma “Application of OMT to the Hospitalized Patient”
		<ul style="list-style-type: none"> • Stress Management Techniques • Resident Forum

Faculty Topics

3-yr
rotating
cycle

- Myofascial Release/Soft Tissue (Technique)
 - Thoracic spine anatomy/ manipulation and lab (Region)
 - Osteopathic Billing and Coding # 1 (Systems)
 - Muscle Energy (Technique)
 - Cervical spine anatomy/ manipulation and lab (Region)
 - Articular Techniques/ Still (Technique)
 - Elbow and wrist anatomy/ manipulation and lab (Region)
 - Functional Techniques and PINS (Technique)
 - Knee anatomy/ manipulation and lab (Region)
 - Osteopathy in the Cranial Field (Technique)
 - Visceral manipulation and lab (Region)
 - FPR (Technique)
 - Lymphatics (Region)
 - Osteopathic Billing and Coding # 2 (Systems)
 - Ankle and Foot anatomy/ manipulation lab (Region)
 - Sacral/pelvis anatomy/ manipulation and lab (Region)
 - Counterstrain (Technique)
 - Rib anatomy/ manipulation and lab (Region)
 - HVLA (Technique)
 - Shoulder anatomy/manipulation and lab (Region)
 - Ligamentous Articular Strain Technique and Balanced Ligamentous Tension Techniques (Technique)
 - Hip anatomy/ manipulation and lab (Region)
 - Chapman Reflex Points and Visceral Techniques (Technique)
 - Cranial anatomy/ manipulation and lab (Region)
-

Resident “Grand Rounds” Cases

** We provide them
with a PPT
Template, reading
materials, etc.*

- “The Osteopathic Approach to Managing the **Female & Pregnant Patient**”
- “Application of OMT of the **Head and Neck** [URI’s, Otitis Media and Sinusitis]”
- “Application of OMT to the **Hospitalized Patient**”
- “Application of OMT to the **Surgical Patient**”
- “Application of OMT to **Oncologic/End-of-Life Patient**”
- “Utilization of OMT in the **Urgent and Emergent Care Patient**”
- “Application of OMT to Evaluate and Manage **Shoulder Pain**”
- “Application of OMT to the **Psychiatric/Cognitive Patient**”
- “Application of OMT to Manage Patients with **Hip Pain**”
- “Utilizing OMT to Manage Patients with **Lower Respiratory Disorders.**”
- “The Osteopathic Approach to Manage

Urologic Patients”

- “Application of OMT to Manage **Abdominal Pain**”
- “Application of OMT to the **Cardiac Patient**”
- “Utilizing OMT to Manage **Lumbar Pain**”
- “Utilizing OMT in Treating Patients with **Lymphatic Disorders**”
- “Application of OMT to Manage Patients with **Ankle and Foot Pain**”
- “The Osteopathic Approach to Patients with **Vertigo** Utilizing Osteopathic Cranial Manipulation”
- “Application of OMT to Manage Patients with **Knee Pain**”
- “Utilizing OMT to Manage **Sacral Pain**”
- “Application of OMT to Evaluate and Manage **Elbow and Wrist Pain**”
- “Application of OMT to Patient with **Chronic Pain**”

<https://www.aacom.org/aogme/education/webinars/series/topics/osteopathic-recognition-webinars>

The screenshot shows the AACOM website header with the logo and navigation links: Store, Contact Us, Member Login, AACOMunities. Below the header is a horizontal menu with categories: Become an Osteopathic Physician, Osteopathic Medical Education, Issues & Advocacy, Reports & Programs, News & Events, and About AACOM. The breadcrumb trail reads: Home / AOGME / Webinars/Professional Development / Webinar Series / Osteopathic Focused Grand Rounds. The AOGME logo (ASSEMBLY OF OSTEOPATHIC GRADUATE MEDICAL EDUCATORS) is displayed above a sidebar menu with items: About Us, Membership, Programs & Awards, Publications, Webinars/Professional Development (selected), and Webinar Series. The main content area features the title 'Osteopathic Focused Grand Rounds: Supporting an Osteopathic Learning Environment', the date 'December 13, 2017', the presenter 'Michael Rowane, DO and Susan Ratay, DO', and a summary paragraph. A 'View Webinar In New Window' link is at the bottom.

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Osteopathic Focused Grand Rounds: Supporting an Osteopathic Learning Environment

December 13, 2017

PRESENTER:

- Michael Rowane, DO and Susan Ratay, DO

SUMMARY:
This will be a joint presentation from the AODME and the American Academy of Osteopathy. The session will be an information focused session. We have developed a nice model and want to share that with the profession.

[View Webinar In New Window](#)

Example Conference Schedule

Myofascial Release/Soft Tissue (Technique)- Susan Ratay, DO MEd

- Technique Principle with history; Technique Classification; Indications; Contraindications; Demonstration
 - Nicholas & Nicholas (2008). Ch. 7 *Soft Tissue Techniques* p. 79-114; Ch. 8 *Myofascial release Techniques* p.115-128.
 - DiGiovanna et. Al (2005). Ch. 12 *Myofascial (Soft Tissue) techniques* p. 80-83


Resident Lecture: Family Medicine – Regionals “The Osteopathic Approach to Managing the Female & Pregnant Patient”

- Case presentation, Pertinent H&P, Structural findings, Review of Literature, Proposed OMT Protocol; Demonstration of 3-5 Techniques
 - Nelson & Glonek (2015). Ch. 13 The Female Patient p 127-141.
 - AG Chila (2011). Ch. 63 Lower Extremity Swelling in Pregnancy p 961-965 and Ch. 64 Low Back Pain in Pregnancy p 967-972.
 - DiGiovanna et. Al (2005). Ch. 116 *Gynecologic and Obstetric Applications* p.646-659

Research “Scholar 12”- Robert W. Hostoffer, Jr., DO, FAAP, FACOP (<http://www.oanet.org/aws/OOSA/pt/sp/scholar7>)

ACGME Common Program Requirements: “Financial Literacy in Residency” - Mike Romanello

Scholarly Activity Options

- JGME or other PubMed Journal Peer-Reviewer
 - Regional / National Conference presenter
 - ACOI poster/abstract
 - ACOI presentation
 - Research/ Publications
 - Scholar programs on OOA for guidance
 - “Scholar 12”- Robert W. Hostoffer, Jr., DO, FAAP, FACOP (<http://www.oonet.org/aws/OOSA/pt/sp/scholar7>)
 - Education research
 - MedEdPortal.org (<https://www.mededportal.org/>)
 - Journal of Graduate Medical Education
 - Medical Teacher
 - Grant opportunities
 - Look to local Osteopathic medical schools
- 

- Exhibits/Sponsorship/Advertising
 - Exhibits and Sponsorships
 - Why Exhibit?
 - Current Exhibitors
 - Past Exhibitors
- GME
 - General Information
 - Approved Programs
 - ACGME Programs with Osteopathic Recognition (OR)
 - Approved Subspecialty Programs
 - Standards
 - Subspecialty Basic Standards
 - New Program Application Materials
 - Program Increase Request Materials
 - New Program Director Application
 - Core Competency Evaluations
 - Mentor Program
 - Program Directors
 - Standards

Eligibility

To submit an abstract, the following criteria must be met:

- At least one of the authors must be an ACOI member who has paid the current membership dues.
- Categories for submission include:
 - Model application of the ACGME Milestones
 - Innovative approaches to meet requirements for scholarly activity
 - Faculty development
 - Trainee/faculty wellness
 - Integration of OPP/OMT into training programs
 - Prospective clinical studies (completed or in-process)
 - Retrospective analyses (e.g., chart audits, registries)
 - Descriptive studies
 - Unique case presentations

Encore presentations are welcome.

Responsibilities of the Presenting Author

- The first author listed for each abstract serves as the presenting author and as the primary contact for all correspondence regarding the abstract, unless otherwise specified under the "contact Information" section of the submission.
- The presenting author must be one of the co-authors listed on the submitted abstract.
- The presenting author is responsible for the following:
 - Ensuring that all authors have read the abstract and agreed to be co-authors. Failure to get approval from all authors will result in rejection of the abstract.
 - Notifying all co-authors of any additions, deletions, and changes to the program, as may be communicated by ACOI.
 - Obtaining all of the conflict-of-interest disclosure and copyright transfer information from co-authors.
 - Forwarding all correspondence to all co-authors, including ACGME, AOA/ACOI policies and guidelines, and the Accreditation



Windows taskbar with icons for Internet Explorer, File Explorer, Windows Media Center, Skype, Google Chrome, Microsoft PowerPoint, University of Houston, Microsoft Word, Adobe Acrobat, Microsoft Excel, and system tray showing signal strength, volume, and date/time (7:10 AM 9/12/2019).



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Upcoming Events

← September 2019 →

S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21

Scholar Series

With single GME accreditation system, there is a need to develop scholarly work within osteopathic training programs. Although many forms of scholarly work are available, the "Scholar Series" focuses on the skills needed to create a scholarly environment and help meet residents' program requirements (IV.B.1. The curriculum must advance residents' knowledge of the basic principles of research, including how research is conducted, evaluated, explained to patients, and applied to patient care.) [See the list of ACGME requirements by specialty.](#)

In addition to residents, attending physicians and medical students will find the series valuable. The videos can also be used by residency directors for faculty development within your institution or just to learn more about the research process.

Start with the Scholar 7 series, then proceed to Scholar 4.

Scholar 7



Scholar 7 is a series of seven video workshops that you may start and end at any time. The program leads the viewers into the scholarly process. You will be taught that initiating a research project is not difficult. You will be shown how to

Faculty Development

*“Osteopathic faculty members
MUST participate in a faculty
development program that
includes OPP” – ACGME
(2018)*

- ACOI resources
- University of Wisconsin
 - <https://www.fammed.wisc.edu/residency/osteopathic/online-courses/>
 - OMT Preceptorship course you will be provided with all the fundamental information on osteopathic faculty development, a precepting tool, and evaluation templates before and after treatments.
 - FREE!!
- Ohio Osteopathic Association (OOA)
 - Check state and regional Osteopathic Associations
 - Check Osteopathic Specialty Colleges
 - Check in with local osteopathic medical schools
 - Scholar Series
- American Association of Colleges of Osteopathic Medicine (AACOM)
 - <https://www.aacom.org/ome/profdev/fac-dev>



UW DFMCH ONLINE COURSES

[Residency Programs Home](#)

[How To Apply](#)

[Statewide Osteopathic Collaborative](#) >

[Residents and Faculty](#)

[Osteopathic Online Courses](#)

[Why Choose Wisconsin?](#)

[Wisconsin Lifestyle](#)

[Contact DFMCH Programs](#)

The University of Wisconsin Department of Family Medicine and Community Health (UW DFMCH) osteopathic courses are designed to provide online tools and information for those who seek osteopathic principles and practices (OPP) and Osteopathic Manipulative Treatment (OMT) education.

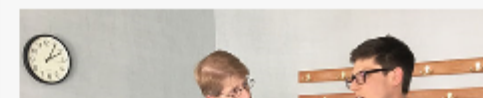
The online courses are designed to assist our program with teaching and mentoring skills of clinical residents and faculty in OPP and OMT.

OMT Preceptorship Course


- Through the OMT Preceptorship course you will be provided with all the fundamental information on osteopathic faculty development, a precepting tool, and evaluation templates before and after treatments.




Sarah James, DO (Director of Osteopathic Education) instructing Benjamin Scherschligt, MD (Madison graduate) on the assessment of thoracic inlet.




Recruitment / Match

- MyERAS
 - Designate as an Osteopathic Recognition program
 - Have an updated URL website link that CLEARLY states mission, aims and prerequisites of your program
 - *follow up with non-DO applicants for prerecquisite documentation PRIOR to scheduling interview
 - Transparency of OR status / culture
 - Include OR curriculum in interviewee “packet”
 - Has a faculty or resident inquire about reasons for applying to an OR program, fit?, plans for use of OPP/OMT in practice.
 - *Pre-requisite transparency/ follow though
- 

Projects / Questions


- Proposed Task Force
 - Standardized prerequisite for non-DO applicants
 - Specialty/ rotation specific goal & objectives
 - Standardize Summative Evaluation of graduates
 - Standardize OPP/OMT faculty development
 - Course for MD faculty for privileges to supervise OMT done by OR learners
 - Validated Formative Assessment tools
 - Etc.
- 

References

- <https://www.aacom.org/reports-programs-initiatives/aacom-reports#Latest>
 - https://www.aacom.org/docs/default-source/data-and-trends/aacom-2017-2018-academic-year-graduating-seniors-survey-summary-report.pdf?sfvrsn=e14d2197_6
 - <https://www.aamc.org/data/facts/>
 - <https://osteopathic.org/residents/recognition-of-training/>
 - <https://www.acgme.org/What-We-Do/Recognition/Osteopathic-Recognition>
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- 


Questions

#1


- Roughly what percentage of medical school graduates are coming from Osteopathic medical schools?
 - a. 10%
 - b. 15%
 - c. 20%
 - d. 25%
 - e. 30%
- 

Questions

#2

- Which of the following faculty, per ACGME requirements, must assist in the development of osteopathic curriculum and evaluation, and must engage in OPP/OMT teaching?
 - a. Program Faculty
 - b. Osteopathic Faculty
 - c. Director of Osteopathic Education
 - d. Core osteopathic faculty
 - e. c. & d.
 - f. b., c. & d.
- 

Question #3

- ACGME stresses the importance of quality evaluation tools for curriculum adherence and monitoring of goals and objectives. In the Osteopathic Recognition application, OR programs are required to have a MINIMUM of how many evaluation tools?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
-
- 

Question #4

- The American College of Osteopathic Family Practice (ACOFP) just released a formative stand-alone OPP/OMM exam that will fulfill the Osteopathic Recognition ACGME requirement. What is the acronym for the exam?
 - a. CORRE
 - b. COMLEX
 - c. CORTE_x
 - d. COMPLEX
 - e. CODE_x
-

Question #5

- Which of the following categories is a good place to find resources for OPP/OMT faculty development?
 - a. Osteopathic Medical School (OPTIs)
 - b. National, Regional and Local Osteopathic Associations
 - c. Other Osteopathic Recognition Residency Programs
 - d. all the above
 - e. a. & c.
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