

COCA Standard 6

6.6-2 Provide a curriculum map demonstrating how the content of these courses is delivered. **Osteopathic Principles and Practice and OMM**

Osteopathic Principles and Practice and OMM	OMS 1 Pre-Clinical	OMS 2 Pre-Clinical	OMS 3 Clinical	OMS 4 Clinical
<p>Osteopathic Philosophy/Osteopathic Manipulative Medicine</p>	<p>Delivered in preclinical didactic and hands-on instruction in:</p> <p>ISOM FOM 1 FOM 2 FOM 3 FOM 4</p> <p>Instructional Methods: This core competency was delivered via In-person and pre-recorded lectures, small group sessions and hands-on lab sessions.</p> <p>Assessment: This core competency was assessed through competencies, didactic exams, practical, and COMLEX exams</p> <p>Students receive training in the distinctive osteopathic philosophy, osteopathic</p>	<p>Delivered in preclinical didactic and hands-on instruction in:</p> <p>ASOM FOM 5 FOM 6 FOM 7 FOM 8</p> <p>Instructional Methods: This core competency was delivered via In-person and pre-recorded lectures, small group sessions and hands-on lab sessions.</p> <p>Assessment: This core competency was assessed through competencies, didactic exams, practical, and COMLEX exams</p> <p>Students continue to receive training in the distinctive</p>	<p>Required 3rd Year OMM Rotation</p> <p>ISSM 5 Conference Weeks</p> <p>Instructional Methods: This core competency was delivered via Rotation experiences, pre-recorded videos, online modules, and Didactic/Conference week learning activities.</p> <p>Assessment: This core competency was assessed through Preceptor Evaluation, CPE/OSCE, COMAT and COMLEX exams</p> <p>Students now apply OPP and OMM to actual patients in a live clinical setting. Preceptors are expected to emphasize the four</p>	<p>4th year didactic and OSCE requirement and rotation assessments</p> <p>ISSM 6</p> <p>Instructional Methods: This core competency was delivered via Rotation experiences, pre-recorded videos, online modules, and Didactic/Conference week learning activities.</p> <p>Assessment: This core competency was assessed through Preceptor Evaluation, CPE/OSCE, COMAT and COMLEX exams</p> <p>Students continue to approach and treat their patients as distinctive osteopathic students utilizing the 4 tenets, 5</p>

	<p>principles, and practice (OPP) and osteopathic manipulative medicine (OMM) including the four osteopathic tenets and the 5 model of osteopathic care. Principle lectures and lab sessions emphasize the anatomy and physiology of the body, differential diagnoses and different modalities that address various forms of somatic dysfunction. The students hone their diagnostic and therapeutic procedural hands-on skills (OMT) to provide accurate diagnosis and treatment of musculoskeletal complaints. Students also recognize indications and contraindications for the osteopathic modalities covered in the first year.</p>	<p>osteopathic philosophy, osteopathic principles, and practice (OPP) and osteopathic manipulative medicine (OMM) including the four osteopathic tenets and the 5 model of osteopathic care which are emphasized in the "Approach to the Systems" series and the integrated learning sessions (ILS) within each system. The students' medical knowledge is expounded as the students learn how to address pathology within each system with the distinctive osteopathic approach, formulate differential diagnoses and generate the most appropriate assessment and treatment plan. The students continue to hone their diagnostic and therapeutic hands-on skills (OMT) to provide accurate diagnosis and treatment of musculoskeletal and systemic complaints.</p>	<p>osteopathic tenets and the 5 models of osteopathic care in each patient encounter. The students' medical knowledge is evaluated by the preceptor including generating an appropriate differential diagnosis, formulating an appropriate assessment, and providing a rational treatment. Students are expected to perform procedures, including OMT, pertinent to that rotation site competently.</p>	<p>models of osteopathic care, and their diagnostic and therapeutic hands-on skills. Students must identify a minimum of 10 patients for whom OMT is appropriate and perform a pertinent structural assessment and OMT with attending supervision and be an active member in every aspect of the patient's care from diagnosis to treatment as well as appropriate follow up care. Students are expected to perform procedures, including OMT, pertinent to that rotation site competently and accurately log their procedures into the T-res system.</p>
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Description of Osteopathic Principles and Practices Curriculum Years 1-4

OMS-1

The first year of osteopathic medical school includes the fundamentals of: perception and palpation, spinal biomechanics, somatic dysfunction, diagnosis for the axial spine (cervical, thoracic, lumbar, iliosacral region and sacroiliac region) and the costal cage, principles of and an introduction to the following osteopathic modalities as they are applied to those regions; soft tissue, articular, muscle energy, high velocity low amplitude (HVLA), myofascial release (MFR), counterstrain and lymphatic techniques. The physiology and neuroscience underlying somatic dysfunction and osteopathic research are also discussed. With respect to “observational” curriculum, the students are required to watch demonstrations from the stage, participate in guided experience and/or view required videos prior to attending labs. The students then practice and perform the skill while observed by faculty, Fellows and Teaching Assistants (TAs) for feedback and mastery. Students receive hands-on instruction from the instructors in a 1:8 faculty to student ratio as recommended by the ECOP’s national standards via hand-over-hand guidance from the instructor and/ or the instructor performing the procedure to the student or the student’s partner so that the nuances can be understood and replicated. Student resources include videos of the structural exams and all techniques, the NMM/OMM Technique Manual, NMM/OMM Department Textbook and Foundations of Osteopathic Medicine, 4th edition. The students’ psychomotor skills are generally assessed via 4 practical exams throughout the year (2 per semester) and several competencies, while the didactic component is assessed via cognitive exams. (234 wordcount)

OMS-2

In the second year of OPP curriculum, the students are introduced to: new techniques that require finer palpatory skill, the importance of the musculoskeletal system as a gateway to the viscera, integrated learning sessions where the distinctive osteopathic approach to patient care is emphasized, diagnosis and treatment of the extremities and focused integrative osteopathic exams. The students are introduced to Facilitated Positional Release (FPR), visceral techniques, balanced ligamentous tension (BLT), Osteopathic Cranial Manipulative Medicine (OCMM) and Still technique as per the ECOP national standards while continuing to reinforce their foundational skillset essential for both COMLEX and clinical experience preparation. With respect to “observational” curriculum, the students are required to watch demonstrations from the stage, participate in guided experience and/or view required videos prior to attending labs. The students then practice and perform the skill while observed by faculty and Fellows for feedback and mastery. Students receive hands-on instruction from the instructors in a 1:8 faculty to student ratio as recommended by the ECOP’s national standards via hand-over-hand guidance from the instructor and/ or the instructor performing the procedure to the student or the student’s partner so that the nuances can be understood and replicated. The students are also provided with videos of the structural exams and all techniques for solidification of the information. Students are expected to engage in self -directed learning and critical

thought application by active preparation for, participation in and reflection of the integrated learning sessions (ILS). Preparation and includes completing assigned readings while participation and reflection are typically accomplished with small group work resulting in case presentation, differential diagnosis formulation, and demonstration and discussion of appropriate techniques and treatment plan. The students' psychomotor skills are generally assessed via 4 practical exams throughout the year (2 per semester) and several competencies, while the didactic component is assessed via cognitive exams. (266 wordcount)

OMS-3

OMM Clinical Rotation (required)

Third Year Broad Overview:

COMP and COMP-Northwest have a required Core OPP Rotation. Students are expected to take the skills that they have honed in the first and second year; knowledge and appropriate application of the following modalities; soft tissue, articulatory, muscle energy, counterstrain, HVLA, MFR, lymphatic, FPR, Still, OCMM, visceral, and BLT, diagnosis of musculoskeletal dysfunction of the body and visceral complaints and osteopathic philosophy, principles and practice and apply them to actual patients in true clinical situations under the guidance of a preceptor. Due to COVID-19, an overlay rotation was developed that consists of several modules, modular quizzes and literature searches. It is now part of the Core OPP Rotation. The overlay has helped to standardize the core OPP rotation from a didactic perspective and may assist the students with preparation for the COMAT. Assessment of the student performance includes passing the modular quizzes, performing three literature searches, generating a final power point presentation on a patient cared for during the course of the core rotation, preceptor's evaluation of student's interaction with patients and medical team and skillset, and COMAT score. With respect to "observational" curriculum, the students are required to add to their foundational knowledge by observing their preceptor's interactions with patients, the diagnosis and treatment of patients, and accurate medical record documentation. The preceptor continues to participate in the students' hands-on learning by providing guidance and hand-over-hand experience to ensure that the student is optimally performing the diagnostic and therapeutic skillset.

OMS-4

Students have received a strong foundation in OPP and are expected to apply this foundation at every rotation site.

4th year students return to campus for Residency Boot Camp, a week focused on ensuring readiness for GME. Under the observation of D.O. faculty, students perform an assessment, including a structural exam, and appropriate OMT to their partner. Additionally, students are asked to accomplish 10 assessments and applications of OMT while on clinical rotations. They may be spread out over several rotations or done all in one rotation. This should be recorded on their procedure log.