

# Across the Continuum:

## *Promoting the Osteopathic Learning Environment in GME*

Robert A. Cain, DO  
Chair, ACGME Osteopathic Principles Committee

Osteopathic Medical Education and Leadership Conference  
San Antonio, TX  
January 2016



# Objectives

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Upon completion of this session, participants should be able to:

1. Locate osteopathic recognition requirements describing the osteopathic learning environment in GME
2. Broadly categorize expectations for the osteopathic learning environment in GME as described by the osteopathic recognition requirements
3. Access tools found on the ACGME Osteopathic Principles Committee webpage that have been developed to assist program leaders responsible for the osteopathic learning environment

# Disclosures

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- I have no financial relationships to disclose.

# Who should I contact with questions?

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# Osteopathic Accreditation

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***Tiffany Moss, MBA***  
*Executive Director,  
Osteopathic Principles  
Committee & ONMM RC*



# Creating an Environment for Successful Change

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- Establish a clear purpose
- Create momentum
- Assure mastery of new conditions

# The Osteopathic Learning Environment

## Purpose

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- Osteopathic Recognition (OR) is the opportunity afforded us to perpetuate the practice of osteopathic medicine within a unified system of graduate medical education
- Osteopathic Recognition (OR) is not about adding something extra to the curriculum
  - OR is about creating different learning conditions intended to foster the practice of osteopathic medicine

# The Osteopathic Learning Environment

## Mastery

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- Is described in the ACGME Requirements for Osteopathic Recognition
  - Specific details are found in Section III.B.
- Deep, deliberate practice (versus anecdotal practice)
- Education



# Educational Opportunities

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ACGME Annual Conference

Gaylord National, National Harbor, Maryland

February 25-28, 2016

2016 ACGME Annual Educational Conference

February 25-February 28, 2016



- Welcoming Page
- Introductory Course for New Program Directors
- DIO Pre-Conferences
- ACGME Accreditation Pre-Conference for Osteopathic Programs and Institutions
- Coordinator Forum: *Coordinator Awareness: Being Mindful of Learning Environment Challenges*
- Call for Exhibitors
- Speaker Information and Registration



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2016 ACGME Annual Educational Conference  
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Graduate Medical Education

### Hospital-Based Specialties

- ❖ Anesthesiology
- ❖ Diagnostic Radiology
- ❖ Emergency Medicine
- ❖ Medical Genetics and Genomics
- ❖ Nuclear Medicine
- ❖ Pathology
- ❖ Preventive Medicine

### Medical Specialties

- ❖ Allergy and Immunology
- ❖ Dermatology
- ❖ Family Medicine
- ❖ Internal Medicine
- ❖ Neurology
- ❖ Pediatrics
- ❖ Physical Medicine and Rehabilitation

### Surgical Specialties

- ❖ Colon and Rectal Surgery
- ❖ Neurological Surgery
- ❖ Obstetrics and Gynecology
- ❖ Ophthalmology
- ❖ Orthopaedic Surgery
- ❖ Otolaryngology
- ❖ Plastic Surgery

### Self-Study

**Osteopathic Principles  
Committee**

**Osteopathic  
Neuromusculoskeletal Medicine**

### Institutions

- ❖ Institutional Review

### Review and Comment





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Osteopathic Principles Committee

## Osteopathic Principles Committee

-  Elements of an Osteopathic Learning Environment
-  Osteopathic Recognition Application Instructions
-  Solicitation of Recognition Committee Public Member Nominees

### Requirements Currently in Effect

-  Osteopathic Recognition 7/1/2015

### Milestones

-  Osteopathic Recognition





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# The Osteopathic Learning Environment

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- Summarizing the ACGME Requirements for Osteopathic Recognition
  - Section III.B. (12 items, 3 sub-items)
    - Model
    - Learn
    - Use
    - Advance
    - Foster



# The Osteopathic Learning Environment

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- Model
  - Faculty, leadership, and trainees are *committed* to creating and maintaining the desired conditions by
    - Providing necessary and meaningful instruction, supervision, and evaluation
    - Demonstrating values, attitudes, and behaviors aligned to the tenets and other principles of osteopathic medicine
    - Minimizing the hidden curriculum



# The Osteopathic Learning Environment

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- Learn
  - Instruction
    - A curriculum/learning plan has been created to assure trainees can *predictably* acquire or develop the knowledge, skill, and behavior necessary for successful practice
    - Should assure trainees can achieve the described milestones
  - Evaluation
    - Provides formative and summative evaluation



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# The Osteopathic Learning Environment

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- Elements
  - Focused rotations
  - Integrated rotation
  - Osteopathic rounds
  - Clinic rotations
  - Osteopathic patient care conference

# The Osteopathic Learning Environment

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- Use
  - *Predictable* opportunity exists during
    - Didactic/learning activities
    - Patient care activities
  - To develop and integrate
    - Thinking/decision making
    - Manual skills (appropriate to the specialty)



# The Osteopathic Learning Environment

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- Advance
  - Scholarly inquiry about OPP and OMT is an expectation
    - Leadership, faculty, and trainees are *predictably* encouraged to discover what we don't know about OPP and OMT
    - Such inquiry should lead to scholarly activity



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Selection Process - Review Committee

Specialty and Subspecialty Program  
Eligibility Requirements

Webinars

## FAQs

➤ Osteopathic Recognition FAQs



## Site Visit

- Accreditation Site Visit and Role of the Field Staff
- Department of Field Activities Staff
- Electronic Evaluation Systems
- Evaluation - Site Visit



Question	Answer
<p>What topics are appropriate for osteopathic-focused scholarly activity?</p> <p><i>[Recognition Requirement: III.B.9.]</i></p>	<p>Osteopathic-focused scholarly activity includes educational presentations or research that 1) focus on specific osteopathic principles or practices, or 2) addresses the integration of Osteopathic Principles and Practices into clinical care. Integrated osteopathic principles and practice scholarly activity would include the integration of one or more of the osteopathic principles: 1) mind-body-spirit interactions; 2) structure-function relationships; 3) self-regulatory and self-healing physiological mechanisms; or 4) osteopathic manipulative medicine into patient care. The following are examples of acceptable scholarly activities and topics:</p> <ul style="list-style-type: none"> <li>• Educational presentation on the effect of mind-body-spirit interactions on health</li> <li>• Educational presentation that includes integration of osteopathic manipulative treatment into treatment options</li> <li>• Presentation of a case report that includes the documentation of osteopathic structural examination findings at local, regional, or national conferences</li> <li>• Submission of manuscripts to peer-reviewed journals or book chapters that discuss the integration of osteopathic principles and practice into patient care activities</li> <li>• Participation in clinical or basic science research focusing on structure-function relationships</li> <li>• Participation in educational research focusing the training of the integration of mind-body-spirit interactions, structure-function relationships, self-regulatory and self-healing physiological mechanisms, or osteopathic manipulative medicine into patient care</li> <li>• Educational presentation on osteopathic principles and practice to interprofessional groups</li> </ul>

# The Osteopathic Learning Environment

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- Foster
  - The continuum of osteopathic medical education
    - Leaders, faculty, and trainees are part of a larger, vibrant learning community connecting UME, GME, and CME/OCC
  - Interprofessional learning and team development to expand the osteopathic sphere of influence

# The Osteopathic Learning Environment

## Momentum

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# Osteopathic Principles and Practices (OPP)

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- Recognize the importance of knowledge, skill, and behavior that is patient centered and focused on health
- These include a recognition that the following must be a part of our medical decision making:
  - The patient is a unit of mind, body, and spirit
  - The body has the intrinsic ability to heal itself when provided with the right environment and conditions
  - Structure and function are inter-related



# The Osteopathic Learning Environment

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*“Patient care delivered within the context of osteopathic principles and practices is aligned to patient-centered, high-value care and the needs of our nation’s healthcare system.”*

Thank you!