SYLLABUS

Family Medicine – CORE7000 and CORE7001
2018 - 2019
8 Credit Hours

Location:
Assigned CHC and Rotation Site

Delivery Method:
Clinical Rotation Site and Blackboard

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**Course Description**
The OMS III Family Medicine Core clerkship is designed to give students ambulatory clinical experience in patient care with the family physician as a preceptor. Each OMS III student experiences two, four-week clinical rotations in family practice. A minimum of 4 weeks must be spent in the outpatient setting with a family physician. Family Medicine office visits are generally either of an acute, chronic or preventative nature. Guidelines from the Society of Teachers of Family Medicine and the most common clinical presentations managed by the family physician in the ambulatory setting are used as the didactic foundation of the rotation. The course also contains content specific to the practice of Osteopathic Family Medicine as well as other important health care issues.

**Course Prerequisites**
Completion of year OMS I and OMS II at ATSU - SOMA

**Course Goals**
The goal of the course is to gain a comprehensive understanding of Osteopathic Family Medicine while meeting the listed competencies of the rotation. The family medicine curriculum will provide the students with the knowledge, skills, and attitudes necessary to become competent in the diagnosis and management of a wide variety of medical concerns across all age groups.

**Course Objectives/Competencies**
The objectives are intended to be a guide for the student’s learning activities and serve as a baseline for assessment of the student’s enhanced knowledge, skills, and professional behavior. Not all of the objectives listed below will be encountered during any single rotation. While each student is expected to further expand his/her knowledge base and to care for all assigned patient cases, he/she is also expected to avail him/herself of the SOMA educational materials provided. Each Objectives category below, maps to the corresponding evaluation categories and competencies on the course Clinical Rotation Evaluation (CRE) and coursework assignments.

Students will refer to individual schemes and review the associated learning objectives and learning activities associated with each. These are found under separate tab on Blackboard9.1.

I. **Osteopathic Principles and Practices (OPP)**
Graduates must demonstrate knowledge of osteopathic principles and practice (OPP), and they must exhibit and apply knowledge of somatic dysfunction diagnosis and osteopathic manipulative treatment (OMT) in clinical settings.

1. Demonstrate and communicate knowledge of a.) OPP; b.) the basic science, mechanisms of action, and physical findings of somatic dysfunction; and c.) the mechanism of action, indications and contraindications, and basic application of OMT.

2. Perform and document a complete and appropriately focused structural examination in a respectful, logical and organized manner.

3. Apply osteopathic principles and OMT into an appropriate patient care plan.

4. Demonstrate sufficient depth of knowledge and skills to integrate osteopathic principles and practice into all aspects of whole person healthcare.

II. **Clinical Skills & Osteopathic Patient Care (CS)**
Graduates must demonstrate effective use of motor and cognitive skills in diagnosis, management and prevention of common health problems encountered in patient care within a variety of clinical settings and across the lifespan.

1. Elicit a comprehensive and appropriately focused history and generate a list of a patient’s concerns in a respectful, rational and organized manner.
2. Perform a complete & appropriately focused physical examination in a respectful, rationale and organized manner; and correlate abnormal findings to clinical presentations and disease processes.

3. Perform basic clinical procedures essential for general osteopathic medical practice.

4. Utilize clinical reasoning strategies to accurately diagnose medical conditions originating from common clinical presentations.

5. Determine and implement evidence-based clinical intervention plans and management strategies, while monitoring their effectiveness and adjusting appropriately.

6. Incorporate health education counseling, preventive medicine approaches, and health promotion strategies during patient encounters.

III. **Medical Knowledge (MK)**

Graduates must demonstrate knowledge and application of osteopathic, biomedical, clinical, epidemiological, biomechanical, social and behavioral sciences in the context of patient-centered care.

1. Recognize and explain normal structure and function across the lifespan.

2. Identify and explain the molecular, biochemical and cellular mechanisms that support normal structure and function.

3. Distinguish between the mechanisms of disease pathogenesis, describe their impact on the body, and relate them to patient signs and symptoms.

4. Explain and apply principles of contemporary therapeutics, including osteopathic, surgical, pharmacologic, molecular, biologic, behavioral and contemporary/alternative.

5. Interpret diagnostic studies and correlate abnormal findings to disease states.

6. Describe the epidemiology of common disease states within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those disease states.

IV. **Professionalism (P)**

Graduates must demonstrate through knowledge, behavior and attitudes, a commitment to the highest standards of competence, ethics, integrity, and accountability to patients, society and the osteopathic profession.

1. Demonstrate respect, altruism, compassion, interest, integrity, honesty, accountability and trustworthiness in all interactions with patients, their families, faculty, staff, peers and colleagues.

2. Apply ethical decision making in all aspects of professional practice.

3. Demonstrate awareness, sensitivity and responsiveness to culture, socio-economic status, religion, age, gender, sexual orientation, and mental/physical disabilities of patients, their families, faculty, staff, peers and colleagues.

4. Demonstrate professional work behaviors such as punctuality, appropriate appearance, accepting responsibility for errors, and maintaining professional boundaries.

5. Demonstrate a commitment to continuous professional development, learning, and internal & external assessment.
V. **Interpersonal and Communication Skills (ICS)**
   Graduates must demonstrate the knowledge, behaviors and attitudes that facilitate accurate and efficient information gathering, empathetic rapport building, and effective information giving in interactions with patients, their families and colleagues of the inter-professional health care team.
   
   1. Document and record patient information in an accurate, organized, and confidential manner appropriate to the clinical situation and present relevant aspects of a patient's case in a logical, articulate fashion both orally and in writing.
   
   2. Work effectively and collaboratively with patients, their families and colleagues of the inter-professional healthcare team in providing whole person healthcare.
   
   3. Demonstrate effective and appropriate active listening, verbal, non-verbal, and written and electronic communication skills when dealing with patients, their families, faculty, staff, peers and colleagues of the inter-professional health care team.

VI. **Practice-Based Learning and Improvement (PBL)**
   Graduates must demonstrate the ability to apply scientific theory and methodology and exhibit the critical thinking skills essential for integrating evidence-based principles and practice into patient care.
   
   1. Apply fundamental biostatistical and epidemiologic concepts to practice-based learning and improvement.
   
   2. Conduct a systematic review of literature on basic and clinical science research and critically synthesize the results for relevance and validity.
   
   3. Describe the clinical significance of and apply strategies for integrating best medical evidence into clinical practice.
   
   4. Identify, describe and apply systematic methods relating to continuous evaluation of osteopathic clinical practice patterns, practice-base improvements, and the reduction of medical errors.
   
   5. Integrate technology into the practice of medicine and the delivery of healthcare services.

VII. **Systems-Based Practice (SBP)**
   Graduates must demonstrate awareness of and responsiveness to the larger context and systems of health care, and effectively identify system resources to advocate for and maximize the health of the individual and the community or population at large.
   
   1. Demonstrate knowledge of health delivery systems that affect the practice of an osteopathic physician and how delivery systems influence the utilization of resources and access to health care.
   
   2. Demonstrate knowledge of how patient care and professional practices affect other health care professionals, health care organizations, and society.
   
   3. Demonstrate the ability to work effectively in a variety of health care systems (with an emphasis on community health care) and provide quality patient care while advocating for the best interests of patients.
   
   4. Demonstrate the ability to implement safe, effective, timely, patient-centered and equitable systems of care in a team-oriented environment.
ATSU CPA Course Competencies

ATSU’s core professional attributions (CPAs) help define the distinctiveness of ATSU graduates who will be providing care and managing and leading healthcare teams and organizations. CPAs address many of the skills deemed critical for healthcare professionals. The ATSU CPAs are critical thinking, cultural proficiency, inter-professional collaboration, interpersonal skills, and social responsibility. The curricular goals for this course align with the ATSU CPAs in the following way:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>CPA</th>
<th>CPA Key Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS1 Elicit a comprehensive and appropriately focused history and generate a list of a patient’s concerns in a respectful, rationale and organized manner.</td>
<td>Interpersonal Skills</td>
<td>Communication Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Active Listening and Questioning</td>
</tr>
<tr>
<td>CS2 Perform a complete &amp; appropriately focused physical examination in a respectful, rationale and organized manner; and correlate abnormal findings to clinical presentations and disease processes.</td>
<td>Critical Thinking Cultural Proficiency Interpersonal Skills</td>
<td>Critical Appraisal Cultural Knowledge Communication Skills, Active Listening and Questioning</td>
</tr>
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<td>CS4 Utilize clinical reasoning strategies to accurately diagnose medical conditions originating from common clinical presentations.</td>
<td>Critical Thinking</td>
<td>Critical Appraisal</td>
</tr>
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<td>CS5 Determine and implement evidence-based clinical intervention plans and management strategies, while monitoring their effectiveness and adjusting appropriately</td>
<td>Critical Thinking Interprofessional Collaboration</td>
<td>Evidence-based Decision Making, Critical Appraisal Collaboration and Consultancy</td>
</tr>
<tr>
<td>CS6 Incorporate health education counseling, preventive medicine approaches, and health promotion strategies during patient encounters.</td>
<td>Critical Thinking Interpersonal Skills</td>
<td>Evidence-based Decision Making Communication Skills, Active Listening and Questioning</td>
</tr>
<tr>
<td>ICS2 Work effectively and collaboratively with patients, their families and colleagues of the inter-professional healthcare team in providing whole person healthcare.</td>
<td>Interprofessional Collaboration</td>
<td>Collaboration and Consultancy</td>
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<tr>
<td>MK3 Distinguish between the mechanisms of disease pathogenesis, describe their impact on the body, and relate them to patient signs and symptoms.</td>
<td>Critical Thinking</td>
<td>Evaluation and Reflection</td>
</tr>
<tr>
<td>MK4 Explain and apply principles of contemporary therapeutics, including osteopathic, surgical, pharmacologic, molecular, biologic, behavioral and contemporary/alternative.</td>
<td>Critical Thinking Interprofessional Collaboration</td>
<td>Evaluation and Reflection Scopes of Practice, Collaboration and Consultancy</td>
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<tr>
<td>MK5 Interpret diagnostic studies and correlate abnormal findings to disease states.</td>
<td>Critical Thinking</td>
<td>Critical Appraisal</td>
</tr>
<tr>
<td>MK6 Describe the epidemiology of common disease states within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those disease states.</td>
<td>Critical Thinking Cultural Proficiency</td>
<td>Evidence-based Decision Making Cultural Knowledge</td>
</tr>
<tr>
<td>OPP1 Demonstrate and communicate knowledge of: a.) OPP b.) the basic science, mechanisms of action, and physical findings of somatic dysfunction and c.) the</td>
<td>Critical Thinking</td>
<td>Evidence-based Decision Making</td>
</tr>
<tr>
<td>OPP2</td>
<td>Perform and document a complete and appropriately focused structural examination in a respectful, logical and organized manner.</td>
<td>Interprofessional Collaboration</td>
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<td>OPP3</td>
<td>Apply osteopathic principles and OMT into an appropriate patient care plan.</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>P1</td>
<td>Demonstrate respect, altruism, compassion, interest, integrity, honesty, accountability and trustworthiness in all interactions with patients, their families, faculty, staff, peers and colleagues.</td>
<td>Interprofessional Collaboration, Interpersonal Skills</td>
</tr>
<tr>
<td>P2</td>
<td>Apply ethical decision making in all aspects of professional practice.</td>
<td>Social Responsibility</td>
</tr>
<tr>
<td>P3</td>
<td>Demonstrate awareness, sensitivity and responsiveness to culture, socio-economic status, religion, age, gender, sexual orientation, and mental/physical disabilities of patients, their families, faculty, staff, peers and colleagues.</td>
<td>Cultural Proficiency</td>
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<tr>
<td>PBL3</td>
<td>Describe the clinical significance of and apply strategies for integrating best medical evidence into clinical practice.</td>
<td>Critical Thinking</td>
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<td>PBL5</td>
<td>Integrate technology into the practice of medicine and the delivery of healthcare services.</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>SBP3</td>
<td>Demonstrate the ability to work effectively in a variety of health care systems (with an emphasis on community health care) and provide quality patient care while advocating for the best interests of patients.</td>
<td>Interprofessional Collaboration, Social Responsibility</td>
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</tbody>
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Learning Resources

Required
Essentials of Family Medicine, 6th Edition
Author: Philip D. Sloane, et al.
Publisher: Lippincott Williams & Wilkins
Price: $71.99
Note: Available on-line and free through the A.T. Still Memorial Library (Arizona Catalog)

COMLEX Level 2-PE Review Guide
Authors: Mark Kauffman
Publisher: Jones and Bartlett Learning
List Price: $77.95

Somatic Dysfunction in Osteopathic Family Medicine
Author: Ken Nelson
Publisher: Wolters Kluwer
List Price: $78.84
Note: Available on-line and free through the A.T. Still Memorial Library (Arizona Catalog)

DO- OMT App (OMT videos that correlate with the above book)
App based drug reference program (Epocrates, Medscape, Skyskape, or Biomed)
UpToDate (Available on-line and free through the A.T. Still Memorial Library)

Clinical Supplemental Reading Assignments:

Designed to supplement contextual learning (patient encounters), you will also find readings, case presentations and other activities that support the management skills for the clinical presentations listed. The clerkship director will provide didactic material and specific learning objectives. The learning objectives are designed to guide the student’s independent study of the assigned material. The preceptor may or may not wish to assign other readings and activities, but students will receive 4-8 hours of material to review each week through Blackboard 9.1 website. The Blackboard learning materials are in addition to the materials required by the preceptor.

Clerkship Director Information

Office Location and Hours:
The clerkship director may be contacted by email or phone at any time. It is expected that the clerkship director will answer a student within 24 hours during normal working days, and by Monday if contact is made over the weekend. Email addresses and phone numbers are listed on the first page of this syllabus.

Course Schedule

Week One - 8 hours
- Graded Assignment: Assessment and Plan creation including OPP for the provided case history and physical exam of a patient with cough. (MK 3, MK4, CS4, CS5, CS6, OPP 3, P3)
- Reading Assignments and Learning objectives and Schemes: please see blackboard
- Log 100% of patient encounters – Pass/Fail
Week Two – 8 hours
- Graded Assignment: VCHC Case and questions. (MK3, MK4, CS4, CS5, PBL5)
- Reading Assignments and Learning objectives and Schemes: please see blackboard
- Log 100% of patient encounters – Pass/Fail

Week Three – 8 hours
- Graded Assignment: Inter-professional Collaborative Practice Case Debrief Notes (P1, P2, ICS2, SBP3)
- Reading Assignments and Learning objectives and Schemes: please see blackboard
- Log 100% of patient encounters – Pass/Fail

Week Four – 8 hours
- Graded Assignment: Board examination questions (MK3, MK4, MK5, CS4, CS5, CS6, OPP1, OPP3)
- Reading Assignments and Learning objectives and Schemes: please see blackboard
- Log 100% of patient encounters – Pass/Fail
- Complete Student Evaluation of Rotation (SER) for Family Medicine I

Week Five – 8 hours
- Graded Assignment: Use USPSTF guidelines to make preventive recommendations for the provided case. (MK6, CS6, PBL3)
- Reading Assignments and Learning objectives and Schemes: please see blackboard
- Log 100% of patient encounters – Pass/Fail

Week Six – 8 hours
- Graded Assignment: SOAP note for a musculoskeletal complaint including OPP. (MK 3, MK4, MK5, CS1, CS2, CS4, CS5, CS6, OPP2, OPP 3)
- Reading Assignments and Learning objectives and Schemes: please see blackboard
- Log 100% of patient encounters – Pass/Fail

Week Seven – 8 hours
- Graded Assignment: Board Examination Questions (MK3, MK4, MK5, CS4, CS5, CS6, OPP1, OPP3)
- Reading Assignments and Learning objectives and Schemes: please see blackboard
- Log 100% of patient encounters – Pass/Fail

Week Eight – 8 hours
- Graded Assignment: None. Study for COMAT Exam to be taken at the end of this week.
- Reading Assignments and Learning objectives and Schemes: please see blackboard
- Log 100% of patient encounters – Pass/Fail

Due by end of course
- Complete COMAT exam
- Complete Student Evaluation of Rotation (SER) for Family Medicine II

Assessment

Course Requirements and Expectations

Student Evaluation of Rotation (SER)
Submission of the Student Evaluation of Rotation (SER) is REQUIRED for completion of the course. The grade for the clerkship course will not be submitted to the registrar until the evaluation is received.

Clinical Documentation (Case Log) Requirements (Px Dx)
Logging of every clinical interaction via the E*Value electronic log system is a course requirement and a professional responsibility of every student on every rotation in OMS III and OMS IV. Log information will be used to evaluate the volume and variety of student experiences. 100% of encounters must be logged. Failure to log clinical interactions will result in lowering course grade one level, and may adversely affect the student’s professionalism score for the rotation. Failure to log may also be commented upon in the Medical Student Performance Evaluation (MSPE) formerly known as the Dean’s Letter.

The clerkship director will review all logs, and determine if logging is 100% AND adequate in volume and variety. In the event the clerkship director does not feel that the student has sufficient logs, the clerkship director will note a failure for logs and the student's overall grade will be lowered one level (i.e. the CRE, COMAT and Weekly Assignments averaged to be a “High Pass”, inadequate logs reduce the overall grade to a “Pass”). Periodic audits of clinical activity compared to logs could result in serious concerns about adherence to professional responsibilities. Completion of logging 100% of patient interactions is NOT optional. Concerns about professionalism will be considered for referral to the Student Performance Committee.

Grade Format
All of the courses in OMS III and OMS IV are “honors”, “high pass”, “pass”, “low pass”, and “fail” per the following point scale:

\[
\begin{align*}
&>4.75 = \text{Honors} \\
&4.0-4.75 = \text{High Pass} \\
&3.0-3.9 = \text{Pass} \\
&2.1-2.9 = \text{Low Pass} \\
&\leq 2.0 = \text{Fail}
\end{align*}
\]

In order to pass this course, you will need to complete the following:

**Clinical Rotation Evaluation (CRE) = 40% of overall Grade**
Students will need to receive a passing score on the Clinical Rotation Evaluation (CRE) for each four week course section (rotation) of the course.

\[
\text{CRE} = 0 - 5 \text{ points}
\]

\[
\begin{align*}
&>4.75 = \text{Honors} \\
&4.0-4.75 = \text{High Pass} \\
&3.0-3.9 = \text{Pass} \\
&2.1-2.9 = \text{Low Pass} \\
&\leq 2.0 = \text{Fail}
\end{align*}
\]

**Subject or Course Exam (COMAT) = 40% of overall grade**
At or near the end of the rotation, you will be required to take and pass a subject or course exam (COMAT). The content of the exam is based on clinical presentations most frequently seen on rotation. Most, if not all of these presentations were addressed in the OMS I and OMS II courses. Many of the presentations are covered in the rotation syllabus. You must receive a passing score on the COMAT Exam linked to this course to pass the course; and the score is worth 40% of the overall grade.

There is a very strong probability that some clinical presentations covered in the COMAT may not be addressed directly in the syllabus. There is a possibility that some of the clinical presentations covered in the COMAT may not have been observed during the rotation.
COMAT = 0 – 5 points (to convert the standard score to a 5-point scale, use rubric)
>1.0 SD above national mean = Honors: 111+
0.1 - 0.99 SD above national mean = High Pass: 103 – 110
National mean to 0.99 SD below national mean = Pass: 94 – 102
1.0 below to 1.5 SD below national mean = Low Pass: 85 – 93
more than 1.5 SD below national mean = Fail: 84 or lower

Course work / Weekly Assignments = 20% of overall grade

Course work / Weekly Assignments will make up 20% of the overall grade.
Coursework will be graded as follows:
>4.75 = Honors
4.0-4.75 = High Pass
3.0-3.9 = Pass
2.1-2.9 = Low Pass
≤ 2.0 = Fail

Tutoring/Teaching Assistants
Students can access a list of all PAL tutors available and contact information. Students are directed to contact a PAL Tutor directly via their ATSU email to set up individual (one-on-one) or small group review sessions with a tutor. For more information visit: https://atsu.campuslabs.com/engage/news/119962 or contact Chrystal Hendron at chendron@atsu.edu or 480-219-6175.

Attendance Policy
Each student is ultimately responsible for his/her own success. Students are expected to attend every scheduled day of their clinical rotations and all scheduled academic programs. In the event of an excused absence, the student is responsible for submitting the appropriate absence request and for arranging the appropriate make-up time and/or actives. For the complete policy visit: https://drive.google.com/file/d/1nFKbdzzu519DAagCLHrl46HnhZ6cZn5o/view?usp=sharing

Late or Missing Assignments
Weekly assignments/Quizzes are due by midnight on Sunday each week. Failure to submit the weekly assignment on time will result in the grade for that assignment being lowered one level. Any assignment submitted more than 1 week past the due date will result in a zero for that assignment. Regardless of accumulated points earned on this rotation, failure to complete ALL requirements and achieve a minimum of 40% (low pass) collectively on coursework will result in clerkship rotation failure.

Remediation
Students are required to repeat failed clinical rotations with a preceptor other than the initial preceptor. If the student fails a subject exam, the student must retake the subject exam as specified in the SOMA Catalog and CED Manual. A failing grade on the CRE will result in a failure in the course.

Student Conduct
ATSU students are expected to abide by two important codes: the Code of Academic Conduct and the Code of Behavioral Standards. The codes establish minimal expectations of students and serve as guidelines for professional behavior. Inappropriate behavior is subject to sanctions. Information on student academic and disciplinary codes and processes can be found in the ATSU University Catalog. For more information visit: http://catalog.atsu.edu/content.php?catoid=3&navoid=8
Posting of Grades by Faculty
The public posting of grades either by the student’s name, school identification number, or social security number without the student’s prior written consent is a violation of FERPA. This includes the posting of grades to a class website and applies to any public posting of grades for students taking distance education courses. Instructors who wish to post grades should use a system that ensures that FERPA requirements are met. This can be accomplished by obtaining the student’s written consent or by using a unique identifier known only to the student and the instructor. The order of posting should not be alphabetic. For more information visit: https://www.atsu.edu/department-of-student-affairs/registrars-office/#ferpa-student-privacy

Students with Disabilities
Learning & Disability Resources (LADR) supports ATSU students with disabilities by determining eligibility and coordinating necessary academic adjustments (accommodations), while maintaining the standards of the University. Any student seeking academic adjustments to accommodate limitations due to a documented disability is required to register with LADR. ATSU faculty will not provide disability-related academic adjustments without referral to and notice from LADR. To register, or to discuss adjustments and services as they may apply to your individual situation, please contact LADR at disabilityresources@atsu.edu, 660.626.2774 Missouri campus, or 480.245.6248 Arizona campus. For more information visit: https://www.atsu.edu/learning_resources/disabilities/index.htm

Title IX Reporting: Discrimination, Harassment, Trauma, Stress
If you inform a faculty member of issues regarding harassment, violence or discrimination, it is his/her duty to inform Student Affairs, Human Resources or ATSU's Title IX office. A student may also report concerns directly to these offices.

A range of resources are available within the University to assist any student struggling with trauma or stress. The Student Affairs website includes information about resources such as: counseling, self-help, student handbook, catalogs, etc.

For assistance or more information contact:
HUMAN RESOURCES - 660.626.2790 (hr@atsu.edu)
STUDENT AFFAIRS - 660.626.2236 / 480.248.8137 (www.atsu.edu/student_services)
TITLE IX OFFICE - 660.626.2113 (titleix@atsu.edu)
COUNSELING SERVICES - 660.626.2138 / 660.626.2751 / 480.219.6170 (www.atsu.edu/counseling_services)

Notice of Copyright
The copyrighted materials available in this course are for educational use only. One copy per student is permitted for educational purposes. Redistribution of copyrighted material is not permitted.

Changes to the Syllabus
The syllabus for this course may change at the discretion of the clerkship directors. As a general policy, SOMA clerkship directors alter syllabi only when absolutely necessary.

Students will be notified by the clerkship directors or course facilitator in writing of any changes in course requirements or policies.
### AOA Core Competencies

**National Board of Osteopathic Medical Examiners. Fundamental Osteopathic Medicine Competency Domains: Guidelines for Osteopathic Medicine Licensure and the Practice of Osteopathic Medicine. NBOME. June 2011.**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Osteopathic Philosophy and Osteopathic Manipulative Medicine</td>
<td>Physicians are expected to demonstrate and apply knowledge of accepted standards in Osteopathic Manipulative Treatment (OMT) appropriate to their specialty, remain dedicated to life-long learning, and to practice habits in osteopathic philosophy and manipulative medicine.</td>
</tr>
<tr>
<td>2. Medical Knowledge</td>
<td>Physicians are expected to demonstrate and apply knowledge of accepted standards of clinical medicine in their respective specialty area, remain current with new developments in medicine, and participate in life-long learning activities, including research.</td>
</tr>
<tr>
<td>3. Patient Care</td>
<td>Physicians must demonstrate the ability to effectively treat patients and provide medical care that incorporates the philosophy, patient empathy, awareness of behavioral issues, the incorporation of preventive medicine, and health promotion.</td>
</tr>
<tr>
<td>4. Interpersonal and Communication Skills</td>
<td>Physicians are expected to demonstrate interpersonal and communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of the health care team.</td>
</tr>
<tr>
<td>5. Professionalism</td>
<td>Physicians are expected to uphold the Osteopathic Oath in the conduct of their professional activities that promote advocacy of patient welfare, adherence to ethical principles, collaboration with health professionals, life-long learning, and sensitivity to a diverse patient population. Physicians should be cognizant of their own physical and mental health in order to effectively care for patients.</td>
</tr>
<tr>
<td>6. Practice-Based Learning and Improvement</td>
<td>Physicians must demonstrate the ability to critically evaluate their methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve patient care practices.</td>
</tr>
<tr>
<td>7. Systems-Based Practice</td>
<td>Physicians are expected to demonstrate an understanding of health care delivery systems, provide effective and qualitative patient care within the system, and practice cost-effective medicine.</td>
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</table>
### Critical Thinking

- **Definition:** Finding, appraising and applying evidence in conjunction with best practice in the process of healthcare decision making.

#### Key Elements
- Evidence-Based Decision Making
- Defines the issue or problem and gathers evidence to inform decision making in selecting options for the best healthcare outcomes and conclusions.
- Critical Appraisal
- Assesses evidence used for decision making and draws inferences and conclusions based on valid, reliable and relevant information.
- Evaluation and Reflection
- Analyzes consequences of decisions and reflects on implications for future decisions.

### Interprofessional Collaboration

- **Definition:** Working effectively on an interprofessional team to deliver high quality whole person healthcare and improve health outcomes.

#### Key Elements
- Scopes of Practice
- Recognizes the scopes of practice and values the unique roles and responsibilities each profession contributes to whole person healthcare.
- Collaboration and Consultancy
- Includes other healthcare professionals, patients and family members in planning and implementing care to achieve the best healthcare outcome.
- Teamwork/Teambuilding
- Applies concepts of teamwork and shares responsibility for team actions.

### Cultural Proficiency

- **Definition:** Respecting differences, valuing others and demonstrating behavior that enables effective interactions in all situations.

#### Key Elements
- Cultural Knowledge
- Demonstrates understanding of the complex elements inherent to cultural differences and their impact on health and healthcare delivery.
- Cultural Differences
- Applies understanding of cultural differences through active participation in diverse cultural experiences and opportunities.
- Adaption to Diversity
- Communicates in a supportive manner, recognizing other cultural group perspectives by mitigating differences.
### Social Responsibility

- **Definition:** Engaging in initiatives and activities that positively impact the health and wellbeing of the individuals, communities and professions served.

**Key Elements**
- Engagement
  - Advocates for health and wellness through engagement with and participation in community, professional and/or scholarly endeavors.
- Responsibility and Accountability
  - Advocates for equal access to quality and cost effective healthcare, focusing on the underserved, i.e., locally, nationally and/or globally.
- Ethics and Code of Conduct
  - Demonstrates an understanding of the ethical standards and code of conduct governing their profession.

### Interpersonal Skills

- **Definition:** Communicating and interacting successfully with patients, families, colleagues and other professionals in the healthcare delivery process.

**Key Elements**
- Communication Skills
  - Utilizes appropriate oral/written/non-verbal presentation skills to communicate effectively.
- Active Listening and Questioning
  - Listens, responds and asks questions to improve and promote mutual understanding.
- Conflict Management and Resolution
  - Identifies the basic issues in a conflict and develops an effective approach to achieve resolution.