



# **Osteopathic Recognition: Promoting the Desired Learning Environment**

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# Disclosures

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No financial relationships or other conflicts of interest to report.



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# Promoting the Desired Learning Environment

## Clarifying the Message

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Osteopathic Recognition is NOT intended to be an add-on to training, but rather an integrated experience.

Osteopathic education and training has been highly patient-centered and predominantly community-focused.

- Programs should attempt to develop and maintain an *Osteopathic Clinical Learning Environment* with these factors in mind.





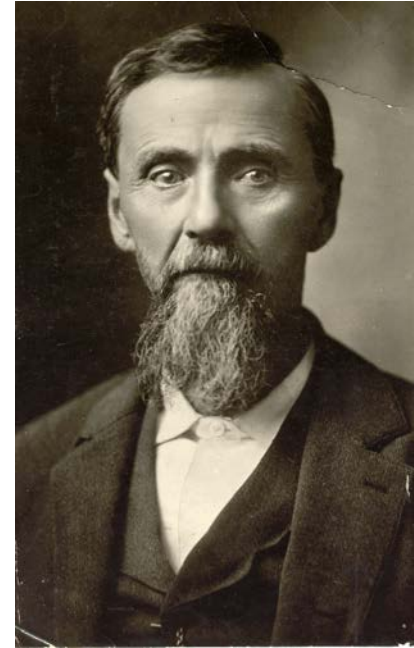
## **Begin with the End in Mind**

**Creating the osteopathic clinical learning environment is all about the role models...**

# Understanding the Past to Understand the Future

“The object of this corporation is to establish a College of Osteopathy, the design of which is *to improve our present system of surgery, obstetrics, and treatment of diseases generally*, and place the same on a more rational and scientific basis.”

From the legal charter issued by the State of Missouri to the American School of Osteopathy, 1892



Andrew Taylor Still  
Museum of Osteopathic Medicine, SM [1985.1023.08]



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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.
- 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 Clinical Learning Environment Modeling

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Faculty, leadership, and trainees are *committed* to creating and maintaining the desired education and training conditions.



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# Role Model Checklist

## Stretch Goals

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- Provide necessary and meaningful instruction, supervision, and evaluation.
- Demonstrate values, attitudes, and behaviors aligned to the tenets and other principles of osteopathic medicine.
- Minimizes the hidden curriculum.





# The Osteopathic Clinical Learning Environment Learning

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## ○ Instruction

A curriculum/learning plan has been created to assure trainees can *predictably* acquire or develop the knowledge, skill, and behavior necessary for successful osteopathic practice.

- Should assure trainees can achieve the described osteopathic milestones.

## ○ Evaluation

Provides formative and summative evaluation.



# Role Model Checklist

## Stretch Goals

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- Teach effective use of osteopathic tenets to optimize patient health.
  - Teach patient engagement in shared decision making in regards to osteopathic care plan.
- Teach effective use of osteopathic focused history, exam, and treatment.



# The Osteopathic Clinical Learning Environment Using

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



# Role Model Checklist

## Stretch Goals

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- ❑ Diagnose somatic dysfunction appropriate to routine and complex patients.
  - ❑ Focus on accurate and complete osteopathic structural examination.
  
- ❑ Treat somatic dysfunction appropriate to routine and complex patients.
  - ❑ Use a variety of OMT techniques.



# The Osteopathic Clinical Learning Environment Advancing

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Leadership, faculty, and trainees are *predictably* encouraged to discover what we don't know about OPP and OMT.

- Scholarly inquiry about OPP and OMT is an expectation
- Such inquiry should lead to scholarly activity



# Role Model Checklist

## Stretch Goals

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- Review osteopathic literature for potential inclusion into patient care
- Pursue knowledge of new and emerging OMT techniques
- Teach OPP/OMT at local, regional, or national meetings
- Perform and publish peer-reviewed research related to OPP/OMT



# The Osteopathic Clinical Learning Environment Fostering

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- Sharing of resources
- Patient-centered, comprehensive care
- 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.



# Role Model Checklist

## Stretch Goals

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- Develop optimal, cost-effective osteopathic patient care within the health care delivery system
- Demonstrate leadership in the advancement of patient-centered osteopathic health care
- Develop policies and procedures regarding the meaningful practice of osteopathic medicine
- Demonstrate leadership in organized advocacy efforts for the osteopathic profession





# Building Your Osteopathic Clinical Learning Environment

## Five Key Words to Remember

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- Modeling
- Learning
- Using
- Advancing
- Fostering



# What if I have questions?

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Always start with the FAQs and published documents!

*Then turn to:*

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