

Cross-functional Collaboration to Prepare Osteopathic Medical Students for Residency Core Competencies and Lifelong Learning



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Introduction

Osteopathic residents are required to meet core competencies during their residency program. The core competencies (OMM, Medical Knowledge, Patient Care, Interpersonal/Communication Skills, Professionalism, Practice-Based Learning and Improvement (PBLI), Systems-Based) are addressed by residency programs and different groups in an Osteopathic Postdoctoral Training Institution (OPTI). To adequately prepare students for this residency requirement and for lifelong learning as future physicians, it is important for educators to address the future core competency needs of osteopathic medical students while in medical school.

Within the Centers for Osteopathic Research and Education (CORE) OPTI, Faculty Development and Research Offices provide support for most areas mentioned. From the experiences of these two offices, effective delivery of materials and information is a big challenge since the CORE OPTI system has multiple specialty programs in 22 hospitals in different locations. In previous years, each office conducts training independent of each other. This poster describes cross-functional collaboration to introduce medical students to future residency core competencies requirements and lifelong learning.

Program Description

In the last two years, cross-functional collaboration between OUCOM/CORE Office of Faculty Development and CORE Research Office has resulted in combined programming where research and education topics are provided to medical students. CORE Faculty Development and CORE Research facilitated live and videoconference sessions that include learning objectives, learning activities (lecture/discussion and one-on-one consultations), and evaluation.

As an example, the two offices combined resources to host two learning sessions in one program.

- In Session 1, Presentation Skills targeting Interpersonal/Communication Skills and Professionalism and Research Protocol Creation targeting PBLI competencies were presented (see Figure 1).
- In Session 2, Effective Clinical Teaching targeting Interpersonal/Communication Skills and Professionalism and Literature Search and Case Report Writing targeting PBLI competencies were presented (see Figure 2).

A. Learning objectives to target the competency of Interpersonal/Communication Skills and Professionalism – Presentation Skills included:

- 1) Participants were able to discuss the 5 phases of presentation
- 2) Participants were able to identify at least 3 tips for giving effective presentations.
- 3) Participants were able to identify at least one characteristic of an effective visual.
- 4) Participants were able to demonstrate how to create effective presentations using PowerPoint and other presentation tools.

B. Learning objectives to target the competency of Practice-Based Learning and Improvement-Research Protocol Creation included:

- 1) Participants were able to discuss and identify the different parts of a research protocol template.
- 2) Participants were able to discuss the application of the template to an actual research protocol.
- 3) Participants were able to understand the iterative nature of writing a research proposal.

Figure 1. Learning objectives for presentation skills and research protocol creation.

A. Learning objectives to target the competency of Interpersonal/Communication Skills and Professionalism – Effective Clinical Teaching included:

- 1) Participants were able to describe components of effective clinical teaching and characteristics of effective teachers via an interactive game.
- 2) Participants were able to describe strategies for lecture, grand rounds, journal clubs, morning report, and bedside teaching.

B. Learning objectives to target the competency of Practice-Based Learning and Improvement-Literature Search and Case Report Writing included:

- 1) Participants were able to discuss and experience conducting an effective literature search.
- 2) Participants were able to discuss and identify the different parts of a case report.

Figure 2. Learning objectives for effective clinical teaching, literature search, and case report writing.

Discussion

Cross-functional collaboration between CORE Faculty Development and CORE Research provides several benefits:

- 1) Effective and efficient use of time and resources by addressing several competencies in a given session;
- 2) A variety of topics are discussed to keep the students engaged;
- 3) More cohesive programming across different units in the OPTI; and,
- 4) Early delivery of core competencies curricula to medical students to foster lifelong learning and better prepare the students for residency requirements.

The combined effort has received positive verbal feedback from participants. Current goals include continuing the program and also exploring partnerships with other units within the CORE OPTI.

Summary

Cross-functional collaboration: 1) enhanced programming quality and delivery, and 2) maximized learning opportunities for students to better prepare them in meeting residency core competencies and to foster lifelong learning.

