Transition to Competency Based Osteopathic Manipulative Medicine (OMM) Assessment

Project Goal:
The goal of the project was to review and reflect on the process and feasibility of developing and utilizing a competency based OMM curriculum.

2013-14 Traditional Curriculum Model:
- Systems based curriculum model with case-based presentations. OMM was integrated with Clinical Medicine. The traditional curriculum was called Osteopathic Clinical Skills (OCS).
- OCS included lecture, lab with lab quizzes, written and practical exams.

Competency: Assumed by minimal passing grade of 70% in all OCS exams.

2014-15 Competency Based Model:
- OMM was established as a separate department in July of 2014.
- Competency based model established 23 competency areas with 1-21 skill sets included within each competency area.
- Lectures and labs focused on active learning, with pre-reading and brief online lectures available prior to sessions.
- Students focused on competency development and demonstration.
- All students are required to demonstrate minimal competency in year one prior to promotion to year two.

Competency: Demonstrated through 100% performance on all 23 competency areas as measured by successful demonstration of minimal competency on 3 to 4 randomly selected skill sets per competency (skill set range: 69-92).

Outcomes:
- The project demonstrated feasibility.
- The OMM Department developed and implemented a competency based, learner centered OMM curriculum with iPad documentation of competency assessment.
- Class of 2018 (N=270) demonstrated competency in 34 small group sessions.
- 10 additional make up sessions for those students who failed to meet session any tested competency skill set (44 sessions in total).
- 100% of students are on target to meet year 1 competency requirements.

Challenges:
- Time: This is a time intensive process. The OMM Department consists of 2 full time faculty and 4 undergraduate OMM fellows. Over 120 hours were spent on competency development. Over 280 hours of scheduled student contact time per full time faculty and undergraduate fellow were required for implementation. This did not include review sessions or unscheduled student directed meeting/tutor time. Due to time and faculty constraints only 1 open lab was held.
- Resources: A minimum of 5 graders per session (OMM faculty or undergraduate OMM fellows) were required for 4 hour blocks with scheduled student check off times.

Next Steps:
- The OMM Department plans to modify the 1st year competency curriculum model following review of performance data and feedback.
- Development of a 2nd year OMM curriculum for the class of 2018 to support continued progression of OMM competencies.