Doctor of Osteopathic (DO) medical curricula are guided by the Osteopathic Core Competencies for Medical Students (Osteopathic Philosophy and OMM; Medical Knowledge; Patient Care; Interpersonal and Communication Skills; Professionalism, Practice-based Learning and Improvement; and System-based Practice) issued by the American Osteopathic Association (AOA). In addition, the American Association of Colleges of Osteopathic Medicine (AACOM) has developed Osteopathic Considerations for Core Entrustable Professional Activities (EPAs) for Entering Residency and AACOM AACOM the Osteopathic Considerations for CoreEntrustable Professional Activities (EPAs) for Entering Residency. Also, the Accreditation Council for Graduate Medical Education (ACGME) has developed Medical Residency Milestones (The Preventive Medicine Milestone Project: Public Health and General Preventive Medicine). All these curricular standards contain public health competencies (different from those developed by the Association of Schools and Programs of Public Health) that must be accomplished by medical education curricula. A clear hierarchy of these different levels of learning has not been established; moreover, each level encompasses finer levels of learning that should be incrementally achieved by the learner and measured using appropriate assessments.

Introduction

Objectives

- To develop a common language to Public Health (PH) curriculum mapping.
- To identify a working hierarchy for sequencing PH Program Learning Objectives (PLOs), Milestones, Course Learning Objectives (CLOs) and Assessments, throughout the four-year medical education curriculum, towards Entrustable Professional Activities.
- To develop an incremental approach to medical curriculum content using Bloom’s taxonomy.
- To map curricular content to assessments for exam blue-printing and item analyses using computer-based testing.

Competency Development

ACADEMIC QUALITY AND ACCREDITATION PROCESS

D.O. Program

School identify: 

GROUP 

Core Competencies (PLOs)

- Osteopathic Principles and Practices
- Patient care
- Medical knowledge
- Practice-based learning and improvement
- Interpersonal and communication skills
- Professionalism
- System-based practice

COMLEX Blueprint

EPA

Specialty Milestones and EPAs

Curricular Master Matrix

Curricular Master Matrix

Conclusions

Curriculum mapping of Public Health competencies in the osteopathic medicine curriculum – should follow a structured and incrementally complex approach (using Bloom’s taxonomy)– from Core Competencies to EPAs with Milestones and their respective assessments. This approach using Epidemiology, Biostatistics and Evidence-Based-Medicine allowed us to develop a common public health competency language and streamline content delivery, sequence and intensity, as well as to identify categories that should serve to blueprint exams for item analyses using computer-based testing.

The method and process was very valuable to:

- Agree on a common language and interpretation of competencies.
- Define a working hierarchy from PLOs to EPAs (through milestones) horizontally and from PLOs to Assessments vertically.
- Develop an incremental approach to medical curriculum content.
- Decide on the level of granularity for competencies.
- Map curricular content to assessments.