**Objective**

Develop and implement a curriculum mapping tool to help measure clinical patient presentation elements addressed in the first two years of the UP-KYCOM undergraduate osteopathic medical education program.

**Process**

1. Developed list of 300+ patient presentation elements using multiple sources, including:
   - Clinical Patient Dimension from NBOME Blue Ribbon Panel on Enhancing COMLEX-USA (eCOMLEX)
   - Select AAMC Core Entrustable Professional Activities (EPAs) - EPA 3: Recommend and interpret common diagnostic and screening tests
   - EPA 12: Perform general procedures of a physician
   - Drug indication (presentation) domains from the Board of Pharmacy Specialties (licensure examination guidelines)

2. Created “UP-KYCOM Course Map” document using patient presentation elements list:
   - Effort-based semi-quantitative scale: Minimum; Moderate; Major
   - Minimum: ≤5 minutes of a class period
   - Moderate: >5 minutes, but less than a full class period
   - Major: One or more class periods (estimate the number of class periods)
   - Course coordinators mapped elements within their course(s) using this document

3. Tabulated data from all elements and employed semiquantitative scaling to determine % effort devoted to each eCOMLEX Clinical Patient Dimension

4. Generated data table and scrutinized it for differences between the NBOME minimum weighting of each clinical presentation dimension vs the % effort we estimated for each in this mapping effort. We are also examining the data to identify curriculum gaps and redundancies

**Output**

Semiquantitative comprehensive curriculum map of 300+ clinical patient presentation elements addressed in the first two years of our curriculum

![Example of clinical presentation data generated from the mapping of clinical presentation elements in the OMS Years 1 and 2 didactic curriculum](image)

**Outcomes**

The semiquantitative curriculum map provided sufficient detail to determine each course’s contribution to coverage of the identified patient presentation elements:

- Aggregate data from the measured patient presentation elements were grouped under the eCOMLEX-USA dimensions, and the percent of the eCOMLEX-USA exam devoted to each dimension was compared to the estimated percentage effort expended by UP-KYCOM.
- Potential gaps and redundancies are being addressed by the UP-KYCOM Curriculum Task Force.

**Implications and Path Ahead**

Semiquantitative curriculum mapping provides user-friendly information needed to evaluate the contribution of didactic courses to elements of the curriculum:

- Partial evaluation of the data has helped identify several weaknesses in the curriculum, including an opportunity to strengthen coverage of various physician skills.
- Future plans include a more deliberate focus on outcomes and connecting artifacts that document achievement of curricular competencies.

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