American Association of Colleges of Osteopathic Medicine

Outstanding Medical Education Research Poster and Presentation Award Recipients
New in 2021, the AACOM President’s Osteopathic Tenets Research Award will recognize the efforts made by members of the osteopathic medical education community to undertake osteopathic research. AACOM’s President and CEO, Dr. Robert A. Cain, chooses the awardee and will present the award during Educating Leaders 2021.

The AACOM Outstanding Medical Education Research Poster and Presentation Award is presented to the individual(s) whose poster and presentation at the AACOM Annual Conference is found to achieve the highest standards of professional, scientific and educational rigor.
President’s Award

Impact of Philosophy-Based Teaching on Professional Identity Formation in First-Year Osteopathic Medical Students

Sharon Gustowski, DO, MPH
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**Impact of Philosophy-based Teaching on Professional Identity Formation in First-Year Osteopathic Medical Students**

Sharon Gustowski, DO, MPH, Maria Botero, PhD, Michele Haight, PhD

**INFORMATION**

Teaching philosophy is important in the development of osteopathic medical students’ professional identity but few resources are available. Therefore, an interdisciplinary team of a philosophy professor, osteopathic physicians, and professor of medical education created a module for first-year osteopathic medical students. This module focused on the first osteopathic tenet: “The body is a unit, the person is a unit of body, mind, and spirit.”

**METHODS**

1. Initial reflection on osteopathic philosophy
2. Teaching intervention
3. Standardized patient feedback experience
4. Post-intervention reflections on osteopathic philosophy

**TEACHING INTERVENTION**

Students explored western and non-western approaches to “body, mind, spirit,” our ideas of osteopathic philosophy in an online module. They then engaged in a series of case-based discussions and writing exercises where they were required to compare the osteopathic and western medical approaches and apply their knowledge in a standardized patient feedback experience. The aim of this study was to understand the students’ perspectives on any changes in their philosophical understanding. The role of this study was to understand the students’ perception of the osteopathic philosophy.

**RESULTS**

Integration of data from the standardized patients and written reflections showed that post-intervention students adopted a more holistic, patient-centered view of care that focused on active listening and understanding the role of social, cultural, and spiritual contexts in optimizing patient care.

**SUMMARY & CONCLUSION**

By using standard philosophical approaches, students are better able to critically think and articulate their understanding of osteopathic philosophy.

**REFERENCES**


**ACKNOWLEDGMENTS**

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**Educatings Leaders 2021**

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1st Place

Contact-Based NAMI Program Has Sustained Impact on Students’ Perspectives on Psychiatric Illness

Julia R. Van Liew, PhD
Des Moines University College of Osteopathic Medicine

Chunfa Jie, PhD
Des Moines University College of Osteopathic Medicine

Sonia Kumar, OMS-II
Des Moines University College of Osteopathic Medicine

Maximillian Striepe, OMS-II
Des Moines University College of Osteopathic Medicine
Faculty Poster Awards

2nd Place
Change in Opinions of Residents Before and After a Domestic/intimate Partner Violence Training

Veronica Takov, DO
McLaren Macomb

Grace Brannan, PhD
GDB Research and Statistical Consulting LLC

Mariah Burnell, DO
McLaren Macomb

Shannon McMann, DO
McLaren Macomb

Kegan Michael Rummel, DO
Michigan State University College of Osteopathic Medicine
Faculty Poster Awards

3rd Place

Quiz-Enhanced Podcasts for Cutting Redundancy and Excessive Detail

Martin Schmidt, PhD
Des Moines University College of Osteopathic Medicine

Jonathan Pederson, MS
Des Moines University College of Osteopathic Medicine

Wayne A. Wilson, PhD
Des Moines University College of Osteopathic Medicine
Student/Fellow Poster Awards

1st Place
The Effect of Drawing Microbiology Concepts on Short-Term Retention Before and After Interrupted Learning

Robert Waters, MS
Lake Erie College of Osteopathic Medicine

Delbert Abi Abdallah, PhD
Lake Erie College of Osteopathic Medicine

Mark A.W. Andrews, PhD
Lake Erie College of Osteopathic Medicine

Nancy Carty, PhD
Lake Erie College of Osteopathic Medicine

Christopher C. Keller, PhD
Lake Erie College of Osteopathic Medicine
Student/Fellow Poster Awards

2nd Place

Assessing the Relationship Between Infection Citations and Covid-19 Infections in Nursing Homes

Nur Mirza, OMS-II
Touro University Nevada College of Osteopathic Medicine

Meghan Mahalawat, OMS-II
Touro University Nevada College of Osteopathic Medicine

Cheryl Vanier, PhD
Touro University Nevada College of Osteopathic Medicine
3rd Place

The Impact of the Single-Accreditation System on Residency Application and Match Trends

Student/Fellow Poster Awards

Joseph David Marinelli, OMS-III
New York Institute of Technology College of Osteopathic Medicine

New York Institute of Technology College of Osteopathic Medicine

The Impact of the Single-Accreditation System on Residency Application and Match Trends

ABSTRACT / METHODS

Conclusions

Due to the single-accreditation system, osteopathic medical students have a higher success rate in matching. The percentage of osteopathic medical students matching has increased over the years. The single-accreditation system has also reduced the variability in the success rate of osteopathic medical students. The percentage of osteopathic medical students matching has increased over the years, and the Variability in the success rate of osteopathic medical students has also decreased.

RESULTS

Citation:


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Please join us in congratulating each of these outstanding members of our osteopathic medical education community.