

Osteopathic Recognition: Confronting the Barriers and Why it Matters



Conflict of Interest Disclosure

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Disclosure:

None of the speakers for the education activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients

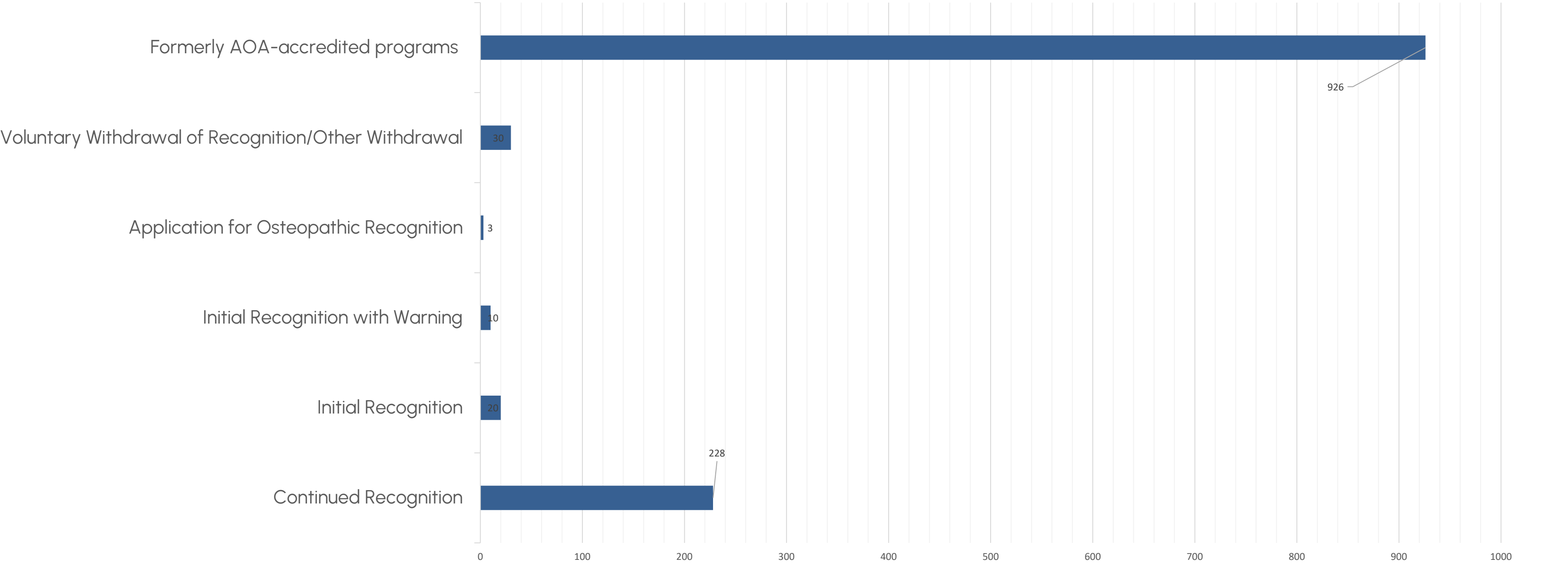
Osteopathic Recognition- an evolving story....

AOA

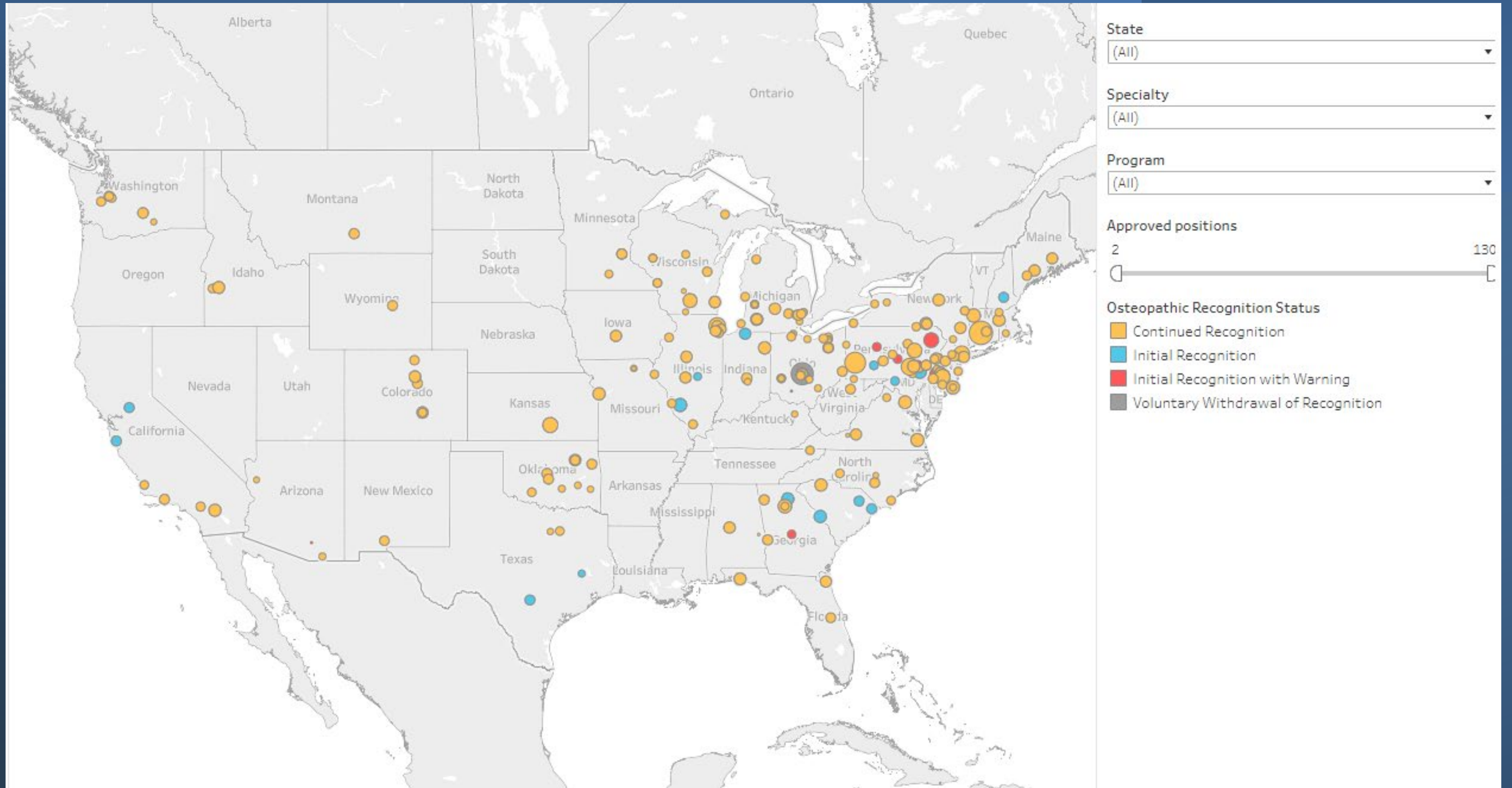
ACGME

Osteopathic Recognition- Today

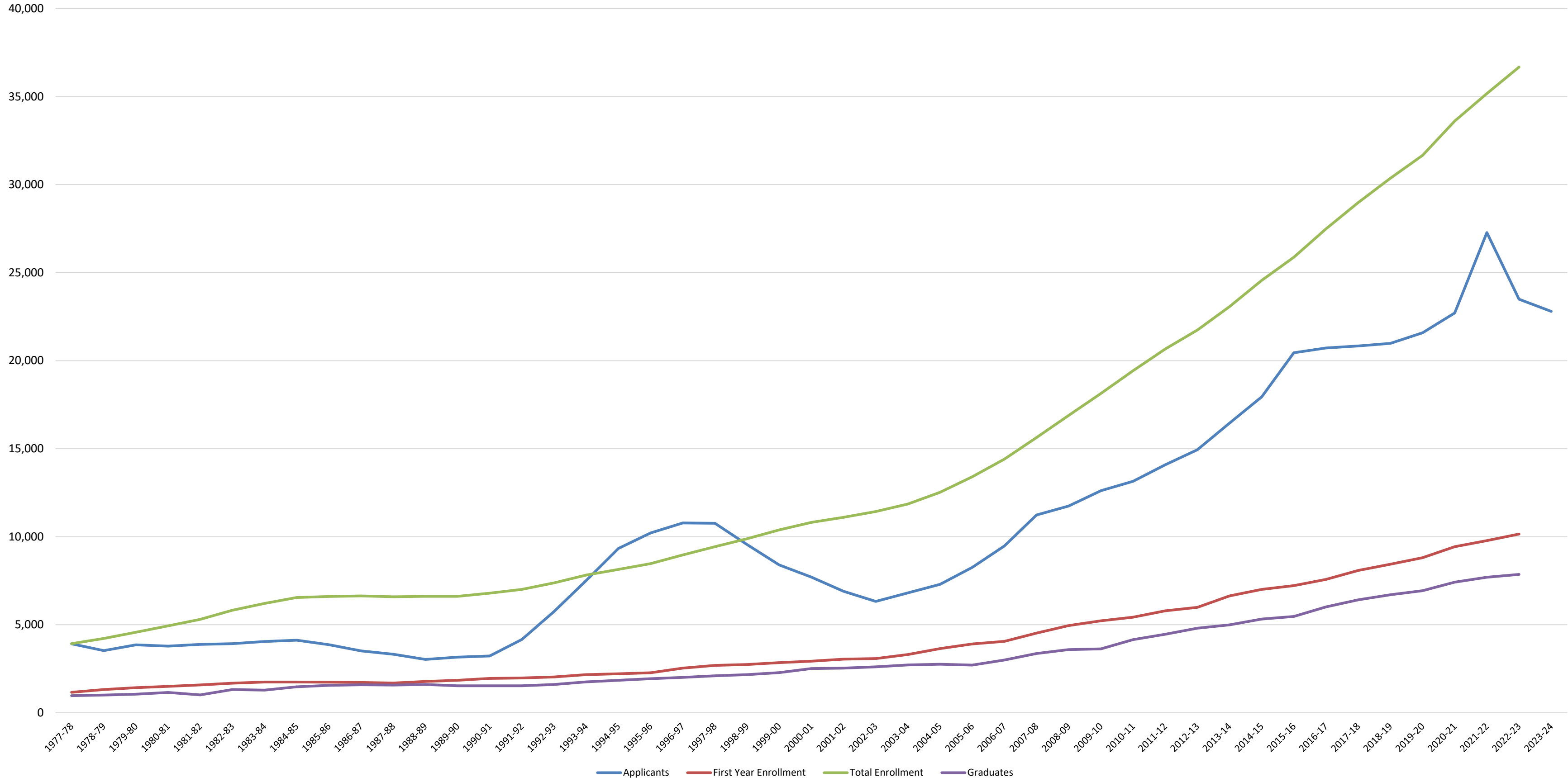
Osteopathic Recognition Data
As of March 1, 2024



Geographic Distribution of Programs: Osteopathic Recognition



COM Applicants, COM Enrollment and COM Graduates



Osteopathic Medicine:
where we were...and
now where we are

The tendency to disregard or twist uncomfortable facts that don't fit in with established beliefs is a common one.



Osteopathic
Recognition-
foundational
for our
profession



Value of Osteopathic Recognition
the "Osteopathic Identity"

Osteopathic Recognition

Defining Purpose for
COMS, GME Programs,
and Students.



A mixed-methods study of the Osteopathic Recognition Program

Supported by
Osteopathic Heritage
Foundation & AACOM

Research conducted by
the Uniformed Services
University of Health
Sciences (USUHS)

2 Aims:

Understand the barriers
to applying and
maintaining OR

Understand why some
programs withdrew OR,
impact of program
leadership on OR

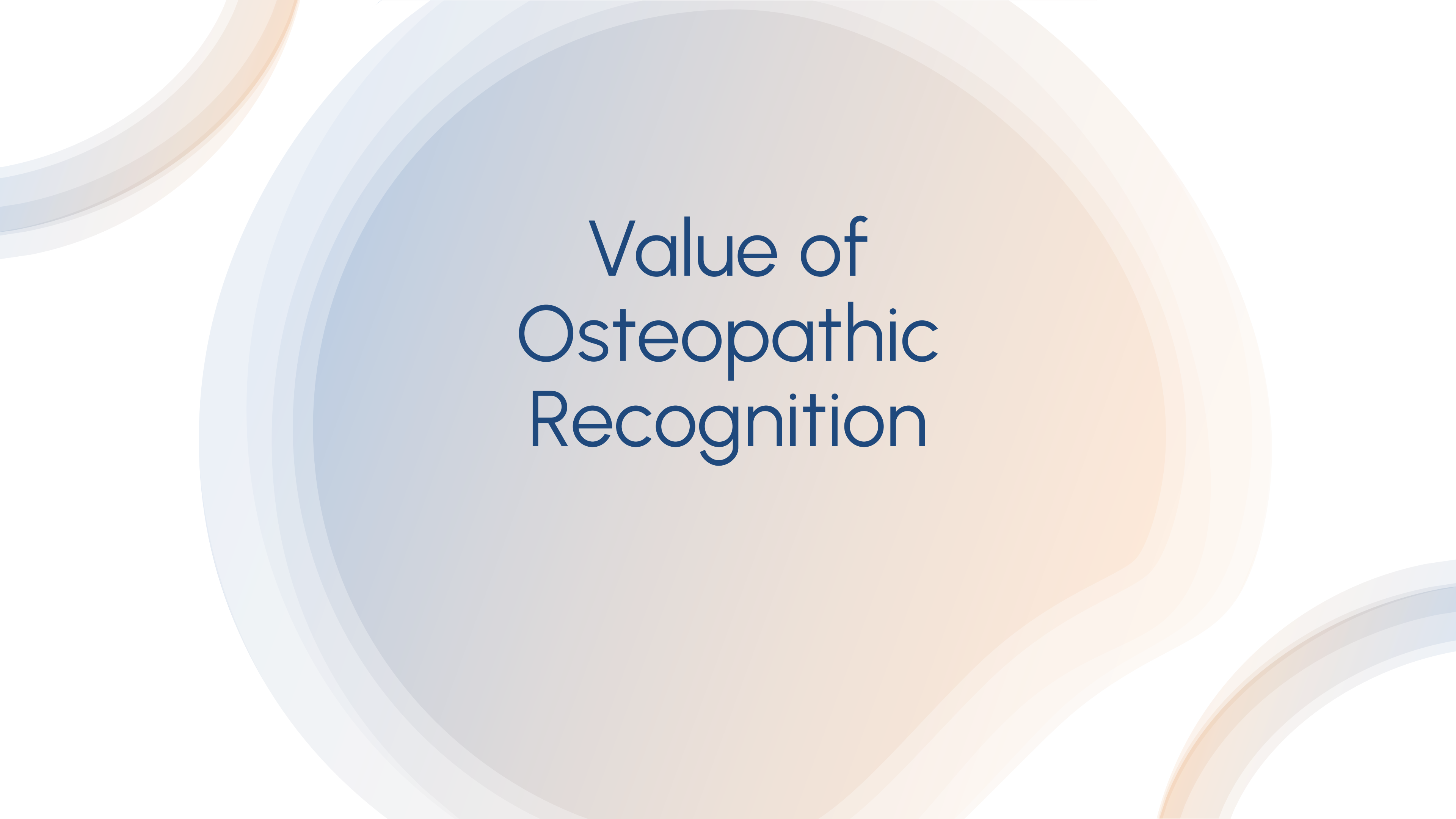
Data Collection & Preliminary Findings

Survey

- Programs that never applied for OR
- Programs that withdrew OR

Focus groups

Semi-Structured Interviews



Value of Osteopathic Recognition

Level of Importance or Value of OR

Recruitment of DO students to your program

Ability to provide instruction that includes Osteopathic Principles and Practice (OPP)

Inclusion of osteopathic principles in enhancing patient satisfaction and fostering health promotion in your residency practice

Aim 2: Value of OR

- Promoting the greater good of osteopathic medicine (e.g., more GME spots for the expanding UME population)
- Extending and expanding the OPP/OMT training continuum
- Promoting holistic patient care
- Ensuring a "seat at the table"
- Marker of quality, albeit a baseline marker, for a program's commitment to teaching and assessing OPP at the GME level.

A pair of hands is shown holding a red string, which is knotted in a complex, multi-loop pattern. The hands are positioned as if they are about to untangle or manipulate the knot. The background is a soft, out-of-focus grey. Overlaid on this image is the text 'Barriers to Osteopathic Recognition' in a white, sans-serif font. The text is centered and has a thin white horizontal line underneath it.

Barriers to Osteopathic Recognition

Preliminary Findings

"Top" barriers: ranking the barriers which were rated very or extremely challenging by the largest number of PDs.

1. Osteopathic recognition continued accreditation requirement
2. Lack of funding
3. Osteopathic evaluation requirement
4. Lack of support from colleagues
5. Insufficient time for OPP training in addition to normal residency schedule

Preliminary Findings Continued...

The Yes and No group differed the most on the PD's perceptions on the following five barriers. The No group tended to consider these five barriers very or extremely challenging.

1. Lack of support from colleagues
2. Insufficient time for OPP training in addition to normal residency schedule
3. Lack of osteopathic medicine in practice at site
4. Lack of interest in osteopathic education from potential applicants to the residency program
5. Lack of relevance to specialty

Emergent themes from open-ended OR never applied survey response items:

Lack of
resources/facult
y

Faculty
development

Lack of support
from MD
colleagues

Already
osteopathic

Administrative
burden

Time

Lack of
institutional
support

Lack of
resources

Application
process

Fear of
receiving
citations



Sample Quotes:

"...[Osteopathic] recognition provides the consistency...we have standards set up so it's the same thing. Everywhere you go. *That's the idea behind something like osteopathic recognition.... standardization...*"



Sample Quotes:

"And as you shift to OR it requires the infrastructure from scratch, so therefore now you have this extra heavy lift of administrative work that they didn't have before. Transitioning to ACGME, also more administrative work. Typically, they already had fewer faculty than necessary to run an ACGME program. Like all of the things changed and it just becomes a -- like, this is not worth it. We're already osteopathic. And that is true. And in order to move forward in this state with single accreditation, we have to individuate. We have to really define what it means to be osteopathic."
(Focus group participant)



Sample Quotes:

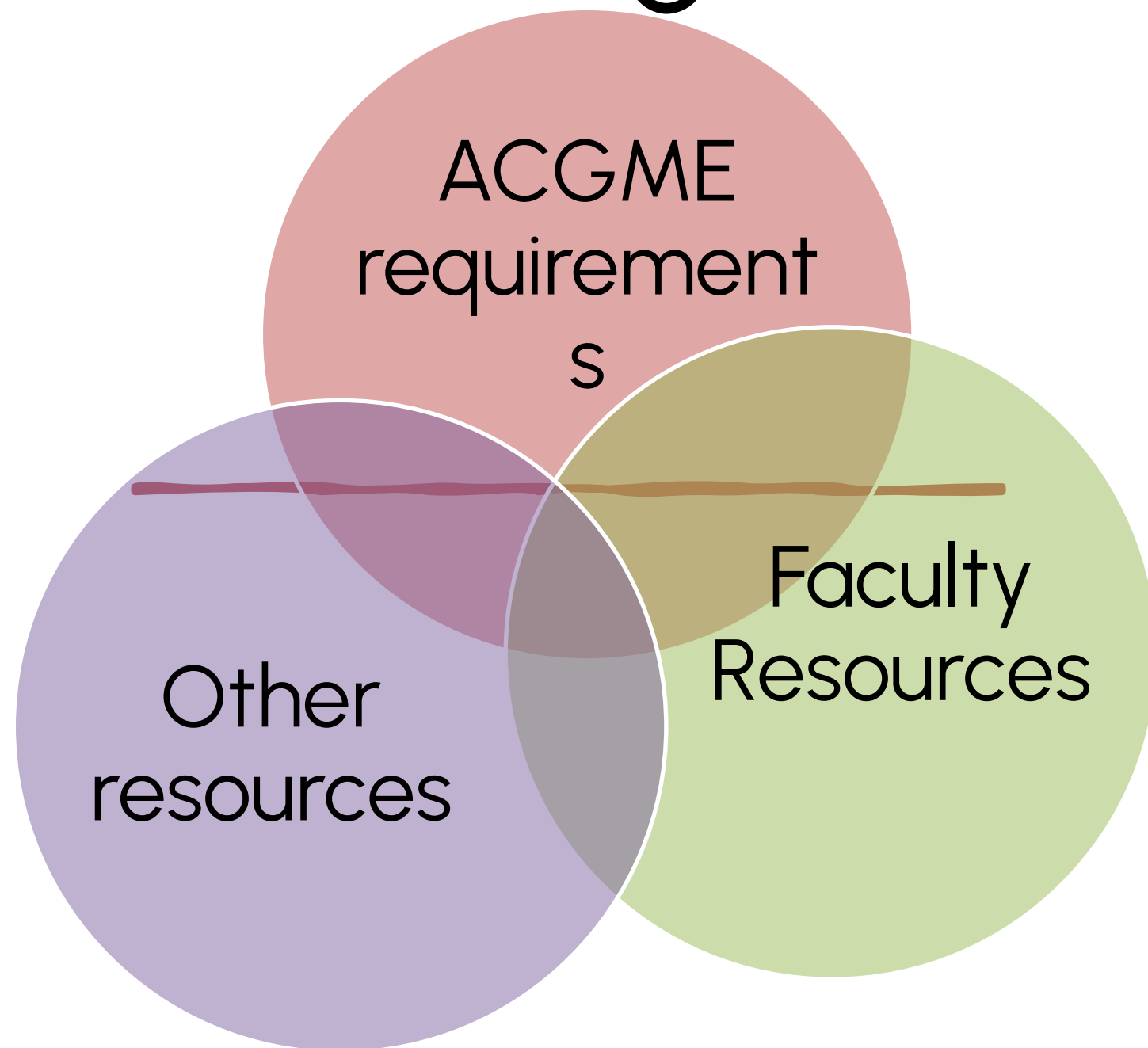
"there has to be some commonalities, but there has to be enough freedom and leeway that they can individualize this pathway for their program." (Focus group participant)



Potential Implications



Addressing perceived challenges



ACGME

- Addressing concerns about citations

Resources/ Osteo Research

- Utilize COM resources
- Scholar -12 (free)

Value proposition

- 1:3 graduates soon to a DO

Learn to maintain your objectivity, especially when it's hardest.

Questions/Discussion

