

Frequently Asked Questions: Osteopathic Recognition
Osteopathic Principles Committee
ACGME

Question	Answer
Osteopathic Principles and Practice	
<p>What types of learning environments are suitable for providing osteopathic-focused education?</p> <p><i>[Recognition Requirement: I.A.]</i></p>	<p>Historically, graduates of osteopathic programs produced physicians who were comfortable practicing in multiple settings by providing educational experiences in tertiary care centers and small, rural hospitals. When possible, it is recommended that experiences be provided in rural and/or underserved settings; however, the Osteopathic Principles Committee recognizes that osteopathic-focused education may be offered in a variety of settings, including federally-qualified health centers, health departments, critical access hospitals, etc.</p>
<p>Must a program identify in its application whether it is seeking Osteopathic Recognition for the whole program or for only for a track within it?</p> <p><i>[Recognition Requirement: I.B.]</i></p>	<p>Programs do not need to identify in the application whether they plan to have a track within the program. An Osteopathic Recognition application is submitted for a program, and the Osteopathic Principles Committee confers Osteopathic Recognition on a program. It will be up to the program to determine if all residents in the program will receive osteopathic-focused education or only residents in a track within the program.</p>

Question	Answer
<p>What are the expected elements of an osteopathic learning environment for a program with Osteopathic Recognition?</p> <p><i>[Recognition Requirements: III. - III.B. 12.]</i></p>	<p>It is the expectation of the Osteopathic Principles Committee that every program with Osteopathic Recognition creates an osteopathic-focused learning environment that spans the length of the educational program. The Committee acknowledges that each program will have varying resources and missions based on geographic location, background of faculty members, and the needs of the patient populations it serves. The avenues to attain an osteopathic learning environment are equally varying to allow each individual program to successfully meet the Requirements for Osteopathic Recognition.</p> <p>Post-graduate training occurs with both longitudinal and focused educational experiences. In this spirit, an osteopathic learning environment provides experiences to support the developmental process for each program and the learners in each of those programs. The ACGME Milestones guide this developmental growth throughout the educational program.</p> <p>There are several elements a program can utilize to establish an osteopathic learning environment, which may include focused rotations, integrated rotations, osteopathic rounds, clinic rotations, and osteopathic patient care conferences. A more robust description of each of these is available on the Osteopathic Principles Committee webpage: http://www.acgme.org/acgmeweb/Portals/0/PFAssets/ProgramResources/Elements_of_an_Osteopathic_Learning_Environment.pdf.</p>
<p>Does a program need to receive approval from the Osteopathic Principles Committee in order to change the complement of residents in an osteopathic-focused track?</p> <p><i>[Recognition Requirement: III.A.]</i></p>	<p>No, the Osteopathic Principles Committee will monitor the number of residents receiving osteopathic-focused education, but will not need to approve complement changes in a program's osteopathic-focused track. The specialty Review Committee approves changes that affect a program's complement.</p>
<p>Should there be one resident per program year or one resident at each level of education, averaged over a period of three years?</p> <p><i>[Recognition Requirement: III.A.]</i></p>	<p>The Osteopathic Principles Committee expects that there will be at least one resident per year of the program, averaged over a period of three years, in a program with Osteopathic Recognition. In order to deliver a consistent experience for all learners, it is desirable to have two or more residents enrolled in osteopathic-focused education. The presence of multiple learners at each year of the program will facilitate peer and near-peer learning. A fragmented enrollment may negatively impact learning. The Committee will continue to monitor this in order to best support programs.</p>

Question	Answer
<p>How does the Osteopathic Principles Committee define a “sufficient” number of faculty members?</p> <p><i>[Recognition Requirement: III.B.6.]</i></p>	<p>The Committee expects all specialty and subspecialty programs with Osteopathic Recognition to have at least two faculty members able to develop and deliver curriculum intended to promote Osteopathic Principles and Practice and use of osteopathic manipulative treatment consistent with the osteopathic competencies. A program may use external resources to support this effort, such as resources provided through a relationship with an educational consortium (e.g., an OPTI) or a college of osteopathic medicine.</p>
<p>What are some examples of learning resources the Osteopathic Principles Committee recommends to support osteopathic medical education?</p> <p><i>[Recognition Requirement: III.B.7.]</i></p>	<p>The following are some suggested learning resources that may be utilized to support osteopathic medical education:</p> <ul style="list-style-type: none"> • Live or video conferencing of the presentation of Osteopathic Principles and Practice that may include the application of osteopathic manipulative treatment in clinical situations relevant to each specialty group • Access to references that enhance the understanding of Osteopathic Principles and Practice • Role modeling of osteopathic manipulative treatment in the patient care setting • Online training modules to enhance learners’ understanding of Osteopathic Principles and Practice and/or the application of osteopathic manipulative treatment in a clinical setting
<p>What are the Osteopathic Principles Committee’s expectations regarding facilities for osteopathic clinical and didactic activities?</p> <p><i>[Recognition Requirement: III.B.7.b)]</i></p>	<p>The Committee expects programs to have facilities suitable for providing osteopathic clinical and didactic teaching activities. This includes appropriate space in the clinical and didactic setting for examination tables suitable for osteopathic manipulative treatment and education, and appropriate conference room space and equipment necessary for the didactic modalities utilized.</p>

Question	Answer
<p>Do the Osteopathic Recognition requirements for scholarly activity replace the specialty requirements for scholarly activity? What qualifies as scholarly activity in Osteopathic Principles and Practice?</p> <p><i>[Recognition Requirement: III.B.9.]</i></p>	<p>The pursuit of scholarly activity in Osteopathic Principles and Practice does not replace the scholarly activity as articulated in the applicable specialty requirements. Residents and faculty members must meet the specialty requirements as outlined by the Review Committee. The Osteopathic Principles Committee encourages the incorporation of Osteopathic Principles and Practice into the scholarly activity that is used to meet the specialty-specific requirements. If it is not appropriate to incorporate Osteopathic Principles and Practice into the specialty-specific scholarly activity, additional scholarly activity will need to be completed to meet the Requirements for Osteopathic Recognition.</p> <p>Faculty Scholarly Activity: The Osteopathic Principles Committee encourages each osteopathic-focused faculty member, inclusive of the program director/co-program director/osteopathic-focused track director, to participate in scholarly activity. Osteopathic-focused faculty members must produce at least two scholarly pieces annually, averaged over a five-year period. If it includes osteopathic content, the following may qualify as faculty scholarly activity:</p> <ul style="list-style-type: none"> • Topic presentation at a regional, state, or national meeting • Presentation at a grand rounds • Publication of articles, book chapters, abstracts, or case reports in peer-reviewed journals • Publication of peer-reviewed performance improvement or education research • Peer-reviewed funding • Peer-reviewed abstracts presented at a regional, state, or national specialty meeting • Leadership in a regional, state, or national osteopathic-related organization

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	<p>Resident Scholarly Activity:</p> <p>It is the expectation of the Osteopathic Principles Committee that all residents designated as receiving osteopathic-focused education will integrate Osteopathic Principles and Practice into their scholarly activity. Osteopathic-focused residents must produce at least one piece of scholarly activity prior to graduating from the program. Resident scholarly activity may include:</p> <ul style="list-style-type: none"> • Items in faculty scholarly activity list above • Resident-led didactic with integration of Osteopathic Principles and Practice • Resident-led workshop with integration of Osteopathic Principles and Practice • Resident-led journal club with osteopathic content

Question	Answer
<p>What topics are appropriate for osteopathic-focused scholarly activity?</p> <p><i>[Recognition Requirement: III.B.9.]</i></p>	<p>Osteopathic-focused scholarly activity includes educational presentations or research that 1) focus on specific osteopathic principles or practices, or 2) addresses the integration of Osteopathic Principles and Practices into clinical care. Integrated osteopathic principles and practice scholarly activity would include the integration of one or more of the osteopathic principles: 1) mind-body-spirit interactions; 2) structure-function relationships; 3) self-regulatory and self-healing physiological mechanisms; or 4) osteopathic manipulative medicine into patient care. The following are examples of acceptable scholarly activities and topics:</p> <ul style="list-style-type: none"> • Educational presentation on the effect of mind-body-spirit interactions on health • Educational presentation that includes integration of osteopathic manipulative treatment into treatment options • Presentation of a case report that includes the documentation of osteopathic structural examination findings at local, regional, or national conferences • Submission of manuscripts to peer-reviewed journals or book chapters that discuss the integration of osteopathic principles and practice into patient care activities • Participation in clinical or basic science research focusing on structure-function relationships • Participation in educational research focusing the training of the integration of mind-body-spirit interactions, structure-function relationships, self-regulatory and self-healing physiological mechanisms, or osteopathic manipulative medicine into patient care • Educational presentation on osteopathic principles and practice to interprofessional groups
<p>How does the Osteopathic Principles Committee define an interprofessional collaborative team?</p> <p><i>[Recognition Requirement: III.B.12.]</i></p>	<p>The interprofessional collaborative team includes all physicians, nurses, pharmacists, physical therapists, social workers, and any other health/ social care providers participating in the care of patients. These collaborative teams meet regularly to coordinate patient care plans.</p>

Question	Answer
<p>How does the Osteopathic Principles Committee determine whether a physician is qualified to be a program director, co-program director, or osteopathic-focused track director for a program with Osteopathic Recognition or an osteopathic-focused track within a program with Osteopathic Recognition?</p> <p><i>[Recognition Requirements: III.C.1.a) and III.C.1.a).(1)]</i></p>	<p>The program director/co-program director/track director is the physician designated with the authority and accountability for resident education and training in the conceptual understanding and practical application of the distinct behavioral, philosophical, and procedural aspects of clinical practice related to the four tenets of osteopathic medicine.</p> <p>If this individual is board-certified in the program specialty, he/she may also be the program director or co-director of the program. If this individual is of another specialty or of the same specialty but not already designated as the program director or co-director, then he/she is designated as the osteopathic-focused track director.</p> <p>The program director/co-program director/track director must have documented training in hands-on courses in osteopathic manipulative medicine or have certification requiring hands-on training, such as a doctorate in osteopathic medicine with board certification through the American Osteopathic Association (AOA).</p>
Resident Eligibility	
<p>What is considered sufficient background and/or instruction in osteopathic philosophy and techniques in manipulative medicine as required for MD applicants prior to matriculation into a program with Osteopathic Recognition?</p> <p><i>[Recognition Requirements: IV.B. - IV.B.4.]</i></p>	<p>The Committee expects that MD applicants, or any other applicants who are physicians but not DOs, will demonstrate some level of preparation for entry into an osteopathic-focused position in a program with Osteopathic Recognition. Such preparation may be demonstrated by:</p> <ul style="list-style-type: none"> • Structured basic osteopathic principles and practice training prior to beginning residency • Prior completion of elective osteopathic principles and practice rotations • Prior completion of osteopathic principles and practice courses at an osteopathic medical school • Other experiences and training to enable the matriculated resident to demonstrate entry-level competency for participation in the program <p>The Committee allows program directors to locally determine eligibility for non-DO applicants, which may exceed the established Osteopathic Recognition requirements. The Committee provides program directors the ability to “catch up” a resident’s education during the course of the program.</p> <p>The Committee will provide additional specialty-specific information to guide program</p>

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	directors in determining appropriate eligibility requirements for entry.
Evaluation	
<p>Will a program lose Osteopathic Recognition if it is unable to achieve the 80 percent take rate on the applicable AOA Board exam?</p> <p><i>[Recognition Requirement: V.A.2.a)]</i></p>	<p>No, the Osteopathic Principles Committee has decided that it will not enforce the 80 percent take rate requirement. The Committee will seek to formally remove this requirement during the next focused revision of the Requirements for Osteopathic Recognition. The Board pass rate will still be enforced and will be based on those eligible graduates of the program that choose to take the applicable AOA Board exam.</p>
<p>How will the Osteopathic Principles Committee determine whether a significant number of residents who have entered the osteopathic-focused track have completed it?</p> <p><i>[Recognition Requirement: V.A.2.c)]</i></p>	<p>The Committee expects that those who enter a program with Osteopathic Recognition in an osteopathic-focused position will complete the program in an osteopathic-focused position. The Committee will monitor resident attrition from osteopathic-focused positions.</p>