Osteopathic Recognition (OR)

American College of Osteopathic Family Physicians

April 5, 2016

Presenters:
Natasha Bray, DO
Tiffany Moss, MBA
Introductions

Natasha Bray, DO  
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Tiffany Moss, MBA  
Executive Director, Osteopathic Accreditation
Disclosures

No financial conflicts of interest to report.
Objectives

• Review the basics of Osteopathic Recognition and recent updates.
• Explain how a program can obtain Osteopathic Recognition.
• Discuss the Osteopathic Recognition application process.
What is Osteopathic Recognition (OR)?

Commitment by a program to teach and assess Osteopathic Principles and Practices (OPP) at the graduate medical education level.
Why OR?

• Provides an organized approach to perpetuate osteopathy’s contributions to patient care.
• Creates opportunity for all physicians to learn Osteopathic Principles and Practices.
• Creates program distinctiveness.
• Programs with Osteopathic Recognition are acknowledged on the ACGME website.

“Patient care delivered within the context of Osteopathic Principles and Practices is aligned to patient-centered, high-value care and the needs of our nation’s healthcare system.”
Who Oversees OR?

• Osteopathic Principles Committee (OPC)
  • New ACGME “Recognition Committee”.
  • Members appointed by the AOA & ACGME.

• Established in October 2014 as “working group”, then a full committee in January 2015.

• Born out of the Single Accreditation System Memorandum Of Understanding (MOU).
Osteopathic Recognition Basics
OR Program vs Track

• Osteopathic Recognition (OR)
  Conferred upon any ACGME-accredited program providing requisite training in Osteopathic Principles and Practice after appropriate application and review for adherence to established requirements.

• Osteopathic-Focused Track
  Programs receiving Osteopathic Recognition may designate all residents in the program as osteopathic-focused or only a portion of the program, which is referred to as an osteopathic-focused track.
Osteopathic-Focused Learning Environment

Programs with OR must create an osteopathic-focused learning environment that spans the length of the educational program.

Osteopathic-Focused Learning Environment:

- provides experiences to support the developmental process for each program and the learners in each of those programs.
- may be attained through varying avenues to allow each individual program to successfully meet the Requirements for Osteopathic Recognition.
- may be established by a program utilizing the following elements: focused rotations, integrated rotations, osteopathic rounds, clinic rotations, and osteopathic patient care conferences.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What are the expected elements of an osteopathic learning environment for a program with Osteopathic Recognition?</td>
<td>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. Postgraduate 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. 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: <a href="http://www.acgme.org/acgmeweb/Portals/0/PFAssets/ProgramResources/Elements_of_an_Osteopathic_Learning_Environment.pdf">http://www.acgme.org/acgmeweb/Portals/0/PFAssets/ProgramResources/Elements_of_an_Osteopathic_Learning_Environment.pdf</a>.</td>
</tr>
</tbody>
</table>
One of the following must be identified as the leader of the osteopathic-focused education in the program, also referred to as the Director of Osteopathic Focused Education:

- Program Director
- Co-Program Director (if applicable)
- Osteopathic-Focused Track Director**

**Position only required if the Program Director will not be the designated leader of osteopathic-focused education.
Osteopathic-Focused Track Director

- Must meet the qualifications of a faculty member outlined in the specialty’s program requirements.
- May be board certified in a specialty other than that of the program.
- Must meet the OR faculty qualifications.

Note: May be shared between programs.
OR Faculty

I.B.6.

Osteopathic-focused programs, or such tracks within a program, must maintain a sufficient number of faculty members (MD or DO) who, through prior training and certifications, are able to supervise the performance of osteopathic manipulative medicine in the clinical setting as applicable to patient care.
OR Faculty FAQ

The Committee expects all residency and fellowship programs with OR to have at least two faculty members able to develop and deliver curriculum intended to promote OPP 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.
OR Scholarly Activity

Programs must demonstrate participation by faculty members and residents in scholarly activity specific to Osteopathic Principles and Practice. [III.B.9]

*Note: This is only applicable to faculty members and residents that are designated as osteopathic-focused.*

- **Faculty:** Must produce at least two scholarly pieces annually, averaged over a five year period. (as a whole, not individual faculty members)

- **Residents:** Must produce at least one piece of scholarly activity prior to graduating from the program.
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<th>Question</th>
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| 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? | 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.  
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:                                                                 |
|                                                                        | • 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 |
## FAQ Con’t

<table>
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<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Resident Scholarly Activity:</td>
<td>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:</td>
</tr>
</tbody>
</table>
|                                                                         | - 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  |

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## Osteopathic-Focused Scholarly Topics FAQ

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</table>
| What topics are appropriate for osteopathic-focused scholarly activity? | 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:  
  - 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 |
| How does the Osteopathic Principles and Practices Scholarly Activity... | The interprofessional collaborative team includes all physicians, nurses, pharmacists, occupational therapists, physical therapists, speech-language pathologists, and other health care providers. The team works together to develop and implement educational programs and activities that promote the integration of osteopathic principles and practices into clinical care. The team also monitors and evaluates the effectiveness of these activities to ensure that they meet the needs of patients and healthcare providers. |
IV.B. Prior to matriculation, residents meeting the requirements for IV.A.2. or IV.A.3. above must have sufficient background and/or instruction in osteopathic philosophy and techniques in manipulative medicine sufficient to prepare them to engage in the curriculum of the program.

- The Committee expects that allopathic applicants will demonstrate interest and some level of preparation for entry into an osteopathic-focused position in a program with OR.
Removal AOA Board Take Requirement

Osteopathic Board Certification:

V.A.2.a) At least 80 percent of eligible graduating residents participating in the osteopathic-focused designated positions from the preceding five years must have taken the applicable AOA board certification examination that evaluates both the theoretical and practical application of Osteopathic Principles and Practice.
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<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td><strong>Evaluation</strong></td>
<td>directors in determining appropriate eligibility requirements for entry.</td>
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<tr>
<td>Will a program lose Osteopathic Recognition if it is unable to achieve the 80 percent take rate on the applicable AOA Board exam?</td>
<td>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.</td>
</tr>
<tr>
<td>[Recognition Requirement: V.A.2.a)]</td>
<td></td>
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</tbody>
</table>
OR Resident Board Pass/Take Rate

Do residents in ACGME-accredited programs with Osteopathic Recognition (in an osteopathic-focused position) have to take both the ABMS and AOA board certification exam?

No, ACGME residents only need to take and pass one board certification exam (ABMS or AOA).
Accreditation Council for Graduate Medical Education

OR Resources
OR Webpage
OR Webpage
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<th>Residents and Fellows</th>
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<td>ACCREDITATION</td>
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<td>RECOGNITION</td>
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<tr>
<td>INITIATIVES</td>
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The ACGME recognizes that the Osteopathic Principles Committee is a key component of the Accreditation Council for Graduate Medical Education (ACGME) in ensuring the quality of medical education programs.

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OSTEOPATHIC PRINCIPLES COMMITTEE

RECENT NEWS AND UPDATES
The documents and resources housed within this section are provided by the Osteopathic Principles Committee and its staff at the ACGME.

REQUIREMENTS CURRENTLY IN EFFECT
7/1/2015 Osteopathic Recognition
   Osteopathic Recognition FAQs

MILESTONES
   Osteopathic Recognition

APPLICATION FOR RECOGNITION
   Osteopathic Recognition
   Osteopathic Recognition Application Instructions
   Supplemental Educator Form

DOCUMENTS
   Elements of an Osteopathic Learning Environment

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AGENDA CLOSING AND MEETING
DATES

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Accreditation Council for Graduate Medical Education

OR Application Process
General OR Application Information

• Programs could begin to apply for OR on July 1, 2015.

• OR applications will be reviewed by the Osteopathic Principles Committee (OPC).

• Each program at an institution must submit a separate OR application.

• No site visit will be required for an OR application.

• No fees for Osteopathic Recognition (No fees for application, site visits, continued recognition, etc.).

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Eligibility to Apply for OR

The following programs are eligible to apply for recognition:

- ACGME “pre-accredited” programs
  (AOA-approved program on July 1, 2015 that has submitted an ACGME program application.)

- ACGME accredited programs
OR Application

- Completed entirely online and housed in the Accreditation Data System (ADS).
- Does not require the duplicate entry of information already entered into ADS as a part of the new program application for accreditation.
  - **Exception:** Attachment documents
  - Existing ACGME accredited programs will be able to use the information they have already provided in ADS.
OR Application Steps

1. Program Information
2. Program Personnel
3. Osteopathic Residents
4. Rotation Sites
5. Program Application Questions
6. Duty Hour, Patient Safety and Learning Environment
7. Overall Evaluation Methods
8. Required Uploads
9. Review and Submit Osteopathic Recognition Application
OR Application Steps

Steps 1, 4-7: Opportunity to update information, no new information required.

1. Program Information
2. Program Personnel
3. Osteopathic Residents
4. Rotation Sites
5. Program Application Questions
6. Duty Hour, Patient Safety and Learning Environment
7. Overall Evaluation Methods
8. Required Uploads
9. Review and Submit Osteopathic Recognition Application
OR Application Steps

Steps 2 & 3: Requires checking boxes, identifying scholarly activity, and updating information.

1. Program Information
2. Program Personnel
3. Osteopathic Residents
4. Rotation Sites
5. Program Application Questions
6. Duty Hour, Patient Safety and Learning Environment
7. Overall Evaluation Methods
8. Required Uploads
9. Review and Submit Osteopathic Recognition Application
Step #2: Program Personnel (Item #4)

This item requires you to select the leader of the osteopathic-focused education in program, the Director of Osteopathic-Focused Education. This can be the Program Director, Co-Program Director, or an Osteopathic-Focused Track Director.
OR Application Steps

1. Program Information
2. Program Personnel
3. Osteopathic Residents
4. Rotation Sites
5. Program Application Questions
6. Duty Hour, Patient Safety & Learning Environment
7. Overall Evaluation Methods
8. Required Uploads
9. Review and Submit Osteopathic Recognition Application
“Attachments” are uploaded into ADS as a part of the application.

Attachment documents should demonstrate how the program is providing and assessing osteopathic-focused education.

- If these attachment documents were already provided for the new program application, the OPC asks that you upload those same documents as a part of the OR application.
Required Uploads - “Attachments”

- Faculty evaluation of residents
- Semiannual and summative evaluations
- Program specific evaluation tools
- Forms used for faculty and program evaluation
- Supplemental educator form
- Sample block diagram
- Osteopathic Recognition specific application questions
Application “Attachments”

- Faculty evaluation of residents
- Semiannual and summative evaluations
- Program specific evaluation tools
- Forms used for faculty and program evaluation
- Supplemental educator form
- Sample block diagram
- Osteopathic Recognition specific application questions
## Osteopathic Recognition Supplemental Educator Roster Form

This form may be used to identify educators, not listed on the program’s faculty roster in ADS, who play a prominent role in the program’s osteopathic-focused education. Note: If all osteopathic-focused educators are listed on the program’s faculty roster in ADS, check “not applicable” below prior to uploading as a new application attachment.

- **Form “Not Applicable”** (All osteopathic-focused educators have been listed on the program’s faculty roster in ADS)

<table>
<thead>
<tr>
<th>Name (First, Middle Initial, Last Name)</th>
<th>Degrees</th>
<th>Year Started Teaching</th>
<th>Year started teaching with this program</th>
<th>Board Certification Specialty and Certifying Board (Note if eligible and not certified)</th>
<th>Original or Re-Certification Year and Certification Status</th>
<th>Define Educational Role in Program</th>
<th>Hours Spent per Week (or per Month) devoted to Resident Education in this Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: John A. Doe</td>
<td>BS, MS, DO</td>
<td>2009</td>
<td>2012</td>
<td>Family Medicine - ABOFP</td>
<td>2009, Original Certification Valid</td>
<td>Provide monthly OMT workshops</td>
<td>8 hours per month</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

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Supplemental Educator Roster Form

• Available on the OPC page of the ACGME website and in ADS.

• Used to identify educators, not listed on the program’s faculty roster in ADS, who play a prominent role in the program’s osteopathic-focused education.
  • If the specialty Review Committee has limited the faculty able to be listed on the roster based on set criteria, those OF faculty not meeting the criteria should appear on this form.

• If all educators are already identified on the faculty roster in ADS, then mark the “not applicable” box.

• Form is a required upload.

• Form will only be viewable by the OPC and not the Review Committees.
Supplemental Educator Roster Form

### Osteopathic Recognition Supplemental Educator Roster Form

This form may be used to identify educators, not listed on the program’s faculty roster in ADS, who play a prominent role in the program’s osteopathic-focused education. Note: If all osteopathic-focused educators are listed on the program’s faculty roster in ADS, check “not applicable” below prior to uploading as a new application attachment.

Form “Not Applicable” (All osteopathic-focused educators have been listed on the program’s faculty roster in ADS)

<table>
<thead>
<tr>
<th>Name</th>
<th>Year Started</th>
<th>Board Certification Specialty</th>
<th>Original or Re-</th>
<th>Hours Spent per Week (or per</th>
</tr>
</thead>
</table>
Application “Attachments”

- Faculty evaluation of residents
- Semiannual and summative evaluations
- Program specific evaluation tools
- Forms used for faculty and program evaluation
- Supplemental educator form
- Sample block diagram
- Osteopathic Recognition specific application questions
OR Specific Application Questions

• Questions developed by the OPC.
• Questions are directly related to a OR requirement(s).
  • Each question contains a reference to a OR requirement(s).
• Available on the OPC page of the ACGME website as a Word document.
• Completed electronically and uploaded into ADS.
Locating the OR Specific Application Questions

OSTEOPATHIC PRINCIPLES COMMITTEE

RECENT NEWS AND UPDATES
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7/1/2015  Osteopathic Recognition
  Osteopathic Recognition FAQs

MILESTONES
Osteopathic Recognition

APPLICATION FOR RECOGNITION
Osteopathic Recognition
  Osteopathic Recognition Application Instructions
  Supplemental Educator Form
Application Submission Process

1. Program Director (or DIO) initiates the OR application in ADS.

2. Completes application.

3. Submits application to Designated Institutional Officer (DIO) within the ADS system for DIO review and approval.

4. Upon DIO approval, the application form submitted to the ACGME.
OR Application Review Process

• OPC may review the OR applications from ACGME-accredited programs only.

• OPC will wait to review OR applications from programs in “pre-accreditation”, until they have been reviewed by the specialty Review Committee and have been granted “initial accreditation”.
  
  • Programs that submitted OR applications while in “pre-accreditation” will be given 10 days after receiving “initial accreditation”, to make any updates to their OR application prior to it going to the OPC for review.
Recognition Decision Notification

• Recognition status will be sent via e-mail to the program, from the OPC Staff, within 5 days of the meeting.

• Letter from the Executive Director outlining citations & areas for improvement (AFI) will arrive via e-mail to the program within approximately 60 days.
Acknowledgement of OR

Programs that have applied for or have received OR will be acknowledged on the ACGME website.

- Includes programs with “Initial Recognition” and “Continued Recognition”.

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# Program Search

## What We Do
- Designated Institutional Officials
- Program Directors and Coordinators
- Residents and Fellows
- Meetings and Events
- Data Collection Systems
- Specialties

## Accreditation Council for Graduate Medical Education

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<table>
<thead>
<tr>
<th>Program Number / Name</th>
<th>Accreditation Status</th>
<th>Osteopathic Recognition Status</th>
<th>Recognition Effective Date</th>
<th>Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1200500735] Marian Regional Medical Center Program</td>
<td>Initial Accreditation</td>
<td>Application for Osteopathic Recognition</td>
<td></td>
<td>Family medicine</td>
</tr>
<tr>
<td>[1201200638] Gwinnett Medical Center Program</td>
<td>Initial Accreditation</td>
<td>Application for Osteopathic Recognition</td>
<td></td>
<td>Family medicine</td>
</tr>
<tr>
<td>[1201231094] Floyd Medical Center Program</td>
<td>Continued Accreditation</td>
<td>Initial Recognition</td>
<td>07/01/2015</td>
<td>Family medicine</td>
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<tr>
<td>[1201721121] Fort Wayne Medical Education Program</td>
<td>Continued Accreditation</td>
<td>Application for Osteopathic Recognition</td>
<td></td>
<td>Family medicine</td>
</tr>
<tr>
<td>[1201921630] University of Kansas (Wichita)/Via Christi Hospitals Wichita Program</td>
<td>Continued Accreditation</td>
<td>Application for Osteopathic Recognition</td>
<td></td>
<td>Family medicine</td>
</tr>
<tr>
<td>[1202521169] Western Michigan University Homer Stryker MD School of Medicine Program</td>
<td>Continued Accreditation</td>
<td>Initial Recognition</td>
<td>07/01/2015</td>
<td>Family medicine</td>
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<td>[1202521170] Sparrow Hospital/Michigan State University Program</td>
<td>Continued Accreditation</td>
<td>Application for Osteopathic Recognition</td>
<td></td>
<td>Family medicine</td>
</tr>
<tr>
<td>[1202821422] University of Missouri at Kansas City Program</td>
<td>Continued Accreditation</td>
<td>Application for Osteopathic Recognition</td>
<td></td>
<td>Family medicine</td>
</tr>
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Questions?
Contact Information

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tmoss@acgme.org