



AOA Application Support Tool: Osteopathic Recognition

- This is a support tool designed to help you complete the application for Osteopathic Recognition (OR).
- Your application should reflect local resources and capability.
- Download the current Osteopathic Recognition Specific Question Document (in the the Application for Recognition [here](#)). This tool utilizes the questions as written in the Specific Question Document (in black). Addition guidance from the AOA is in blue.

OSTEOPATHIC PROGRAM PERSONNEL

1. In the table below, list all participating sites where residents will receive education in Osteopathic Principles and Practice (OPP) in the clinical setting, along with the osteopathic faculty member approved as the local osteopathic site director. If an osteopathic site director is not necessary because the Director of Osteopathic Education is directly accountable for the supervision of designated osteopathic residents and the osteopathic clinical education provided at the site, then the Director of Osteopathic Education’s name should be listed. The names of the participating sites should match those listed in the Accreditation Data System (ADS) for the program, as well as those listed on the block diagram. [Requirement I.A.4.d)]
Add rows as needed.

	Name of Participating Site	Name of Osteopathic Site Director
1.		
2.		
3.		
4.		
5.		

AOA application guidance:

Before completing this table, your Block Diagram should be updated to include where OPP education has been integrated into the rotation. Review the [Osteopathic Recognition Block Diagram Guide](#) for additional information. Questions to help focus the completion of your block diagram: Which rotations have OPP role models or have an OPP focus? Where and when will OMT be practiced? Will NMM electives be offered? If so, where? How often? Who will be the faculty for this elective? It is not required that every rotation include an OPP component.

The Osteopathic Site Director should be included on the Program’s Faculty Roster. Review the [ADS Osteopathic Faculty Classification Guide](#) for additional information. If the Director of Osteopathic Education is responsible for the supervision of designated osteopathic residents for that rotation, their name should be listed as the Osteopathic Site Director.

- a. List the faculty development completed by osteopathic faculty members (including the Director of Osteopathic Education) in the last 12 months in the following content areas. If any of these content areas is not yet included in the faculty development program, indicate that and list the planned activities that will occur in the next 12 months.

Faculty development that includes OPP

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- b. Faculty development that includes ongoing education addressing evaluation and assessment in competency-based medical education

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AOA application guidance

Below are the FAQs related to OR faculty development to help guide your responses.

<p>What does the committee consider "faculty development"?</p> <p><i>[Recognition Requirements: I.B.4.-I.B.4.a).(1)]</i></p>	<p>The Committee views faculty development as a structured program of regularly scheduled development activities designed to enhance the effectiveness of teaching, administration, leadership, scholarship, and the clinical and behavioral components of the osteopathic faculty members' performance. It is important to note that the faculty development program should include an integration of OPP throughout the scheduled activities.</p> <p>A faculty development program may be offered using local resources.</p>
<p>How frequently should faculty development that integrates OPP occur?</p> <p><i>[Recognition Requirements: I.B.4.-I.B.4.a).(1)]</i></p>	<p>It is suggested that faculty development integrating OPP occur at least annually, and should incorporate evaluation and assessment of competence in medical education.</p>
<p>Does attendance at a conference or meeting where AOA CME credit is earned qualify as faculty development?</p> <p><i>[Recognition Requirements: I.B.4.-I.B.4.a).(1)]</i></p>	<p>Conferences and meetings where AOA CME credit or ACCME CME credit are earned do not <i>necessarily</i> qualify as faculty development; the conference or meeting must meet the definition of osteopathic faculty development as previously specified to qualify.</p>

Faculty Development resources:

- **Scholar Teacher** is a **free** faculty development resource for residency programs with Osteopathic Recognition. It focuses on osteopathic modalities that can be utilized across the span of medicine. There are two series structured for 2 years of curriculum.
- Available faculty development opportunities can also be found on the **UME-GME Digital Resource Library**. **Colleges of Osteopathic Medicine**, **osteopathic specialty colleges**, and **osteopathic state affiliates** may also have opportunities for faculty development.

2. Describe how the program tracks completion of required faculty development activities for osteopathic faculty members (e.g., attendance tracking sheets, review of course completion certificates during the faculty evaluation).

Click here to enter text.

AOA application guidance

Your response should cover how you will track faculty development completion. It can be as simple as a document or spreadsheet with each faculty member that tracks their faculty development activities (using attendance sheets for internal faculty development or course completion certificates for verification).

3. List the core osteopathic faculty members, not including the Director of Osteopathic Education, identified on the ADS Faculty Roster as osteopathic faculty members. *Note: The “core” designation on the ADS Faculty Roster is for accreditation purposes and does not represent the designation of a core osteopathic faculty member.* [Requirements I.C.-I.C.3.]

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AOA application guidance

Make sure every one listed above is on your program’s faculty roster – even if this individual is a faculty member who only provides osteopathic education to designated osteopathic residents and is not a faculty member for the overall program. Contact ACGME if you have questions about this. Read more about [faculty classifications for OR programs](#) and [ADS instructions](#).

4. Are any osteopathic faculty members, including core osteopathic faculty members and the Director of Osteopathic Education, shared with another program(s) with Osteopathic Recognition? Sharing is defined as an osteopathic faculty member being listed on more than one program’s ADS Faculty Roster. [Requirements IV.B.1.-IV.B.1.(a)] YES NO

- a. If YES, complete the table below listing the osteopathic faculty members (including the core faculty members and Director of Osteopathic Education) shared with other programs with Osteopathic Recognition, and list the applicable program(s). *Add rows as needed.*

Name of Osteopathic Faculty Member	ACGME Program Name(s) and Sponsoring Institution

- b. Describe how the osteopathic faculty members listed in the table above will have their time divided between programs and participating sites with oversight maintained, so as not to compromise the osteopathic education of the designated osteopathic residents in these programs.

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AOA application guidance

The Osteopathic Recognition requirements are flexible and allow programs to share osteopathic faculty. This sharing can be done between specialties in the same institution or can be a faculty member shared within a region. Consider team-based learning where demonstration and practice are integrated; this can be expanded to interdisciplinary rounds where teaching and practicing can be implemented.

OSTEOPATHIC EDUCATIONAL PROGRAM

5. List the **teaching methods** (e.g., didactic presentation/workshop, inpatient teaching rounds, preceptor ambulatory clinic, skills and/or simulation lab) and **assessment methods** (e.g., rotation evaluations, medical record review, OSCE; logs, patient survey) used to integrate OPP into each of the ACGME Competencies listed below.

a. Patient Care and Procedural Skills [Requirements III.A.-III.A.10.]

Teaching Methods	
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Assessment Methods	
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b. Medical Knowledge [Requirement III.B.-III.B.5.]

Teaching Methods	
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Assessment Methods	
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c. Practice-based Learning and Improvement [Requirement III.C.-III.C.4.]

Teaching Methods	
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Assessment Methods	
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d. Interpersonal and Communications Skills [Requirement III.D.-III.D.2.]

Teaching Methods	
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Assessment Methods	
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e. Professionalism [Requirement III.E.-III.E.4.]

Teaching Methods	
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Assessment Methods	
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f. Systems-based Practice [Requirement III.F.-III.F.2.]

Teaching Methods	
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Assessment Methods	
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[AOA application guidance](#)

It might be helpful to utilize the AOA’s Core Competency Compliance Program Director Annual Evaluation which includes the integration of OPP into each of the 6 core competencies as well evaluation tools and assessment methods when completing this question.

OSTEOPATHIC LEARNING ENVIRONMENT

6. List the planned learning activities provided for the designated osteopathic residents that integrate OPP (e.g., grand rounds, journal club, osteopathic manipulative medicine (OMM)/osteopathic manipulative treatment (OMT) workshops, core lectures), including those that advance procedural skills acquisition in OMM, and provide the information requested for each activity in the table below. [Requirements IV.A.4. and IV.A.10.] *Add rows as needed.*

Learning Activity	Frequency and Number of Hours in Duration	Type of Osteopathic Faculty Member Participation (e.g., lead, moderate, evaluate, observe)	List the Osteopathic Faculty Members, by Name, Who Will Participate

[AOA application guidance](#)

Below is the relevant FAQ on the clinical learning environment. Review [examples of learning activities](#) that may contribute to an osteopathic learning environment.

Osteopathic Learning Environment	
What are the expected elements of an osteopathic learning environment for a program with Osteopathic Recognition? <i>[Recognition Requirements: Section IV]</i>	The committee expects every program with Osteopathic Recognition to create an osteopathic learning environment that supports the integration of OPP into resident/fellow education in didactic and clinical settings. This environment needs to provide resources for scholarly activity, didactic and clinical experiences, and role models for residents/fellows to ensure Osteopathic Recognition Milestones development
	The committee acknowledges that each program will have varying resources and missions based on geographic location, backgrounds of faculty members, variety of educational settings within the program, and the needs of the patient populations served. Not all educational settings within the program are expected to meet all criteria for creating an osteopathic learning environment, but the primary educational setting for the residency program should provide an osteopathic learning environment. Because residency programs vary in their curricula, the committee expects their structure will also vary to allow individual programs to successfully meet the Osteopathic Recognition Requirements.

7. What learning activities are provided for osteopathic faculty members to advance their procedural skills acquisition in OMM? [Requirement IV.A.4.]

Click here to enter text.

[AOA application guidance](#)

Scholar Teacher is a [free](#) faculty development resource for residency programs with Osteopathic Recognition. It focuses on osteopathic modalities that can be utilized across the span of medicine. There are two series structured for 2 years of curriculum.

8. Identify the clinical settings in which designated osteopathic residents will provide osteopathic patient care? Select all that apply. [Requirement IV.A.5.]

- Inpatient setting
- Ambulatory setting
- Continuity clinic
- Designated OMM/OMT clinic
- Long-term care faculty (i.e. nursing home, etc.)
- Emergency Department/Urgent Care
- Other, describe:

Click here to enter text.

AOA application guidance:

Before completing this table, your Block Diagram should be updated to include where OPP education has been integrated into the rotation. Review the [Osteopathic Recognition Block Diagram Guide](#) for additional information

9. Describe how and when designated osteopathic residents teach OPP. [Requirements IV.A.6.-IV.A.6.a)]

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AOA application guidance

Multiple opportunities exist for designated osteopathic residents to teach OPP including:

- Trainees presenting an annual lecture with evidence of OPP integration.
- Trainees actively participating in a journal club (develop, present, contribute, or facilitate).
- Education of fellow trainees on rounds and as part of other learning activities.
- Medical student education on rounds and as part of other learning activities.
- Trainees contributing to the education of other inter-professional team members.

10. Describe the learning environment that supports osteopathic scholarly activity by **osteopathic faculty members**, including the resources provided for them. [Requirements IV.A.7. and IV.B.2.b)]

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11. Describe the learning environment that supports osteopathic scholarly activity by **designated osteopathic residents**, including the resources provided for them. [Requirements IV.A.7. and IV.B.2.b)]

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AOA application guidance

Below is the FAQ for these requirements.

<p>How can a program create a learning environment that supports and encourages osteopathic scholarly activity?</p> <p><i>[Recognition Requirement: IV.A.6.]</i></p>	<p>A program can create a learning environment that supports osteopathic scholarly activity, in partnership with the Sponsoring Institution, for both designated residents and osteopathic faculty members by:</p> <ul style="list-style-type: none"> • Establishing osteopathic scholarly expectations. Programs should set the types scholarly activity and the frequency of activities expected for both designated residents and osteopathic faculty members. This should also include the role osteopathic faculty members should play in the achievement of osteopathic scholarly activity by designated osteopathic residents. • Providing formal education or the opportunity to participate in formal education that supports the scholarly process. Examples include conducting a literature search, developing a scholarly project, learning how to write a grant, understanding research methods, understanding human subject safety, conducting data analysis, and presenting/disseminating scholarly work. • Creating mechanisms for completion of osteopathic scholarly activity. This could include hosting a research day, sponsoring poster presentations at conferences, sponsoring scholarly presentations at conferences, and hosting grand rounds. • Providing time and resources to support osteopathic scholarly activity (see FAQ for Requirement IV.B.2.b) below).
<p>Do the Osteopathic Recognition Requirements for scholarly activity replace the specialty requirements for scholarly activity?</p> <p><i>[Recognition Requirement: IV.A.7.]</i></p>	<p>The pursuit of scholarly activity that integrates OPP does not replace the scholarly activity as articulated in the applicable specialty- or subspecialty-specific Program Requirements. Designated osteopathic residents and osteopathic faculty members must meet the specialty requirements as outlined by the Review Committee. The Osteopathic Principles Committee encourages the incorporation of OPP into the scholarly activity that is used to meet the specialty-specific requirements. If it is not appropriate to incorporate OPP into the specialty-specific scholarly activity, additional scholarly activity will need to be completed to meet the Osteopathic Recognition Requirements.</p>

- The **Scholar Series** is a **free resource for residents in programs with Osteopathic Recognition**. It can help your program develop a scholarly environment for your residents as well as provide an advanced OR curriculum.
- Available faculty development opportunities can also be found on the **UME-GME Digital Resource Library**. **Colleges of Osteopathic Medicine**, **osteopathic specialty colleges**, and **osteopathic state affiliates** may also have opportunities for faculty development.

12. Describe the following resources available to support osteopathic medical education:

- a. Reference material pertaining to OMM and OPP integration into patient care (e.g., physical, on-site library; electronic library resources; OMT video series) [Requirements IV.B.2.-IV.B.2.a)]

Click here to enter text.

- b. Accessibility of examination tables suitable for OMT and education [Requirements IV.B.2.-IV.B.2.a).(2)]

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AOA application guidance

Your response should identify texts inclusive of content related to the practice of osteopathic medicine available in the institution library (how many, what type); identify journals with osteopathic content available ([Journal of Osteopathic Medicine](#) (formerly JAOA)); identify other publications from your osteopathic specialty college or school. Your response should include the number of tables and their location.

Available OMM and OPP content can also be found on the [UME-GME Digital Resource Library](#), or through your local [College of Osteopathic Medicine](#), [osteopathic specialty college](#), and [osteopathic state affiliate](#).

OSTEOPATHIC EVALUATION

13. Select the committee that reviews the progress of all designated osteopathic residents in the program as it relates to OPP. [Requirements V.A.1.-V.A.1.c).(3)]

Clinical Competency Committee (CCC)

Subcommittee of the CCC

a. If a subcommittee of the CCC is used, describe the relationship of the subcommittee to the CCC. [Requirements V.A.1.-V.A.1.c).(3)]

b. If a subcommittee of the CCC is used, list the osteopathic faculty members on the subcommittee. [Requirements V.A.1.-V.A.1.c).(3)]

14. List the osteopathic faculty member(s) on the CCC. [Requirements V.A.1.-V.A.1.c).(1)]

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AOA application guidance

The program can choose to have a separate CCC or have a subcommittee of the CCC to review the progress of the designated osteopathic residents as it relates to OPP.

- Utilizing the CCC – Two osteopathic faculty members must be members of the CCC.
- Utilizing a subcommittee of the CCC – must include two osteopathic faculty members and in addition the Director of Osteopathic Education (or designee) must be a member of the program CCC.

15. What standardized assessment of OPP knowledge does the program use? (e.g., in-training exam, CORTEEx) [Requirement V.A.2.h).(1)]

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a. Is the exam administered by a national organization? [Requirement V.A.2.h).(1)] Yes/No

i. If YES, name the organization.

Click here to enter text.

ii. If NO, describe how the exam was created, who administers it, and which other programs take it.

Click here to enter text.

16. Describe the process for assessment of skills proficiency in OMT (e.g., OSCE, mock practical examination, standardized skill observation) used for designated osteopathic residents? [Requirement V.A.2.h).(2)]

Click here to enter text.

AOA application guidance

From the FAQs:

<p>Is it acceptable for osteopathic faculty members to directly observe designated osteopathic residents' application of OPP through simulated patient encounters?</p> <p><i>[Recognition Requirement: I.B.4.b)]</i></p>	<p>Programs may utilize simulated patient encounters to evaluate designated osteopathic residents' application of OPP, with limitations. In the founding principles of osteopathic medicine, the patient-physician interaction is integral; as such, OPP can only be evaluated when directly observed (in-person) through patient care, objective structured clinical examinations (OSCEs), and/or resident-to-resident type encounters. In-person evaluation is required, so that osteopathic faculty members may ensure hands-on palpatory verification of somatic findings. While the committee acknowledges continued technological advances, at this time it is not acceptable to use high or low fidelity mannequins for this type of evaluation because they lack the bio-psycho-social aspects of care.</p>
<p>What are examples of acceptable standardized assessments of OPP knowledge?</p> <p><i>[Recognition Requirement: V.A.2.f).(1)]</i></p>	<p>The following are examples of assessments the committee would accept, provided they are standardized and benchmarked internally within the program and externally with other programs:</p> <ul style="list-style-type: none"> • A formal, specialty-specific in-training examination that includes the assessment of OPP knowledge • A multi-specialty examination that assesses the application of OPP inclusive of common clinical scenarios seen by the specialty <p>For transitional year programs with Osteopathic Recognition, the COMLEX-USA Level 3 examination is an acceptable assessment for eligible residents. Residents who are not eligible for the exam would need an alternative assessment.</p>
<p>How frequently does the committee expect programs to administer a standardized assessment of knowledge of OPP?</p> <p><i>[Recognition Requirement: V.A.2.f).(1)]</i></p>	<p>The committee recommends such an assessment be administered at least once during the program, preferably once during each year of the program.</p>