

Pre-Accreditation Element 6.2-1: Programmatic Level Educational Objectives

Element Description

Provide the programmatic level educational objectives for the osteopathic medical education program.

XUCOM Narrative

Overview

In order to achieve and maintain accreditation from the Commission on Osteopathic College Accreditation (COCA), colleges of osteopathic medicine (COMs) need to meet / exceed nationally accepted standards established by the COCA. Each of the standards contains elements that delineate how compliance is demonstrated. When COMs achieve compliance with the standards, the interests of the public, osteopathic medical students, and graduate medical education (GME) programs are met. XUCOM created programmatic level educational objectives (PLEOs) that align with its pursuit of accreditation.

In August 2012, the American Association of Colleges of Osteopathic Medicine (AACOM) published “Osteopathic Core Competencies for Medical Students” which described a set of uniform performance indicators to help guide curricular development in COMs. In 2016, the National Board of Osteopathic Medical Examiners (NBOME) published “Fundamental Osteopathic Medical Competency Domains 2016” (FOMCD 2106) which provides perspective, not only from a summative assessment viewpoint related to licensure, but also from a formative assessment viewpoint. FOMCD 2016 provides descriptions of the seven (7) Osteopathic Core Competencies (OCCs) that can serve as a framework to guide COMs in their use of formative assessments to determine student progression through the curriculum. By assuring that learners achieve specific milestones during medical school, student progress committees can identify learners that may need tailored guidance and support as they prepare for GME training. XUCOM created PLEOs that align with the OCCs.

In April 2016, the American Association of Colleges of Osteopathic Medicine (AACOM) published “Osteopathic Considerations for Core Entrustable Professional Activities (EPAs) for Entering Residency”. The document provides descriptions of the thirteen (13) EPAs and the domains within each that constitute competence. This information is a helpful guide for curricula development and quality improvement as COMs assure that their students graduate prepared to enter GME training. XUCOM created programmatic level educational objectives (PLEOs) that align with the EPAs.

Process

XUCOM leadership engaged in a number of activities that included, but were not limited to the following:

- The Mission Statements of Xavier University and XUCOM were reviewed.
- The educational literature and best practices for teaching and assessment were reviewed.
- The websites of several COMs (public and private; more established and relatively new) were selected to serve as benchmarks.
- The COMLEX-USA Master Blueprint (revised May 2024) published by the NBOME was reviewed.

Pre-Accreditation Element 6.2.1: Programmatic Level Educational Objectives

- The opinions and recommendations of stakeholders from Xavier University, partners for clinical rotations, program directors from regional residency programs, and experts in the continuum of osteopathic medical education were solicited and considered.

The primary goal was to generate a list of PLEOs that focused on developing then refining clinical skills and clinical judgement that promote the transfer of knowledge from the “classroom to the bedside”.

Programmatic Level Educational Objectives

To emphasize the importance of, and to help its learners, faculty, staff, and clinical partners focus, XUCOM aligned its PLEOs along three domains:

1. The continuum of osteopathic medical education
2. The pre-clerkship phase
3. The clerkship phase

Additionally, to align with XUCOM’s Mission Statement and curricular map, the PLEOs were structured to highlight instructional delivery (i.e., teaching based on competency domains) and to demonstrate the progressive development of competence using multimodal evaluations based on common patient presentations.

Continuum of Osteopathic Medical Education

Prior to graduation, each XUCOM student will:

1. Achieve the professional aptitude expected of a first-year resident.
2. Be fully alive intellectually, morally and spiritually, relentless in their pursuit of compassion, excellence and service; guided by Xavier’s foundational Ignatian tenets, especially cura personalis and magis.
3. Be able to provide effective, evidence-based patient care in a supervised GME setting.
4. Approach novel clinical presentations applying appropriate critical-thinking skills.
5. Apply rational clinical judgment when problem-solving.
6. Be self-aware and prepared to engage in self-directed, life-long learning.
7. Understand interprofessional education (IPE) and engage in interprofessional collaboration (IPC).
8. Use osteopathic principles and practice (OPP) and osteopathic manipulative medicine (OMM) in the approach to, and delivery of, holistic patient care.

Pre-Clerkship Phase

Prior to advancing to the clerkship phase of the curriculum, each XUCOM student will:

1. Be able to complete a presentation-focused history and physical examination.
2. Describe pertinent OPP and OMM for common patient presentations.
3. Demonstrate how to conduct a symptom-focused osteopathic structural examination.
4. Create an appropriate differential diagnosis for common clinical conditions.
5. Be capable of generating diagnostic evaluation plans for common patient scenarios.
6. Demonstrate an understanding of pathophysiologic concepts and explain the mechanism(s) responsible for the signs and symptoms of common disease states.
7. Describe the therapeutic approach for the treatment of common illnesses.

Pre-Accreditation Element 6.2.1: Programmatic Level Educational Objectives

8. Be able to perform basic bedside procedures with supervision.
9. Be able to complete a tailored literature review at the bedside.
10. Explain interventions that mitigate disease and promote health and wellness.

Clerkship Phase

Prior to completing the clerkship phase of the curriculum, each XUCOM student will:

1. Be prepared to enter the GME phase of training.
2. Efficiently solicit, collect, interpret, and prioritize relevant patient-centric information.
3. Embrace and apply the concepts of Practice-Based and Systems-Based Learning.
4. Effectively communicate and function collaboratively as a member of an interprofessional team.

Outcomes

As medical school graduates cannot gain licensure to practice the unlimited scope of medicine independently as a physician without graduate medical education / residency training, the primary goal of XUCOM's PLEOs is to produce graduates that are competitive applicants in the National Resident Matching Program (NRMP).

XUCOM will use the following metrics to determine competitiveness:

1. First-time Pass Rates for COMLEX-USA Level 1, 2CE, and 3 scores > 50th percentile nationally
2. OMS4s will be invited to interview at ≥ 5 residency programs
3. > 98% Placement Rate for each graduating class into GME/residency programs