



Edward Via College of Osteopathic Medicine

OMS 4 Clinical Integration of Osteopathic Manipulative Medicine
Academic Year 2024 – 2025

CURRICULUM SYLLABUS



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I. Curriculum Description

Osteopathic Manipulative Medicine (OMM) is taught throughout the curriculum by faculty physicians who practice primary care and osteopathic medicine and sports medicine. The OMM curriculum is reinforced in the clinical years by providing clinical experiences with VCOM appointed clinical faculty, demonstrating the incorporation of the manipulative medicine skills of diagnosis and treatment into clinical practice. During the OMS-4 year, students participate in a variety of core rotations, selectives, and electives. This OMS-4 structure helps to prepare students for the process of life-long, self-directed learning and study that will be required for the remainder of their medical careers.

The OMM curriculum is directed toward the development of an osteopathic primary care physician. VCOM faculty believe that whether students choose primary care or a medical specialty, they will benefit from a broad-based primary care curriculum and a whole patient approach to care. OMM is an important skill for the primary care physician and is therefore taught throughout the pre-clinical and clinical years. There are fellowship tracts for residents who wish to learn more in the area of OMM.

The OMM curriculum is integrated into the OMS-4 year to ensure that students continue to learn and practice Osteopathic Principles as well as to demonstrate how to incorporate these principles into the appropriate care of patients in the clinical setting. Curriculum integration occurs through both didactic and practical curricular components.

II. Curriculum Goals and Objectives

A. Goals of the Curriculum

The student should demonstrate the following skills in regard to osteopathic manipulative medicine.

1. Perform and document a thorough musculoskeletal exam
2. Utilize palpatory skills to accurately discern physical changes that occur with various clinical disorders
3. Apply osteopathic manipulative medicine successfully when appropriate
4. Apply osteopathic manipulative treatments successfully

In addition, students should also meet the following Clinical Performance Objectives:

1. Demonstrate competency in the understanding and application of OMT appropriate to each of the core medical specialties. This is achieved through active participation of students in patient care activities in the hospital and at ambulatory sites. Students must demonstrate their knowledge of OPP during the course of patient assessment and management which includes preceptor supervised performance of OMM skills specific to the clinical site and patient condition.
2. Students must integrate Osteopathic Concepts and OMT into the medical care provided to patients where appropriate. Over the course of the third and fourth year, students should assume increasing responsibility for the incorporation of osteopathic concepts in patient management.
3. In addition to Osteopathic manipulation, students must understand and integrate additional Osteopathic Principles and Philosophy into their clinical and patient care activities. Students should:
 - a. Utilize caring, compassionate behavior with patients.
 - b. Demonstrate the treatment of people rather than symptoms.
 - c. Demonstrate understanding of somato-visceral relationships and the role of the musculoskeletal system in disease.
 - d. Demonstrate listening skills in interaction with patients.
 - e. Demonstrate knowledge of and behavior in accordance with the Osteopathic Oath and AOA Code of Ethics.

III. Texts

A. Required Textbooks

- Seffinger, Michael. *Foundations of Osteopathic Medicine*, 4th ed. Philadelphia, PA: Wolters Kluwer Health, 2019. ISBN: 978-1496368324 (retail price \$142.99) – Available in VCOM's eLibrary in LWW Osteopathic Medicine Collection

- Additional reading assignments for fourth year, along with those assigned during the OMS-3 year, will result in completion of clinically relevant parts of the textbooks over the OMS-3 and OMS-4 academic years.
- Self-directed learning, by nature, requires that students read, review, and study those topics that relate to the patients they are caring for during their specific rotations and in their fields of chosen interest.
- The OMM curriculum supports fourth year students in self-directed learning by also providing them with access to approximately 30 videos on OMM specific topics, recorded by VCOM faculty and available on [VCOM TV](#), for students to review. In addition, students are encouraged to continue to review the [ACOFM OMT videos](#) online to further reinforce OMT topics.

IV. Curriculum Requirements for Successful Completion

- Completion of OMM required reading assignments.
In VLMS, students will click “Mark Readings Completed” to attest that they have read the below required reading assignments in order to receive credit for completion of this component of the course **no later than 3 weeks prior to graduation.**
 - Seffinger, Michael. *Foundations of Osteopathic Medicine*, 4th ed. Philadelphia, PA: Wolters Kluwer Health, 2019. ISBN: 978-1496368324 (retail price \$142.99) – Available in VCOM’s eLibrary in LWW Osteopathic Medicine Collection
 - Chapter 32, The Osteopathic Manipulative Treatment Prescription, pp.784-786;
 - Chapter 40A, Acutely Ill or Hospitalized Patient: Osteopathic Considerations and Approaches Using OMT, pp. 923-944
 - Chapter 39, Lymphatic Drainage Procedures, pp. 906-920
 - Chapter 29, Postural Considerations in Osteopathic Diagnosis and Treatment, pp. 696-743
 - Chapter 49C, Osteopathic Approach to Diagnosing and Treating Somatic Dysfunction in the Extremities, pp.1483-1488
 - Adult with Myalgias, pp.268-299, 1040-1081, 1216-1220
 - Adult with Chronic Pain and Depression, pp. 325-349, 402-407, 1258-1262, 1332-1345
 - Chapter 42D, Elderly Patient with Dementia, pp. 1184-1206
 - Chapter 28A; 42B; 48A: EENT Dysfunction, pp. 609-622; 1124-1160; 1387-1417
 - Chapter 28I; 30: Upper GI Disorders, pp. 689-695, 747-762, 1148-1149
 - Chapter 28I: Irritable Bowel Syndrome, pp. 1105-1112
- Daily logging of OMM patient encounters and procedures in VLMS under the OMM Participation Log section.
Students are required to log daily (when applicable) OMM patient encounters and procedures into the VLMS application under the OMM Participation Log section during the OMS-4 year, in which the student performed an osteopathic structural exam/assessment and/or performed OMT.
 - VLMS can be accessed at: <https://vlms.app/login.html>
- Completion of OMM focused learning activities for a total of at least 10 points.
An important component of student medical education during the OMS-4 year involves the continued application of OMM principles and techniques learned in the prior three years to patient assessment and management.

In keeping with structure of the OMS-4 year, which allows students increased flexibility in their learning and prepares them for the process of life-long, self-directed learning and study, OMS-4

students have a number of different options by which they can meet the OMS-4 focused OMM learning requirements. The options for meeting these requirements are described below. Other means of satisfying the OMM focused education requirement may be deemed appropriate by each Campus Dean, Associate Dean for OMS 4 and GME, or OMM chair as needed.

Students must log all of the OMM focused learning activities in VLMS under the OMM Participation Log section, in addition to the OMM patient encounters and procedures they perform on rotation.

All entries must be submitted in VLMS no later than 3 weeks prior to graduation.

Students must complete at least 4 of the 10 required points by the end of the first semester of the OMS 4 year and must complete all 10 points no later than 3 weeks prior to graduation.

The 10 points may be accomplished by a combination of the following:

1. Attending on-site OMM workshops in the clinical site in which you are currently rotating if the site permits.
 - As each site will establish their own schedule for these workshops, please check with the Clinical Site Coordinator for the dates of these workshops. Students who choose this option must be prepared to serve as a table trainer for the OMS-3 students, assisting at the direction of the precepting physician during the workshop. Preparation will require reading and review of the topic to be covered in the workshop as well as viewing any assigned videos on VCOM TV pertaining to the techniques that will be practiced. Students choosing to attend a workshop to obtain hours for meeting OMM requirements must contact the site coordinator (for regional on-site workshops) at least two weeks prior to the workshop they wish to attend to confirm adequate space, the curriculum being covered and any additional preparation the student should complete prior to the workshop.
 - **Students are required to log the workshops in VLMS under the OMM Participation Log section.**
 - Each workshop is worth 2 points. Thus, students could meet the requirement of 10 points by attending 5 OMM workshops. **Maximum obtainable points – 10**
2. If on a rotation that includes attending on-campus OMS 1 or OMS 2 PPC/OMM lectures/laboratories (such as the VCOM OMM fellowship, Sports Medicine fellowship, or rotating with VCOM PPC/OMM faculty), students may attend these sessions.
 - Students who choose this option must be prepared to serve as a table trainer for the OMS-1 or OMS-2 students, assisting at the direction of precepting physicians during the lab and must attend both lab sessions (must attend labs for both group A and group B). Preparation will require attending the associated lecture and may require additional reading or viewing videos on VCOM TV pertaining to the techniques that will be practiced. Students attending an OMM lab session to obtain points for meeting the OMM requirement must contact the OMM chair or OMM education specialist at the appropriate campus at least 2 weeks prior to the lecture/lab they wish to attend to confirm adequate space, the curriculum being covered and any additional preparation the student should complete prior to the lab. There is a limit on the number of OMS-4 students allowed to attend an OMS-1 or OMS-2 lab and OMS-4 students need permission ahead of time to attend the lab due to capacity.

- **Students are required to log the lectures/laboratories in VLMS under the OMM Participation Log section.**
 - Each lecture and corresponding lab (which includes both lab sessions – 4 hours of lab) attended is worth 4 points. Students must attend both the lecture and the lab session in order to get credit. Each lab session typically lasts 2 hours (total of 4 hours for both labs). **Maximum obtainable points – 10**
3. Completion of a rotation with a DO who integrates OMM into their daily practice. Students are required to log the techniques observed and performed. In order to earn the points for this activity, students must perform OMM procedures during the rotation.
 - **Students are required to log the OMM patient encounters and procedures in VLMS under the OMM Participation Log section.**
 - One rotation that meets these requirements equals 10 points. **Maximum obtainable points – 10**
 4. Completion of an elective rotation in Osteopathic Manipulative Medicine.
 - **Students are required to log the OMM patient encounters and procedures in VLMS under the OMM Participation Log section.**
 - One rotation that meets this requirement equals 10 points. **Maximum obtainable points - 10**
 5. Completion of an elective rotation in Sports Medicine that actively uses OMM.
 - **Students are required to log the OMM patient encounters and procedures in VLMS under the OMM Participation Log section.**
 - One rotation that meets this requirement equals 10 points. **Maximum obtainable points - 10**
 6. Students on Selective or Elective rotations in hospitals may attend lectures and workshops which focus specifically on OMM or OMT and receive credit based on the number of hours attended provided that there is a hands-on component of the lecture/workshop.
 - **Students are required to log the OMM patient encounters and procedures in VLMS under the OMM Participation Log section.**
 - One hour of lecture/workshop (with hands-on component) equals 1 point. **Maximum obtainable points - 10**
 7. Completion of an OMM review video. These videos must cover multiple techniques as would be covered in a patient encounter or workshop setting for credit.
 - Pick one subject area to cover as review.
 - A grouping of techniques – For example, general review of muscle energy in different regions.
 - Targeted body region – For example, several different techniques applied to the hips or neck.
 - Targeted to a diagnosis/complaint – For example, approach to pregnancy or tension headaches.
 - Review of a specific OMM lab from 1st or 2nd year with all techniques covered. These may be submitted as a single video or broken into short single technique specific videos. If doing short videos, include one discussion/intro video.

- You may use a partner or other teaching props to demonstrate the techniques. You and your partner may get credit for the same video only if each partner assumes the role of instructor during half of the video. Your partner does not have to be a fellow classmate.
- Any videos including dangerous techniques/positioning, grossly incorrect instruction, or lack of professionalism will not earn credit.
- While there is no specific length requirement for the videos, overly short or incomplete videos will only be eligible for partial credit.
- Videos may be modeled after OMM demonstration videos found on VCOMTV; however, they should not be exact duplications. Any duplications will not be eligible for credit.
- **The completed videos must be submitted in Canvas.** If more than one student is applying for credit, each student must upload the video to Canvas.
- **Students are required to log the videos in VLMS under the OMM Participation Log section.**
- Each video is worth 1 point. **Maximum obtainable points – 2**

V. **Completion of Requirements**

Any student who does not successfully complete and submit documentation of OMM hour requirements will be called before the Promotion Board. This may result in a delay in graduation, development of required remediation, or other disciplinary action.

VI. **Academic Expectations**

Grading policies, academic progress, and graduation requirements may be found in the [College Catalog and Student Handbook](#).

VII. **Professionalism and Ethics**

It is advised that students review and adhere to all behavioral policies including attendance, plagiarism, dress code, and other aspects of professionalism. Behavioral policies may be found in the [College Catalog and Student Handbook](#).