I. Course 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. Osteopathic manipulative medicine skills are integrated within the various clinical rotations and OMM skills are utilized in some of the clinical experiences, taught through clinically integrated case-based studies, and taught through workshops in the third year.
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.

The OMS 3 year marks the transition from the classroom setting to clinical rotations. The OMM curriculum is integrated into the OMS-3 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. Course Goals and Objectives

A. Goals of the Course

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

III. Course Design

An important component of student medical education during the OMS 3 year involves OMM principles and techniques learned in the OMM lecture and laboratory settings in the OMS 1 and 2 years being expanded upon and applied to patients encountered in the clinical setting. This occurs with the precepting physician and via didactic assignments during the OMS 3 year aimed to aid the student in more fully integrating OPP and OMM into the clinical assessment and management aspects of patient care.

A. OMM Clinical Case-Based Studies

One component of the OMS 3 Clinical Integration of Osteopathic Medicine course is the case-based curriculum consisting of 4 OMM case videos and PowerPoint presentations per semester (10 total for the academic year) that are specifically linked to the OMM workshops. These clinical case videos and any supplemental readings and/or videos assigned at the time of posting are specific to the third year OMM course and are in addition to the core rotation readings. These videos and PowerPoints are created by the on-campus faculty and posted to VCOM-TV during the course of the OMS 3 year. These materials will be posted at the start of each rotation and must be viewed prior to the hands-on workshop. See below the OMM Case Study Schedule for the fall and spring semester of the academic year. The topics and objectives for these Case-Based Studies are to be the same at all clinical sites and VCOM campuses.

The core syllabi for each clinical rotation also includes specific OMM objectives and required reading assignments. The student is responsible for both the core rotation readings as well as the OMM clinically integrated PowerPoint, OMM VCOM-TV videos, and OMM supplemental readings assigned.

The PowerPoint/VCOM-TV videos will coincide with patient populations and clinical conditions commonly encountered during clinical practice and the core clinical disciplines. Students should supplement their learning of the subject matter by reviewing the OMM PowerPoints, as well as any supplemental readings. Students are tested to assure their understanding of the core OMM concepts from the PowerPoints, VCOM-TV videos, and other materials assigned for each individual case-based study.
In addition to the written OMM quizzes and OMM Case-based Studies, students will participate in a
Comprehensive Osteopathic Medical Performance Exam (COMPE) during their OMS 3 year, an
assessment tool for judging competency in a patient encounter requiring an interview, examination,
assessment, and plan for a variety of complaints encountered as an osteopathic physician. The COMPE
is not a component of the Clinically Integrated OMM course grade. However, competency in
OMM/OMT must be demonstrated during the COMPE in order to matriculate to the fourth year.

Any student on an alternate schedule will be responsible for reaching out to the OMM Discipline Chair
at their campus to come up with an appropriate plan to meet their OMM OMS-3 requirements.

B. OMM Hands-on Workshops
The other component of the OMS 3 Clinical Integration of Osteopathic Medicine course occurs in the
form of 5 monthly OMM workshops in the fall semester and 5 monthly OMM workshops in the spring
semester, provided by each clinical site, during the course of the OMS 3 year. The date and time of
these workshops will be site dependent and based on factors such as facility and preceptor availability.
The topics and objectives for these workshops are to be the same at all clinical sites and VCOM
campuses and will correspond to the topics as outlined in the Case-Based Study schedule. Students
must attend the OMM workshop at their core site and are not permitted to attend OMM workshops at
other clinical sites.

In the event that a clinical site cannot provide an OMM workshop, the students at that site will attend
the on-campus monthly OMM workshop. The Associate Dean for Clinical Affairs will inform students
who need to attend on-campus workshops. The schedule for the on-campus workshops will be
provided to these students.

If a student is in quarantine due to illness/exposure at the time of the OMM workshop, preventing
them from attending live, they must notify the Associate Dean for Clinical Affairs and the Chair for
OMM. The Associate Dean and Chair may then permit the student to virtually attend the on-campus
OMM Workshop via Zoom.

• If the student on quarantine has an OMS-3 VCOM roommate(s) who is also in quarantine, both
  will attend the on-campus OMM Workshop virtually and will perform hands-on OMM together
  and will demonstrate competency of the techniques to faculty via Zoom. No more than 3
  students per group.
• If the student on quarantine does not have another OMS-3 student in quarantine with them, that
  student will be required to demonstrate competency of that month’s techniques at the next
  month’s OMM workshop that they attend.

C. Logging Patient Encounters, Procedures and Workshops
Students are required to maintain a log to identify the procedures performed and the number of
essential patient encounters in the CREDO application. Students are also required to document all
OMM workshops and Case-Based Studies they have attended and log that information into the
CREDO application as well. All students must review these logs with their preceptors prior to the end
of the rotation period, as required by the final preceptor evaluation form. Students are encouraged to
periodically review their CREDO entries with their preceptor during the rotation period.

IV. Credits
8121 – 1 Credit Hour
8122 – 1 Credit Hour
V. Course Texts
   A. Required Textbooks and Readings
      • Additional readings may be assigned specific to each OMM Case Based Study or OMM workshop.

VI. Course Requirements for Successful Completion
   • Attendance of all OMM Workshops.
   • Completion of all Case-Based Studies in the required curriculum.
   • Logging OMM Patient Encounters, Procedures, Case-Based Studies, and Workshops in CREDO:
     o Students are required to log all OMM patient encounters and procedures into the CREDO application during the core clinical rotation for the period, in which the student performed an osteopathic structural exam/assessment and/or performed OMT. Students are also required to document all OMM Case-Based Studies and OMM workshops they have attended and log that information into the CREDO application as well. All students must review these logs with their preceptors prior to the end of the rotation period, as required by the final preceptor evaluation form. Students are encouraged to periodically review their CREDO entries with their preceptor during the rotation period. These reviews should stimulate discussions about cases and learning objectives, as well as identify curriculum areas the student may still need to complete. CREDO can be accessed at: https://credo.education/ CREDO logs are due no later than 5 PM on the day of your end of rotation exam.
   • Successful completion and passage of the end-of-period quizzes.

VII. Course Grading
   A. Quizzes
      Students are tested to assure their understanding of the core OMM concepts from the PowerPoints and other Case-Based/Workshop materials assigned for each individual workshop.
      • Each end-of-rotation OMM quiz will include 10 questions specific to the materials provided for the Case-Based Study/Workshop.
      • At the conclusion of the OMM fall semester for OMS 3, students will have completed a total of 5 case-based studies/hands-on-workshops and 4 OMM quizzes. The 4 quizzes combined will total 100 points. The total points earned out of 100 will be calculated into a final grade for the fall Clinical Integration of Osteopathic Manipulative Medicine course, which will appear on the transcript as OMS 3 Clinical Integration of Osteopathic Manipulative Medicine I.
      • At the conclusion of the OMM spring semester for OMS 3, students will have completed a total of 4 case-based studies/hands-on-workshops. The 4 quizzes combined will total 100 points. The total points out of 100 will be calculated into a final grade for the spring OMS 3 Clinical Integration course, which will appear on the transcript as OMS 3 Clinical Integration of Osteopathic Manipulative Medicine II.
      • The quiz will be taken at the same time and place as the end-of-rotation exams for the core rotations.
      • Students must pass each end-of-period OMM quiz with a C (70%) or better to receive a passing grade on that quiz.
• Students must score a C (70%) or better on the final grade, which is made up of the cumulative scores of all 4 quizzes, to pass the course. If the student scores less than 70% on the final grade, an “F” will be recorded for the final grade and the student will be brought before the Promotion Board.

B. Workshop Attendance
OMM Workshop attendance will be recorded as Pass/Fail. OMM workshop attendance is mandatory for all third-year students on clinical rotations unless an excused absence is obtained. Any OMS 3 student who misses a monthly OMM hands-on workshop will be required to make the contact hours up as deemed appropriate by the Discipline Chair. Failure to attend/make-up an OMM workshop prior to the OMS 4 year will result in an “F” grade for the course and the student will be brought before the Promotion Board.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Period</th>
<th>Clinical Case-Based Studies/Workshop and Quiz</th>
<th>Contribution of Each to Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td></td>
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<tr>
<td></td>
<td>Period 2</td>
<td>Workshop 1 – Family Medicine</td>
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<td></td>
<td></td>
<td>No Quiz</td>
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<tr>
<td></td>
<td>Period 3</td>
<td>Workshop 2 – Primary Care</td>
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<tr>
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<td></td>
<td>Quiz 1 on workshop 1 (FM) material</td>
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<td>Period 4</td>
<td>Workshop 3 - Geriatrics</td>
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<td></td>
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<td>Quiz 2 on workshop 2 (Primary Care) material</td>
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<td></td>
<td>Period 5</td>
<td>Workshop 4 – Internal Medicine I</td>
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<tr>
<td></td>
<td>Period 6</td>
<td>Workshop 5 – Internal Medicine II</td>
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<tr>
<td></td>
<td></td>
<td>Quiz 4 on workshop 4 (IM I) material</td>
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<td>Spring Semester</td>
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<td></td>
<td>Period 7</td>
<td>Workshop 1 – Obstetrics and Gynecology</td>
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<td></td>
<td></td>
<td>No Quiz</td>
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<td></td>
<td>Period 8</td>
<td>Workshop 2 - Pediatrics</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Quiz 1 on workshop 1 (Ob/Gyn) material</td>
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<tr>
<td></td>
<td>Period 9</td>
<td>Workshop 3 - Psychiatry</td>
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<tr>
<td></td>
<td></td>
<td>Quiz 2 on workshop 2 (Pediatrics) material</td>
<td>25%</td>
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<tr>
<td></td>
<td>Period 10</td>
<td>Workshop 4 - Surgery</td>
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<td></td>
<td></td>
<td>Quiz 3 on workshop 3 (Psychiatry) material</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Period 11</td>
<td>Workshop 5 – Billing, Coding, &amp; Technique Review</td>
<td>Quiz 4 on workshop 4 (Surgery) material</td>
</tr>
</tbody>
</table>

I. Grading Scale

<table>
<thead>
<tr>
<th>Clinical Grading Scale and GPAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>OMS 3 End-of-Rotation Exam Grades</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>A</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
</tr>
<tr>
<td>C+</td>
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<tr>
<td>C</td>
</tr>
<tr>
<td>F</td>
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</tbody>
</table>
II. Remediation

- **Failure of an End-of-Period OMM Quiz**
  Students must pass each end-of-period OMM quiz with a C (70%) or better to receive a passing grade. Students who fail an end-of-period OMM quiz will be required to remediate the quiz. To remediate, the student will write up a case as directed below. The case must be turned in no later than 10 AM on the Friday of the following week. Any late submissions will result in a failing grade being recorded for the quiz remediation. Cases should be emailed to both the campus OMM Discipline Chair and the campus OMM Administrative Assistant/Education Specialist. The remediated quiz grade will be recorded as the higher of the two grades, not to exceed 70%.

  Cases: The student shall pick one case option from the list sent to them at the time of notification of their failure. They will create a list of at least 10 anticipated somatic dysfunctions based on the case and document why they think each dysfunction would be present. They must then write how they would treat the dysfunction, using appropriate techniques based on the case.

  Failure to pass the remediation in the required timeframe will result in the student’s original quiz grade minus 10% being recorded officially as the student’s quiz grade.

  Any student who has failed more than 2 quizzes during a semester will be required to have a phone interview with the Discipline Chair and the student may be brought before the Promotion Board.

- **Failure of the Course**
  If a student fails the course the student will receive an “F” grade for the course and will be brought before the Promotion Board.

III. Academic Expectations

Grading policies, academic progress, and graduation requirements may be found in the [College Catalog and Student Handbook](http://www.vcom.edu/academics/student-handbook).

A. Attendance

OMM workshop attendance is mandatory for all third-year students on clinical rotations. If a student has an excused absence and must miss an OMM workshop, they will be responsible for the material of the workshop and making up an equivalent amount of time as approved by the OMM Discipline Chair. This make-up is required to be completed prior to promotion to the OMS 4 year.

OMS 3 students who miss the required workshops without an excused absence may be called to the Promotion Board, as is consistent with the policy for any unexcused absence on clinical rotations.

Any student on an alternate schedule will be responsible for reaching out to the OMM Discipline Chair at their campus to come up with an appropriate plan to meet their OMM workshop requirements.

The Office of Clinical Affairs requires that the medical student complete and submit an Excused Absence Clinical Rotations Approval form for any workshop missed. Forms are available at: [www.vcom.edu/academics/clinical-forms](http://www.vcom.edu/academics/clinical-forms). The Office of Clinical Affairs requires that the medical student complete and submit this form for any OMM Workshop missed. The student must have this form signed by their preceptor and others designated on the form to obtain an excused absence and must be provided to the DSME and the Office of Clinical Affairs through the site coordinator. The form must be completed prior to the beginning of the leave. If an emergency does not allow the student to submit this prior to the absence, the “Excused Absence Clinical Rotations Approval” form must be submitted as soon as the student is physically able to complete the form. In addition to completion of the form, students must contact the Department of Clinical Affairs, the Site Coordinator,
and the preceptor’s office by 8:30 AM of the day they will be absent due to an illness or emergency. No excused absence will be granted after the fact, except in emergencies as verified by the Associate Dean for Clinical Affairs.

Students who have repeated requests for excused absences on OMM Workshop days are required to meet with the Associate Dean for Clinical Affairs. If a student is believed to be abusing the excused absence policy, they may be evaluated for an Honor Code violation. Students with unexcused absences for OMM Workshops will be brought before the Honor Code Council.

Students are expected to arrive on time to all OMM Workshops. If a student is late, they must notify the site coordinator and the preceptor prior to or at the time they are scheduled arrive. Students must have a reason for being late such as illness or vehicle issues and it is not anticipated that this would occur more than one occasion AND it is important the student call in prior to being late. Repeated tardiness is considered as unprofessional behavior and is a reason for dismissal from a rotation. Students with repeated tardiness will be referred to the Honor Code Council. Tardiness is defined as more than 5 minutes after the scheduled time the preceptor designates as the expected arrival time.

**B. Prohibited Use of External Accelerators**

At times, there may be lectures on VCOMTV where completion will be documented as part of passing the course (these will be clearly indicated in the course syllabus). For these lectures, the use of an external accelerator is prohibited, as VCOMTV is unable to track completion through these programs. If a student uses an external accelerator for these assignments, they will be required to re-watch the lecture(s) in VCOMTV within the required timeline. Failure to document a student’s completion of these assignments within the required timeline due to use of an external accelerator may result in failure of the course.

**IV. 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.

**A. VCOM Honor Code**

The VCOM Honor Code is based on the fundamental belief that every student is worthy of trust and that trusting a student is an integral component in making them worthy of trust. Consistent with honor code policy, by beginning this exam, I certify that I have neither given nor received any unauthorized assistance on this assignment, where “unauthorized assistance” is as defined by the Honor Code Committee. By beginning and submitting this exam, I am confirming adherence to the VCOM Honor Code. A full description of the VCOM Honor Code can be found in the College Catalog and Student Handbook.

**V. Syllabus and Rotation Schedule**

Please use this syllabus as a guide, paying particular attention to the learning objectives as an outline of what you are expected to know for each topic/module. Refer to the rotation calendar for specific dates of exams.

The faculty of the course will make every effort to adhere to the syllabus and rotation schedule; however, the Office of Clinical Affairs reserves the right to make changes to the syllabus; including changes to examinations, quizzes, modules, homework or other assignments; and/or the schedule with as much advance notice as possible. These changes will be communicated to the students in writing via Canvas or email.
VI. OMM Clinically Integrated Cases/Workshops Fall Semester

1. Workshop I: Family Medicine

A. Acute Neck Pain

Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of the workshop.

Learning Objectives:

i. Recognize the structure-function approach to differential diagnosis of acute neck pain and identify potential neck pain generators.

ii. Identify approaches that integrate the entire postural mechanism within the biomechanical model considered for a patient complaining of acute neck pain.

iii. Identify approaches that integrate the respiratory/circulatory model in the evaluation and treatment of acute neck pain.

iv. Describe the manifestations of the neurological model in the evaluation and treatment of facilitation resulting from acute neck pain.

v. Recognize the metabolic and physiologic alterations that occur with acute neck pain using the metabolic energy model.

vi. Identify approaches that integrate the psychological, behavioral, and social responses to acute neck pain and somatic dysfunction using the behavioral model.

vii. Discuss the indications for referral to a spine or pain specialist for further evaluation and management of acute neck pain.

viii. Recognize and identify an appropriate use of OMT in acute neck pain.

ix. Identify methods to incorporate holistic care in the management of the patient with neck pain.

B. Acute Low Back Pain

Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of the workshop.

Learning Objectives:

i. Summarize the AOA recommended parameters for frequency of the application of OMM for patients with acute low back pain.

ii. Define acute, subacute and chronic low back pain.

iii. Discuss the indications for obtaining radiological evaluation in patients with low back pain based on the American College of Physicians and the American Pain Society.

iv. Differentiate between mechanical and non-mechanical etiologies of acute low back pain, and how their diagnostic evaluation may differ.

v. In patients presenting with low back pain symptoms, differentiate possible mechanical etiologies including psoas, piriformis, and sacroiliac joint pain.

vi. Summarize the various considerations for treatment of acute low back pain, specifically related to biomechanical, respiratory-circulation, metabolic-energy, neurologic, and behavioral models.

vii. Identify self-care recommendations that may be provided to a patient with low back pain.

viii. Discuss the function of the anterior and posterior muscles of the lumbar spine, including the different layers of the posterior musculature (ie superficial, intermediate and deep layers).

ix. Recognize and identify an appropriate use of OMT in acute low back pain.

x. Identify methods to incorporate holistic care in the management of the patient with low back pain.

xi. Demonstrate proficiency in the evaluation and appropriate direct and/or indirect osteopathic treatment for somatic dysfunctions of the neck and low back.

xii. Osteopathic techniques reviewed in lab may include any of the following techniques
2. Workshop 2: Primary Care: Rural and Medically Underserved Populations

A. Upper Gastrointestinal Disorders

Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of the workshop.

Learning Objectives:

i. Recognize the pathophysiology of a viscerosomatic reflex of the GI tract.

ii. Understand the role of viscerosomatic reflexes in typical GI pain patterns.

iii. Understand the sympathetic innervation to the GI tract and its role in GI pathophysiology.

iv. Understand the parasympathetic innervation to the GI tract and its role in GI pathophysiology.

v. Identify lymphatic dysfunctions associated with upper GI pathophysiology.

vi. Discern the use of lymphatic manipulative techniques in the treatment of upper GI dysfunctions.

vii. Identify the diagnostic and therapeutic use of Chapman’s Reflex Points for upper GI pathophysiology.

viii. Recognize the appropriate use of OMT in improving sympathetic and parasympathetic innervation to the upper GI tract.

ix. Identify methods to incorporate holistic care in the management of a patient with Upper GI disorders.

x. Demonstrate proficiency in the evaluation and appropriate direct and/or indirect osteopathic treatment for somatic dysfunctions commonly found in the patient with upper GI dysfunctions.

xi. Osteopathic techniques reviewed in lab may include any of the following techniques

a. Direct Techniques

1) Myofascial Release to Suboccipital Area
2) Muscle Energy to OA/AA
3) Myofascial Release to Thoracic Inlet
4) Myofascial Release to Abdominal Diaphragm
5) Rib Raising
6) Chapmans Reflex Points-Evaluate
7) Abdominal Collateral Ganglion-Evaluate

b. Indirect Techniques

1) Thoracic Counterstrain-AT7-AT12
2) Myofascial Release to Thoracic Inlet
3) Myofascial Release to Abdominal Diaphragm
3. Workshop 3: Geriatrics
   
   A. Arthritic Disorders
   
   Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of the workshop.

   Learning Objectives:
   1. Discuss how Osteopathic principles contribute to the diagnosis and treatment of arthritic conditions.
   2. Briefly describe the goals of Osteopathic Manipulative Medicine (OMM) in the treatment of arthritis.
   3. Distinguish between pathophysiology or rheumatoid arthritis, osteoarthritis, and gouty arthropathy.
   4. Describe the clinical and diagnostic features of rheumatoid arthritis, osteoarthritis, and gouty arthropathy.
   5. Describe the facilitated segments model for pain and spinal cord levels involved in upper and lower extremity arthritic conditions.
   6. Identify pertinent indications and contraindications for OMM in arthritic patients.
   7. Identify OMM treatment approaches to the care of patients with rheumatoid arthritis, osteoarthritis, and gouty arthropathy.
   8. Identify methods to incorporate holistic care in the management of a patient with arthritis.
   9. Discuss the rationale for lymphatic treatments in arthritic patients.
   10. Discuss the rationale for cranial treatments in arthritic patients.
   11. Identify methods to incorporate holistic care in the management of the geriatric patient.

   B. Constipation in the Elderly
   
   Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of the workshop.

   Learning Objectives:
   i. Define constipation and its burden in the elderly.
   ii. List common risk factors for constipation including medical, mechanical, and structural factors.
   iii. List red flags indicating a more serious diagnosis in constipated patients.
   iv. Describe the pathophysiology of impaction and diarrhea in constipation.
   v. Discuss the roles of spinal cord facilitation, motility, and somatic dysfunctions in constipation.
   vi. Identify the proper steps in working up constipation.
   vii. Define the role of diet and activity in constipation.
      a. Define dehydration.
      b. Identify the steps in cyclical laxative abuse.
   viii. List the various treatment options for constipation.
   ix. Describe the goals of Osteopathic Manipulative Medicine (OMM) in the treatment of constipation.
   x. Discuss OMM treatment approaches to the care of patients with constipation.
   xi. Demonstrate proficiency in the evaluation and appropriate direct and/or indirect osteopathic treatment for somatic dysfunctions found commonly in the geriatric patient.
   xii. Osteopathic techniques reviewed in lab may include any of the following techniques:
        a. Direct Techniques
           1) Rib Raising
           2) Suboccipital release
           3) Spencer’s technique
           4) Mesenteric Lift
           5) Colonic milking
6) Abdominal pump
7) Pedal pump

b. Indirect Techniques
   1) BLT small joints
   2) CV4

c. Combined Techniques
   1) Combined ME for the hip
   2) Combined MFR knee

4. Workshop 4: Internal Medicine I
   A. Lower Respiratory Infections

   **Reading Assignment:** Readings may be assigned specific to each OMM workshop at the time of the workshop.

   **Learning Objectives:**
   i. Identify the structural areas which may play a role in Vagal nerve facilitation
   ii. Identify the common rib dysfunctions found as a result of paroxysmal coughing
   iii. Describe the pulmonary effects of increased parasympathetic tone
   iv. Describe the pulmonary effects of increased acute/chronic sympathetic activation
   v. Identify the spinal segments most likely to become facilitated with lung dysfunction
   vi. Identify the anterior Chapman's points for lung dysfunction
   vii. Identify how the biomechanical, respiratory, neurological, metabolic and behavioral models describe contributions to the development of symptomatic disease and address treatment for each component.
   viii. Recognize and identify an appropriate OMT treatment plan in a patient with lower respiratory disease
   ix. Identify methods to incorporate holistic care in the management of a patient with lower respiratory disorders
   x. Demonstrate proficiency in the evaluation and appropriate direct and/or indirect osteopathic treatment for somatic dysfunctions found commonly in the patient with lower respiratory disorders
   xi. Osteopathic techniques reviewed in lab may include any of the following techniques
      a. Direct Techniques
         1) LVMA Rib Raising-supine and seated
         2) ME Ribs -seated and supine
         3) Direct and indirect MFR Diaphragm
         4) Direct MFR-Arcuate ligaments
         5) Thoracic PUMP

5. Workshop 5: Internal Medicine II
   A. Cardiovascular Disease

   **Reading Assignment:** Readings may be assigned specific to each OMM workshop at the time of the workshop.

   **Learning Objectives:**
   i. Outline the impact and effects of the autonomic nervous system on the function of the cardiovascular system and describe the levels for the parasympathetic and sympathetic contributions.
   ii. Describe the important impact and effects of the lymphatic system on the function of the cardiovascular system.
   iii. Relate somatic changes of the thoracic spine to effects in cardiovascular system.
   iv. Describe key OMM treatment approaches utilized in the care of patients with hypertension and specifically how treatments might affect sympathetic and parasympathetic tone as well as lymphatic return.
v. Describe key OMM treatment approaches utilized in the care of patients with congestive heart failure and specifically how treatments may affect sympathetic and parasympathetic tone as well as lymphatic return.
vi. Identify OMM treatment approaches to the care of patients with atherosclerosis, cardiac arrhythmias and myocardial infarctions.

vii. Relate specifically how treatments might affect sympathetic and parasympathetic tone as well as lymphatic return.

viii. Identify wellness concepts such as diet, exercise, stress reduction and smoking cessation as components of a comprehensive treatment program for cardiovascular disease.

ix. Identify how the biomechanical, respiratory, neurological, metabolic and behavioral models describe contributions to the development of symptomatic disease and address treatment for each component.


x. Identify methods to incorporate holistic care in the management of the patient with cardiovascular disease
xi. Demonstrate proficiency in the evaluation and appropriate direct and/or indirect osteopathic treatment for somatic dysfunctions found typically in the patient cardiovascular disease

xii. Osteopathic techniques reviewed in lab may include any of the following techniques

a. Direct Techniques
   1) Inhibition suboccipital m.
   2) ME OA-oculocephaloglyric reflex
   3) ME cervicals
   4) ME thoracics

b. Indirect Techniques
   1) FPR cervical
   2) FPR thoracics
   3) FPR first rib


VII. OMM Clinically Integrated Cases/Workshops Spring Semester

1. Workshop 1: Obstetrics and Gynecology

A. Osteopathic Considerations in Normal Pregnancy/Low Back Pain in Pregnancy/Lower Extremity Swelling in Pregnancy

Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of the workshop.

Learning Objectives:

i. Identify the 2 most common complaints of an obstetrical patient in each trimester.

ii. Identify the differential diagnosis for a pregnant patient with lower extremity edema.

iii. Identify common osteopathic structural findings in pregnancy which occur to accommodate the shifting center of gravity.

iv. Name the fascial regions/diaphragms which can restrict lymphatic flow.

v. Identify structures/regions that may be treated with OMT in order to balance the autonomic nervous system.

vi. From a list, identify common diagnoses/approaches to be considered in an obstetrical patient with low back pain.

vii. Distinguish the 5 models used in osteopathic patient care for an obstetrical patient with lower extremity edema and low back pain.

viii. Identify an Osteopathic approach to the diagnosis and treatment of an obstetrical patient with somatic dysfunction of the lumber spine, sacrum, pelvis, and lower extremity.

ix. Identify methods to incorporate holistic care in the management of patients receiving OB or gyn care
x. Demonstrate proficiency in the evaluation and appropriate direct and/or indirect osteopathic treatment for somatic dysfunctions found commonly in the obstetrical patient

xi. Osteopathic techniques reviewed in lab may include any of the following techniques
   a. Direct Techniques
      1) Direct and indirect Myofascial Release horizontal diaphragms
      2) Ischiorectal fossa technique
      3) Effleurage
      4) Pedal Pumps
      5) OB Roll direct MFR and Articulatory
      6) Direct Myofascial Release “Frog Leg Technique”
      7) Lumbar soft tissue
      8) Myofascial release sacroiliac joint
   b. Indirect Techniques
      1) Counterstrain lumbar
      2) Counterstrain piriformis
      3) Myofascial release sacroiliac joint
      4) Indirect balancing sacrum

2. Workshop 2: Pediatrics
   A. The Common Cold
      Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of the workshop.
      Learning Objectives:
      i. Discuss the benefits of using OMT treatment in a patient with a URI
      ii. Recall the effects of the sympathetic and parasympathetic nervous system on congestion and nasal mucosa
      iii. Identify specific areas of the body which may be treated with OMT to help in alleviating URI symptoms
      iv. Describe the effect the cranial rhythmic impulse has on sinus drainage and which bones are most directly involved.

   B. Asthma
      Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of the workshop.
      Learning Objectives:
      i. Discuss the benefits of using OMT in a patient with asthma.
      ii. Recognize the specific areas of the musculoskeletal system which, if dysfunctional, may contribute to or exacerbate respiration.
      iii. Identify OMM treatment approaches to the care of patients with acute and chronic asthma

   C. Ear Pain
      Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of the workshop.
      Learning Objectives:
      i. Identify different etiologies of ear pain.
      ii. Identify the recommended osteopathic treatments for acute otitis media
      iii. Describe the relationship between the cranial base and Eustachian tube.
      iv. Demonstrate proficiency in the evaluation and appropriate direct and/or indirect osteopathic treatment for somatic dysfunctions found commonly in the pediatric patient
      v. Osteopathic techniques reviewed in lab may include any of the following techniques
a. Direct techniques
   1) Direct myofascial release to horizontal diaphragms
   2) Soft tissue cervical lymphatic drainage
   3) Sinus effleurage
   4) Vomer rocking
   5) Sphenopalantine ganglion release
   6) Rib Raising
   7) Thoracic Pump
   8) Galbreath maneuver
   9) Auricular drainage
   10) Temporal Ear Pull

b. Indirect techniques
   1) Myofascial unwinding of chest wall
   2) Indirect myofascial release to horizontal diaphragms
   3) Seated Balanced Ligamentous Tension abdominal diaphragm

3. Workshop 3: Psychiatry
   A. Psychoneuroimmunology
      Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of
      the workshop.
      Learning Objectives:
      i. Identify the areas of the immune system that are affected by stressors.
      ii. Describe the response of the HPA axis and sympathetic nervous system to stressors.
      iii. Identify the signs/symptoms of depression, anxiety, substance abuse and insomnia
      iv. Identify the common medical conditions that can present with psychiatric
         manifestations.
      v. Identify the common psychiatric conditions that can present with physical
         manifestations.
      vi. Identify specific indications and contraindications for OMM in psychiatric patients
      vii. Identify OMM treatment approaches to the care of patients with depression, anxiety,
         and/or other psychiatric diagnoses
      viii. Identify methods to incorporate holistic care in the management of the patient with
         psychiatric disorders
      ix. Identify special considerations in developing OMM treatment plans for patients with a
         psychiatric diagnosis and/or abuse history
         a. Additional elements of consent
         b. Safety of patient and provider
         c. Possible treatment reactions

   B. Headaches
      Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of
      the workshop.
      Learning Objectives:
      i. Provide the clinical definitions of tension vs migraine vs cluster headaches and
         describe their pathophysiology.
      ii. Provide a differential diagnosis of headaches and utilize clues in the patient’s history to
         narrow your differential.
      iii. Identify each component of the “five model” Osteopathic approach to patient care
         when using osteopathic manipulative medicine in the treatment of headaches.
      iv. Identify OMM treatment approaches to the care of patients with tension headaches,
         sinus headaches and migraines.
v. Identify specific indications and contraindications for OMM in headache patients
vi. Identify methods to incorporate holistic care in the management of the patient with headaches
vii. Demonstrate proficiency in the evaluation and appropriate direct and/or indirect osteopathic treatment for somatic dysfunctions found commonly in patients with psychiatric disorders
viii. Osteopathic techniques reviewed in lab may include any of the following techniques
   a. Direct Techniques
      1) Scalenae ME
      2) Trapezius Inhibition
      3) Soft tissue and MFR Rib Raising-seated
      4) Suboccipital release
      5) Venous Sinus Technique
      6) MFR Linea Alba
      7) Pectoral Traction
      8) Direct MFR horizontal diaphragms
      9) Sacral Rocking
      10) ME Pubic symphysis
      11) Direct MFR Pelvic floor
   b. Indirect Techniques
      1) Counterstrain Pectoralis m.
      2) CV4
      3) Indirect MFR horizontal diaphragms

4. Workshop 4: Surgery
   A. Atelectasis and Mechanical Ventilation
      Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of the workshop.
      Learning Objectives:
      i. Identify the role of OMM in surgical patients, both pre-op and post-op.
      ii. List the areas of sympathetic hyperactivity that may reflect a respiratory disease process.
      iii. List the signs and symptoms associated with hypersympathetic stimulation of the respiratory system.
      iv. List the signs and symptoms associated with hyperparasympathetic stimulation of the respiratory system.
      v. Describe the common osteopathic structural findings associated with atelectasis.
      vi. Describe the common osteopathic structural findings associated with mechanical ventilation.
      vii. Identify specific indications and contraindications for OMM in patients with mechanical ventilation.
      viii. Identify OMM treatment approaches to the care of patients with atelectasis and those on mechanical ventilation.

   B. Post-op Ileus
      Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of the workshop.
      Learning Objectives:
      i. Describe the sympathetic innervation to the colon
      ii. Describe the parasympathetic innervation to the colon.
      iii. Identify the effects of hypersympathetic tone on the GI system
      iv. Identify the effects of hyperparasympathetic tone on the GI system
v. Describe OMM techniques directed at addressing hyper sympathetic and hyperparasympathetic tone
vi. Identify the signs and symptoms of post-operative ileus
vii. Identify standard of care treatment plans for post-operative ileus
viii. Identify OMM treatment plans for the care of patients with post-operative ileus
ix. Identify specific indications and contraindications for OMM in pre and post-operative patients
x. Identify methods to incorporate holistic care in the management of the hospitalized patient
xi. Demonstrate proficiency in the evaluation and appropriate direct and/or indirect osteopathic treatment for somatic dysfunctions found commonly in post-surgical patients
xii. Osteopathic techniques reviewed in lab may include any of the following techniques
   a. Direct Techniques
      1) Direct MFR to horizontal diaphragms
      2) Direct MFR cervical region
      3) Rib Raising Direct MFR/Inhibition/articulatory
      4) Sacral Rocking
      5) Direct MFR-Arcuate ligaments
   b. Indirect Techniques
      1) BLT ribs
      2) Thoracic Pump
      3) Abdominal Pump
      4) Pedal Pump
      5) Thoracolumbar paraspinal inhibition
      6) Mesenteric Ganglion Release
      7) Mesenteric Release small and large intestines
      8) Colonic Milking
      9) Indirect MFR to horizontal

5. Workshop 5: Billing, Coding and Technique Review
   A. Billing and Coding
   Reading Assignment: Readings may be assigned specific to each OMM workshop at the time of the workshop.
   Learning Objectives:
      i. Identify appropriate documentation of somatic dysfunctions.
      ii. Identify appropriate documentation of osteopathic treatment modalities.
      iii. Recall the components an appropriate procedure note for an OMM treatment.
      iv. Recognize common errors in OMM procedure note documentation.
      v. Identify appropriate CPT and E/M codes for Osteopathic treatment encounters.
      vi. Recall proper use of CPT modifiers as it applies to OMM billing.