OMM 602
Osteopathic Principles and Practice (OPP)

Department of Osteopathic Manipulative Medicine
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Instructor of Record – Dr. Jake Rowan, D.O.
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MSUCOM constantly strives to improve and advance its curriculum through innovation while assuring compliance with current AOA accreditation standards. While major changes are generally instituted at the beginning of each academic year, minor changes may be implemented semester to semester.

Please be mindful of the need to read your syllabi before beginning your rotations.
**Table of Contents**

General Description .................................................................................................................. 3  
Goals and Objectives .................................................................................................................. 3  
Overall Goals ............................................................................................................................. 3  
General Learner-Centered Objectives- (NBOME.org) ............................................................. 3  
Selected Specific Learner-Centered Objectives for Osteopathic Principles and Practice (NBOME.org) ............................................................................................................................................................................................... 4  
Reference Materials .................................................................................................................... 5  
Student Requirements/Course Grades ....................................................................................... 5  
OMM Observed Encounter Forms .............................................................................................. 6  
COMAT OPP Examination ........................................................................................................... 6  
MSU College of Osteopathic Medicine Standard Policies .......................................................... 7  
Statement of Professionalism ........................................................................................................ 7  
Student Rights and Responsibilities ............................................................................................ 7  
Faculty Responsibilities ............................................................................................................... 7
General Description

OMM 602 will encompass the longitudinal curricular elements for osteopathic principles and practices for the OMS Year 3.

Goals and Objectives

Overall Goals

1. The student will demonstrate knowledge in the area of osteopathic principles and practices (OPP) and osteopathic manipulative medicine (OMM).
2. The student will demonstrate the ability to gather a thorough history and perform a physical examination utilizing OPP and OMM.
3. The student will be able to formulate a differential diagnosis incorporating OPP following a clinical encounter.
4. The student will demonstrate the ability to organize and accurately document the patient clinical encounter, including an osteopathic structural examination and osteopathic manipulative treatment (OMT).
5. The student will demonstrate the ability to perform clinically relevant OMT procedures following patient encounters.

The following objectives were incorporated from the National Board of Osteopathic Medical Examiners website (NBOME.org). The material is found in the Osteopathic Principles and Practice section of the COMAT examinations. Please refer to this website for up to date blueprints of the COMAT examination, as well as practice examinations.

General Learner-Centered Objectives

The student will be required to demonstrate the ability to apply:

1. Knowledge to situations and patient presentations encountered in clinical settings and important to osteopathic principles and practices.
2. Knowledge and clinical problem-solving ability related to particular physician tasks critical to osteopathic principles and practices.
3. Knowledge and clinical problem-solving as related to the fundamental osteopathic medical competency domains including: OPP and OMT, medical knowledge, professionalism, patient care, interpersonal and communication skills, practice-based learning and improvement, and systems-based practice.
4. Osteopathic principles and practices in commonly encountered patient care scenarios.
Specific Learner-Centered Objectives

The student will be required to demonstrate the ability to diagnose and manage selected patient presentations and clinical situations utilizing:

1. **Osteopathic concepts and philosophy**

2. **Osteopathic structural diagnosis**

3. **Osteopathic manipulative treatment methods:** strain-counterstrain, muscle energy, myofascial release, high velocity low amplitude (HVLA), soft tissue, lymphatic technique, cranial osteopathic manipulative medicine, articulatory techniques, balanced ligamentous tension, ligamentous articular strain, facilitated positional release, Still technique, visceral technique, and Chapman reflexes

Throughout these three categories, students will be required to demonstrate the ability to:

a. Discuss the basic principles of the osteopathic philosophy and describe the impact on the health care delivery of osteopathic physicians.

b. Discuss the scientific knowledge supporting the utilization of OPP and OMT, including the basic science of the mechanisms of OMT and somatic dysfunction, and the current evidence base for the clinical application of OMT.

c. Define the types of physical examination findings consistent with somatic dysfunction.

d. Define and describe the types of somatic dysfunction found within the ten body regions: head, cervical, thoracic, rib, lumbar, pelvic, sacral, abdominal, upper extremity and lower extremity body regions.

e. Describe the symptoms and physical findings consistent with viscerosomatic, somatovisceral and somatosomatic reflexes.

f. Define and describe indirect and direct types of OMT, including articulatory, balanced ligamentous tension, strain-counterstrain, cranial osteopathic manipulative medicine, muscle energy, high velocity low amplitude (HVLA), and soft tissue and myofascial release techniques.

g. Discuss the indications and contraindications of different types of OMT.

h. Discuss the relative value, advantages and disadvantages of different types of OMT.

i. Correctly diagnose somatic dysfunction within the ten body regions, prioritize a differential diagnosis and develop an appropriate care plan.

j. Effectively communicate with patients and their families regarding alternatives to OMT and the risks and benefits associated with the use of OMT.

k. Maintain the safety and dignity of the patient while administering OMT.

l. Identify viscerosomatic relationships and the role of the musculoskeletal system in health and disease by performing a structural examination and documenting findings reflective of this relationship.

m. Show sensitivity to the diversity of patients as it may impact the presentation of somatic and/or visceral dysfunctions.
# Reference Materials

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Edition</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. An Osteopathic Approach to Diagnosis and Treatment</td>
<td>DiGiovanna</td>
<td>3rd</td>
<td>2004</td>
</tr>
<tr>
<td>3. Foundations of Osteopathic Medicine</td>
<td>AOA</td>
<td>3rd</td>
<td>2010</td>
</tr>
<tr>
<td>5. Greenman’s Principles of Manual Medicine</td>
<td>DeStefano</td>
<td>4th</td>
<td>2010</td>
</tr>
<tr>
<td>6. Osteopathic Core Competencies for Medical Students</td>
<td>AACOM</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>7. Somatic Dysfunction in Osteopathic Family Practice</td>
<td>Nelson</td>
<td>1st</td>
<td>2006</td>
</tr>
</tbody>
</table>

## Student Requirements/Course Grades

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Pass (Student must meet all below)</th>
<th>No Pass (No Pass grade if student obtains any one of the below)</th>
<th>Extended Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>OMM Observed Encounter Forms</td>
<td>• Satisfactory completion of 1 (one) inpatient OMM Observed Encounter Form AND 1 (one) outpatient OMM Observed Encounter Form. To be completed by July 30 of the OMS 3 year.</td>
<td>• Failure to satisfactorily complete 1 (one) inpatient OMM Observed Encounter Form AND 1 (one) outpatient OMM Observed Encounter Form by July 30 of the OMS 3 year.</td>
<td>• Will stand as the conditional grade until all requirements are met OR July 30, whichever occurs first.</td>
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<tr>
<td>COMAT OPP Examination</td>
<td>• Obtaining a score of ≥80 on one COMAT examination by July 30 of the OMS 3 year.</td>
<td>Failure to score ≥80 in two attempts on the OPP COMAT examination by July 30 of the OMS 3 year.</td>
<td>• Will stand as the conditional grade until all requirements are met OR July 30, whichever occurs first.</td>
</tr>
<tr>
<td>MSUCOM PE Simulation OMM Workshop</td>
<td>• Attend one MSUCOM PE Simulation OMM Workshop</td>
<td>• Failure to attend one MSUCOM PE Simulation OMM Workshop</td>
<td>Will stand as the conditional grade until all requirements are met OR July 30, whichever occurs first.</td>
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**COMAT OPP Examination**

Students must register to take the OPP COMAT exam during a month in which they do not already have another COMAT exam scheduled. They may begin taking the exam at the start of their OMS 3 year. It is highly recommended that the exam be taken prior to the COMLEX USA Level 2 CE. Students are required to achieve a required passing score of 80 or above. If a student does not obtain the required pass score on their first examination attempt, they will be given 1 additional attempt to pass. A no show will be counted as a failed attempt. Students unable to obtain the required passing score of 80 or above after 2 examination attempts, will receive an “N” Grade for OMM 602.

**COMAT OPP Examination details:** it is strongly recommended that students visit http://www.nbome.org/comat-op.asp?m=can to learn more about the COMAT OPP subject examination. When students are prepared to take the examination, they will register through the COM Registrar’s Office. For information about the COMAT examination please visit: http://com.msu.edu/Students/Clerkship/COMAT_Subject_Exams.htm. If you have further questions on registering for the exam please contact the registrar’s office at OsteoMedReg@hc.msu.edu or (517) 353-7741. Questions regarding preparing for the examination should be directed to the instructor of record or course assistant listed on the syllabus.

**OMM Observed Encounter Forms**

For documentation of hands-on OMM, students will complete the “OMM Observed Encounter Form” on 1 (one) inpatient and 1 (one) outpatient while on any rotation during the OMS 3 year. The student will document in SOAP note format. Students will submit the completed OMM Observed Encounter Forms via upload to D2L. Documentation will be submitted to the MSUCOM Department of OMM for review by OMM faculty. The form will be reviewed for satisfactory completion. If completion is unsatisfactory, the student will be notified to submit another encounter.

OMM Observe Encounter Forms (OMM Observed Encounter Form).

**All students receiving an N grade will be required to appear before the COSE Clerkship Performance Subcommittee.**

Please refer to the College of Osteopathic Medicine Policy for Retention, Promotion, and Graduation:

http://com.msu.edu/Students/Registrar/Policy%20for%20Retention%20Promotion%20%20Graduation.pdf
MSU College of Osteopathic Medicine Standard Policies

Statement of Professionalism

Principles of professionalism are not rules that specify behaviors, but guidelines that provide direction in identifying appropriate conduct. These principles include the safety and welfare of patients, competence in knowledge and skills, responsibility for consequences of actions, professional communication, confidentiality, and lifelong learning for maintenance of professional skills and judgments. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity and morals displayed by the student to faculty, peers, patients and colleagues in other health care professions. Students are expected to conduct themselves at all times in a professional manner and to exhibit characteristics of a professional student.

Student Rights and Responsibilities

Each individual student is responsible for their behavior and is expected to maintain standards of academic honesty. Students share the responsibility with faculty for creating an environment that supports academic honesty and principles of professionalism. Proper relationship between faculty and student are fundamental to the college's function and this should be built on mutual respect and understanding together with shared dedication to the education process. It is a fundamental belief that each student is worthy of trust and that each student has the right to live in an academic environment that is free of injustice caused by dishonesty. While students have an obligation to assist their fellow students in meeting the common goals of their education, students have an equal obligation to maintain the highest standards of personal integrity.

Faculty Responsibilities

It is the responsibility of the college faculty to specify the limits of authorized aid (including but not limited to exams, study aids, internet resources and materials from senior students) in their syllabi, and it is the responsibility of students to honor and adhere to those limits. Course instructors shall inform students at the beginning of the semester of any special criteria of academic honesty pertinent to the class or course.

It is the responsibility of the clinical faculty to provide students with ongoing feedback during rotation upon request. Both faculty and students are to be treated fairly and professionally in order to maintain a proper working relationship between trainer and trainee.