Osteopathic Principles and Practice (OPP)

Department of Osteopathic Manipulative Medicine
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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.
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General Description

The COMAT OPP examination is an assessment of an OMS-3’s understanding of OPP which has been presented in Pre-clerkship years 1 and 2 as well as in clinical rotations and Core Clinical Curriculum (C3) Modules.

Goals and Objectives

General Educational Objectives

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

1. Foundational content knowledge to situations and patient presentations encountered in clinical settings and important to osteopathic principles and practice and osteopathic manipulative treatment (OMT).
2. Knowledge and clinical problem-solving as related to the Fundamental Osteopathic Medical Competency Domains, including osteopathic principles and practice and OMT, osteopathic medical knowledge, interpersonal and communication skills, practice-based learning and improvement, systems-based practice, professionalism and patient care.
3. Knowledge and understanding of osteopathic principles and practice; the basic science, mechanisms of action and physical findings of somatic dysfunction; indications and contraindications; and basic OMT.
4. Skills of osteopathic principles and practice integrated into all aspects of patient care, including emphasis on the disruption of homeostasis as an approach to health and disease.

Selected Objectives for OPP

1. For OPP, the student will be required to demonstrate the ability to diagnose and manage selected patient presentations and clinical situations involving, but not limited to:

2. Osteopathic concept and philosophy: osteopathic tenets, musculoskeletal structure and function, somatic nerve structure, and lymphatic drainage

3. Osteopathic diagnosis: observation, palpation, and range-of-motion testing of the lower/upper extremities, cervical/thoracic/lumbar spine, pelvis/sacrum, head, abdomen, and ribs

4. Osteopathic treatment methods: 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, Chapman reflexes, and trigger points
Throughout these three categories, students will be required to demonstrate the ability to:

1. Discuss the basic principles of the osteopathic philosophy and describe the impact on the health care delivery of osteopathic physicians.
2. 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.
3. Define the types of physical examination findings consistent with somatic dysfunction.
4. Define and describe the types of somatic dysfunction found within the ten body regions, including the head, cervical, thoracic, rib, lumbar, pelvic, sacral, abdominal, upper extremity and lower extremity body regions.
5. Describe the symptoms and physical findings consistent with viscerosomatic, somatovisceral and somatosomatic reflexes.
6. Define and describe indirect and direct types of OMT, including articulatory, balanced ligamentous tension, counterstrain, cranial osteopathic manipulative medicine, muscle energy, HVLA, visceral, lymphatic, exercise therapy, soft tissue and myofascial release techniques.
7. Describe the basic principles of treatment of functional technique, facilitated positional release, ligamentous articular strain and Still techniques
8. Discuss the indications and contraindications of different types of OMT.
9. Discuss the relative value, advantages and disadvantages of different types of OMT.
10. Correctly diagnose somatic dysfunction within the ten body regions, prioritize a differential diagnosis and develop an appropriate care plan.
11. Effectively communicate with patients and their families regarding risks, benefits and alternatives associated with the use of OMT.
12. Maintain the safety and dignity of the patient while administering OMT.
13. 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.
14. Show sensitivity to ethnic diversity as it may impact on the presentation of somatic and/or visceral dysfunctions.
Reference Materials

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

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 third year. It is highly recommended that the exam be taken no later than February of their fourth year. 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. **Students unable to obtain the required passing score of 80 or above after 2 examination attempts, will receive an “N” Grade for OMM 602. All students receiving an N grade will be required to appear before the COSE Clerkship Performance Subcommittee.**

Exam Information

It is strongly recommended that students visit: [http://www.nbome.org/comat-op.asp?m=can](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](http://com.msu.edu/Students/Clerkship/COMAT_Subject_Exams.htm). If you have further questions, please contact the Registrar’s Office at OsteoMedReg@hc.msu.edu or 517-353-7741.

Course Grades

**P-Pass** – To obtain a “P” grade for this course, a student must obtain a score of 80 or higher on the OPP COMAT exam.

**ET – Extended Time** – If a student does not pass the exam on the first attempt, an ET grade will be issued and will remain on their transcript until the exam is re-taken and passed.

**N-No Grade** – Students scoring below an 80 on both attempts of the OPP COMAT exam will receive an “N” Grade and will be required to appear before the COSE Clerkship Performance Subcommittee to determine the next course of action.
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.