



KHSU-KanasCOM Programmatic Level Educational Objectives

Kansas Health Science University (KHSU)-Kansas College of Osteopathic Medicine (KansasCOM) has developed clearly defined programmatic-level educational objectives that guide student learning and assessment across the curriculum. These objectives are aligned with the institution's mission and osteopathic core competencies and are designed to support Graduate Medical Education (GME) readiness and the development of professional identity.

The educational objectives are made available to students, faculty, and other individuals involved in teaching and assessment through both internal communications and a publicly accessible webpage.

Osteopathic Principles and Practices (OPP)

1. Approach the patient with recognition of the entire clinical context, including mind-body and psychosocial interrelationships.
2. Use the relationship between structure and function to promote health.
3. Use OPP to perform competent physical, neurologic, and structural examinations incorporating analysis of laboratory and radiology results, diagnostic testing, and physical examination.
4. Diagnose clinical conditions and plan patient care.
5. Perform or recommend Osteopathic Manipulative Treatment (OMT) as part of a treatment plan.
6. Communicate and document treatment details.
7. Collaborate with Osteopathic Manipulative Medicine (OMM) specialists and other health care providers to maximize patient treatment and outcomes, as well as to advance osteopathic manipulation research and knowledge.
8. Evaluate the medical evidence concerning the utilization of osteopathic manipulative medicine.

Medical Knowledge

1. Articulate basic biomedical science and epidemiological and clinical science principles related to patient presentation.
2. Apply current best practices in osteopathic medicine.
3. Physician interventions.

Patient Care

1. Gather accurate data related to the patient encounter.
2. Develop a differential diagnosis appropriate to the context of the patient setting and findings.
3. Implement essential clinical procedures.
4. Form a patient-centered, interprofessional, evidence-based management plan.
5. Health promotion and disease prevention (HPDP).
6. Documentation, case presentation, and team communication.

Interpersonal and Communication Skills

1. Establish and maintain the physician-patient relationship.
2. Conduct a patient-centered interview that includes the following.
3. Demonstrate effective written and electronic communication in dealing with patients and other health care professionals.
4. Work effectively with other health professionals as a member or leader of a health care team.

Professionalism:

1. *Knowledge* - Demonstrate knowledge of the behavioral and social sciences that provide the foundation for the professionalism competency, including medical ethics, social accountability and responsibility, and commitment to professional virtues and responsibilities.
2. *Humanistic Behavior* - Demonstrate humanistic behavior, including respect, compassion, probity, honesty, and trustworthiness.
3. *Primacy of Patient Need* - Demonstrate responsiveness to the needs of patients and society that supersedes self-interest.
4. *Accountability* - Demonstrate accountability to patients, society, and the profession, including the duty to act in response to others' knowledge of professional behavior.
5. *Continuous Learning* - Attain milestones that indicate a commitment to excellence, as through ongoing professional development, as evidence of a commitment to continuous learning.
6. *Ethics* - Demonstrate knowledge of and the ability to apply ethical principles in the practice and research of osteopathic medicine, particularly in the areas of provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices, the conduct of research, and the reporting of research results.
7. *Cultural Competency* - Demonstrate awareness of and proper attention to issues of culture, religion, age, gender, sexual orientation, and mental and physical disabilities.
8. *Professional and Personal Self-Care* - Demonstrate understanding that they are a representative of the osteopathic profession and are capable of making valuable contributions as a member of this society; lead by example; provide for personal care and well-being by utilizing principles of wellness and disease prevention in the conduct of professional and personal life.
9. Honest and Transparent Business Practices.

Practice-Based Learning and Improvement:

1. Describe and apply evidence-based medical principles and practices. Interpret features and meanings of different types of data, quantitative and qualitative, and different kinds of variables, including nominal, dichotomous, ordinal, continuous, ratio, and proportion.
2. Evaluate the relevance and validity of clinical research.
3. Describe the clinical significance of and apply strategies for integrating research evidence into clinical practice.
4. Critically evaluate medical information and its sources and apply such information appropriately to decisions relating to patient care.
5. Describe and apply systematic methods to improve population health.

Systems-Based Practice:

1. The learner must demonstrate understanding of variant health delivery systems and their effect on the practice of a physician and the health care of patients.
2. Demonstrate understanding of how patient care and professional practices affect other health care professionals, health care organizations, and society.
3. Demonstrate knowledge of how different delivery systems influence the utilization of resources and access to care.
4. Identify and utilize effective strategies for assessing patients.
5. Demonstrate knowledge of and the ability to implement safe, effective, timely, patient-centered, equitable systems of care in a team-oriented environment to advance populations' and individual patients' health.

Interprofessional Collaboration:

1. Act with honesty and integrity in relationships with patients, families, and other team members.
2. Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
3. Communicate one's role and responsibilities clearly to patients, families, and others.
4. Explain the roles and responsibilities of other care providers and how the team works together to provide care.
5. Engage other health professionals, as appropriate to the specific care situation, in shared patient-centered problem solving for effective team-based care.

Discovery:

1. Review existing literature in an area of interest and formulate questions.
2. Form a hypothesis that then leads to a high-quality research project.
3. Deploy appropriate research methods to answer an investigative question.
4. Understand and apply ethical considerations in the conduct of research.
5. Communicate and disseminate new knowledge obtained from scientific inquiry.

Intelligence:

1. Use health care informatics to enhance clinical outcomes, patient experience, population health, health equity, the work life of physicians and health care providers, and reduce costs.
2. Evaluate the appropriate use of machine learning and deep learning in health care decision-making.

KHSU-KansasCOM: Track Outcomes**Track 1: Medical Education**

1. Apply understanding of the relationships between structure and function regarding health.
2. Apply and analyze basic biomedical science and epidemiological and clinical science principles related to patient presentation in specific organ systems.
3. Utilize the pathophysiology of disease states to develop an appropriate differential diagnosis, final diagnosis, and treatment plan.
4. Synthesize the foundational physician skills of history, physical examination, and diagnostic modalities to support the development of a differential diagnosis and an appropriate treatment plan.
5. Formulate a management plan based on evaluation of the best evidence from the medical literature and other resources to support the development of a differential diagnosis and an appropriate treatment plan.
6. Carry out the activities of the physician with empathy, care, and honor the autonomy of the patient.

Track 2: Physicianship

1. Develop skills to perform a comprehensive and problem-focused history and physical exam.
2. Demonstrate the skills to relate a comprehensive and problem-focused history and physical examination.
3. Develop the ability to document a hospital visit, including discharge plan and patient education.
4. Develop the ability to deliver an oral presentation of a patient and the beginning skills.
5. Arrive at a differential diagnosis using evidence-based care, utilizing critical thinking skills.

6. Utilize radiologic basic imaging and ultrasound to assess patients.
7. Develop basic interprofessional skills to work as a team with other health care professionals.
8. Demonstrate basic proficiency in suturing, basic wound care, venipuncture, IV placement, injections, nasogastric tube placement, bladder catheterization, and incision and drainage of superficial lesions.
9. Hone physical exam and history-taking skills with documentation in a time-limited setting, with a presentation to faculty.
10. Perform one Objective Structured Clinical Examination (OSCE) per trimester, demonstrating history, physical exam, and differential diagnosis skills, using advanced physical examination skills.
11. Refine previous history and physical exam skills to begin to give care to special populations: pregnant patients, pediatric patients, geriatrics, special needs patients, and patients with mental health problems.
12. Deliver palliative care to patients utilizing previously acquired ethics skills.
13. Continue to use radiologic imaging with advanced skills in ultrasound, evaluating images from radiographs, Magnetic Resonance Imaging (MRI), and Computed Tomography (CT).
14. Successfully complete Basic Life Support (BLS) and Advanced Cardiovascular Life Support (ACLS).

Track 3: Osteopathic Manipulative Medicine (OMM)

1. Describe the fundamental values of the osteopathic approach to medicine and how they apply to whole-person health care.
2. Describe & analyze the scientific knowledge supporting the use of OMM and OMT, including the basic science of the mechanisms of OMT, visceral and somatic dysfunctions, the current evidence base for the clinical application of OMT, and the role of the osteopathic physician to facilitate health.
3. Perform an osteopathically focused structural exam, appropriately formulate a diagnosis, treat with OMT, and reassess the patient.
4. Name and define the types of physical examination findings that are consistent with somatic dysfunction.
5. Perform palpation techniques related to the diagnosis of somatic and visceral dysfunctions.
6. Describe the autonomic nervous system and the role it plays in the development and treatment of visceral and somatic dysfunctions.
7. Describe, identify, and apply the underlying mechanisms, signs, symptoms, and physical findings associated with viscerosomatic, somatovisceral, viscerovisceral, somatosomatic, Chapman, and Triggerpoint reflexes.
8. Interpret the patient's history, signs, symptoms, and physical findings to determine the presence of somatic and visceral dysfunctions.
9. Translate (or interpret) palpatory findings for the purpose of documenting somatic and visceral dysfunctions.
10. Synthesize the indications and contraindications for specified osteopathic treatment modalities based on a patient's history and diagnosis.
11. Document a patient's history, physical findings, diagnosis (codable diagnosis and correlating somatic dysfunction within the ten body regions), and develop an appropriate care plan.
12. Demonstrate professional behavior.
13. Demonstrate leadership skills and the ability to work as a team in small groups.

Track 4: Health Systems Science (HSS)

1. Explore epistemology as the foundation of metacognitive skills essential to fulfill the role of a physician-scientist.
2. Develop analytical habits of thinking that promote intellectual curiosity and inspire empirical inquiry and investigation.
3. Apply ethical principles throughout and in consideration of the entire HSS curriculum.
4. Employ and scrutinize statistical methods as a mechanism by which physicians deliver ethical and contemporary medical care.
5. Describe the influence of stress from a biopsychosocial perspective, from the molecular to the societal and global level, and illustrate the physicians' role in promoting health at each level.
6. Identify and define the domains of health systems science and explain why a working knowledge of each is an essential component of professional medical practice.
7. Recognize and evaluate the elements, activities, and interactions of complex sociotechnical systems as they affect the way that health care is organized and delivered, and assess how these elements can be engineered to improve the health of individuals and populations.
8. Apply knowledge of systems, informatics, and quality in health care to identify strategies for improvement in safety, value, and a patient-centered experience.
9. Leverage key competencies and values of leadership to effectuate individual and team performance at each stage of professional development.
10. Evaluate the role of law and policy on medical practice and explain the resulting challenges for managing the best interests of patients and providers.