

## **II. Mission, Vision, and Goals of Oklahoma State University Center for Health Sciences**

### **Mission:**

Oklahoma State University Center for Health Sciences educates and trains osteopathic physicians, research scientists and other healthcare professionals with emphasis on serving rural and underserved Oklahoma.

### **Vision:**

Oklahoma State University Center for Health Sciences will be recognized for:

- Fulfilling the health care needs of rural and underserved Oklahoma
- Producing graduates who are dedicated, effective, and compassionate community leaders
- Advancing the frontier of medical research
- Providing excellent care and health-related community service
- Being a leader and innovator in education
- Being the medical and graduate school of choice

### **Goals and Objectives:**

The Oklahoma State University Center for Health Sciences will pursue goals in the areas of education, research, and service.

#### **Education**

- Use best practices in graduate and medical education to provide state-of-art learning
- Be leaders, innovators and scholars in graduate and medical education
- Increase the number of graduate programs serving Oklahoma
- Develop new strategies for inter-disciplinary and inter-professional training

#### **Research/Scholarship**

- Actively pursue basic, clinical and education research
- Provide new career opportunities for graduates in graduate and professional programs
- Develop new strategies of health care delivery with an emphasis in rural and underserved Oklahoma
- Participate in and enable scholarly activity to advance knowledge of health care, osteopathic medicine and in the sciences and technologies that will shape medicine, science, and education.

#### **Service**

- Improve the health and well-being of rural and underserved populations
- Conduct innovative and collaborative research and integrate this knowledge into the health care.

## **III. Campus & Facilities**

Located on the west bank of the Arkansas River, minutes from downtown Tulsa, the main OSU Center for Health Sciences campus is housed in a modern, eight-building complex on 16 acres. The complex consists of classrooms, biomedical and clinical science teaching and research laboratories, clinical simulation labs, offices, lecture halls, break-out rooms, a medical bookstore and a medical library. The Tulsa Police Department forensic laboratory is also located on the campus in conjunction with the Forensic Sciences graduate program, one of only two facilities like it in the nation. Six OSU Physician clinics are located within 1 mile of the main campus serving as both teaching clinics for students and a health resource for the community. Interstate Highway 244 borders the campus and provides convenient access to the College. The Phoenix Building across from the main campus houses the Oklahoma Rural Health Policy and Research Center.

### **Campus Security Policy**

In an effort to create a safe environment for working and learning, employees, students, vendors and visitors are asked to wear an official OSU photo identification card while on campus and at other campus-affiliated buildings and clinics. The photo ID should be clearly visible at all times and must be presented upon request of management personnel or other public safety officials. The photo ID issued by OSU-CHS Campus Security is the official OSU-CHS ID. Only the individual to whom the ID is issued is authorized to wear or possess his/her ID. Employees and students who loan their ID or attempt to use another's ID will be disciplined accordingly. It is the responsibility of the employee/student to replace his/her ID should it become lost or damaged. The ID is the property of the OSU-CHS and must be relinquished upon termination from employment or student dismissal.

students in the RMT hone their leadership skills through membership in the Student Osteopathic Rural Medical Club (StORM). The club also provides students with service opportunities and an advocacy platform.

### **Career Development Program**

The Career Development Program offers resources and tools to help students with the career planning process. The Career Development Specialist assists students with the processes of specialty selection and preparing for residency, in the following ways:

- Providing information about residency programs.
- Providing personal and career assessments.
- Providing instruction on using the Careers in Medicine program..
- Locating specialty information.
- Assisting with the preparation of documents required for residency application, such as a curriculum vitae, personal statements, medical student performance evaluation.
- Helping students navigate the ERAS system and the osteopathic and allopathic match processes.

**Standardized Patient Program** The standardized patient experiences currently occur as part of the Primary Care Clinic Rotation and the Osteopathic Manipulative Medicine Rotation during a student's third year of medical school. There are currently three standardized patient encounters during the Primary Care Clinic Rotation. Two encounters are behavioral health-related cases in which the student gets experience dealing with delivering bad news and conducting brief psychiatric screenings. The third encounter is a test called the Clinical Practical Exam. The Clinical Practical Exam is designed to imitate the structure of NBOME's Level 2 PE. Students have timed encounters with standardized patients who have been trained to act out a given scenario. Each encounter is 14 minutes long and during this time the student is expected to take a brief but focused history and conduct a focused physical exam. The students will then have 9 minutes to write a SOAP note (Subjective findings, Objective findings, Assessment and Plan). The students rotate through multiple stations performing the same sequence of events four times. The encounters are recorded and reviewed by faculty members who score the encounters as well as the SOAP note. The students then meet with faculty to get detailed feedback about their performance. An additional Clinical Practical Exam is taken during the Osteopathic Manipulative Medicine Rotation. Students are also required to participate in a mock COMLEX-USA level 2 PE prior to taking the actual NBOME exam. Students must pass this activity before taking the national exam. The Office of Clinical Education is in the process of incorporating additional standardized patient encounters into the medical school curriculum.

## **P. OSU-College of Osteopathic Medicine Curriculum**

### **Goals for the Oklahoma State University College of Osteopathic Medicine Curriculum**

1. Professional, trustworthy osteopathic practitioners using patient centered approach to analyze clinical problems, informed by current literature and to consider issues across the biological- psychological- social continuum.
2. Lifelong learners.
3. Reflective practitioners with the habit of assessing the impact of the medical practice on the lives of patients and vitality of the community.
4. Civic leaders.
5. Compassionate, committed, and caring physicians who embrace the osteopathic philosophy.

### **Objectives of Oklahoma State University College of Osteopathic Medicine Curriculum**

1. Identify, critically analyze and solve problems that consider issues across multiple contexts as osteopathic practitioners related to patient care.
2. Demonstrate knowledge of evidence-based practice in the treatment of patients and the application of relevant research.
3. Perform appropriate diagnostic and treatment skills that encompass the understanding and application of new scientific knowledge of patient care.
4. Effectively lead and communicate with peers and healthcare team members.
5. Demonstrate effective physician-patient interactions.
6. Initiate and sustain life-long learning in order to remain well-informed of relevant scientific evidence related to patient care and medical research.
7. Effectively provide premier quality of care driven by compassion, integrity, honesty, cultural awareness,

- and ethical principles.
8. Demonstrate the osteopathic philosophy in medical practice while upholding the Osteopathic Oath in professional conduct.
  9. Apply medical knowledge and skills to provide exemplary patient care to underserved and rural Oklahoma communities.
  10. Incorporate osteopathic manual manipulation as a diagnostic and treatment modality in patient care.

**AOA Core Competencies\*\***

1. Osteopathic Philosophy and Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-Based Learning and Improvement
7. Systems-Based Practice

Tables 1 and 2 indicate the relationship between assessment type, OSU-COM's curricular objectives and the AOA Core Competencies. Students who are successful on all of the assessments outlined in Tables 1 and 2 are considered prepared for graduate medical education.

**Table 12: Years 1 and 2 Assessment**

On Campus Assessments	Years 1 and 2		
Type of Assessment	Description	Curricular Objectives*	AOA Competencies**
Course Assessments	Multiple - choice exams, lab exams, case studies, professional communications, team projects, and reflective writing	1, 2	1, 2, 4, 7
	Small Group Activities - problem based learning sessions, laboratory exercises, team-based learning activities, oral presentations, etc.	1, 2, 3, 4	1, 2, 4
	Standardized Patient Encounters - Graded experiences with review by faculty; focus on interviewing basic physical exam skills, interpersonal skills, medical knowledge (basic and clinical sciences), professionalism, patient - centered care	1, 2, 3, 4, 5	1, 2, 3, 4, 5
	Human Patient Simulator Exercises - Graded experiences with review by faculty; focus on physical exam, medical knowledge (basic and clinical sciences), professionalism, and patient- centered care	1, 2, 3, 4, 5	2, 3, 4, 5
	Practical Examinations - Hands on, one-on-one observation of general approach and verification of safety, efficacy, and accuracy of diagnostics and treatment	1, 2, 3, 4, 5	1, 2, 3, 4, 5
	Clinical Exams using standardized patients for focused encounters as well as comprehensive history and physical exam assessing specific competency skills	1, 2, 3, 4, 5	1, 2, 3, 4, 5
	Clinical Osteopathic Experiences - Hands on diagnosis and treatment (including writing a SOAP note) of volunteer patients by students under direct supervision of OMM faculty and residents	1, 2, 3, 4, 5, 10	1, 2, 3, 4, 5
COMSAE TrueLearn Combank Exam	COMLEX USA styled self-evaluation instrument	1, 2, 3, 4 Prior to COMLEX-USA Level 1	1, 2, 3, 6, 7
COMLEX-USA Level 1	Computerized one-day exam covering basic sciences and osteopathic principles in clinical contexts	Before entry into Third year	1, 2, 3, 6, 7

**Table 2: Years 3 and 4 Assessment**

Clinical Rotation Assessments		Years 3 and 4	
Please refer to the online Clinical Rotations Student Manual for details			
Type of Assessment	Description	Curricular Objectives*	AOA Competencies**
Clerkship Specific Assessments	End of Clerkship Examinations	1-10	1, 2, 3, 6, 7
Clinical Evaluations	Completed by preceptors at the end of each clinical rotation. Covers clinical knowledge, skills, professionalism, and Osteopathic skills. All students must pass all rotations including: required and elective to graduate.	1-10	1, 2, 3, 4, 5, 6, 7
Case Presentation	Report based on a clinical case encounter. An evaluation of the Case Presentation is conducted by a Physician and the Regional Coordinator.	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
Case Logs (Skills Card)	Completed by students and approved by preceptors at the end of each of the following rotations: Community Clinic, Rural Clinic, Community Hospital, and Emergency Medicine.	1-10	1, 2
Phase II COMSAE Exam	Standardized exam from NBOME	1-10	1, 2, 3, 5, 6, 7
Additional Assessments	Book club, Personal Statement Workshop, Telehealth Workshop, & Video Lecture Evaluations	1-10	1, 2, 7
NBOME COMAT Exams	Standardized exam from NBOME taken by all stud	1-10	1, 2, 3, 6, 7
COMLEX-USA Level 2 - CE	One-day computerized exam	1-10	1, 2, 3, 6, 7
COMLEX-USA Level 2 - PE	Standardized patient (CPX) exams	1-10	1, 2, 3, 4, 5
Didactic Weeks	Didactic weeks include observed simulations	1-10	1, 2, 3, 4, 5
Transition Week	Transition week helps prepare students for 3rd Year rotations. Activities include BLS, ACLS training as well as EPIC, Team Steps and HIPAA training. There is also a session on library services and a discussion on professionalism. Students are introduced to Course Coordinators and get a brief overview of the required rotations.	Week before Third year rotations start	1, 2, 3, 4, 5
CPX Exams	Using Standardized Patients a CPX exam is given during OMM and FM clinical rotations. A Mock PE is given prior to the NBOME Level 2 PE.	1-10	1, 2, 3, 4, 5
Observed SP encounters	Students practice advanced interviewing skills with a standardized patient on their behavioral health/psychiatry rotation. Instruction & peer feedback given.	1-10	1, 2, 3, 4, 5