

**Core Competency List**

*[Approved by MSUCOM Curriculum Committee 7/20/2016]*

<b>Osteopathic Principles and Practices<sup>1</sup></b>	<b>Demonstrate and apply knowledge of accepted standards in osteopathic manipulative treatment (OMT) appropriate to their specialty.</b>
1 Approach the patient with recognition of the entire clinical context, including mind-body and psychosocial interrelationships.	
2 Use the relationships 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 OMT as part of a treatment plan.	
6 Communicate and document treatment details.	
7 Collaborate with 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.	
<b>Patient Care<sup>2</sup></b>	<b>Provide patient-centered care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.</b>
PC1 Perform all medical, diagnostic and surgical procedures considered essential for the area of practice.	
PC2 Gather essential and accurate information about patients and their condition through history-taking, physical examination and the use of laboratory data, imaging and other tests.	
PC3 Organize and prioritize responsibilities to provide care that is safe, effective and efficient.	
PC4 Interpret laboratory data, imaging studies and other tests required for the area of practice.	
PC5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence and clinical judgment.	
PC6 Develop and carry out patient management plans.	
PC7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.	
PC8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes.	
PC9 Provide health care services to patients, families and communities aimed at preventing health problems or maintaining health.	
PC10 Provide appropriate role modeling	
PC11 Perform supervisory responsibilities commensurate with one's roles, abilities and qualifications.	
<b>Medical Knowledge<sup>2</sup></b>	<b>Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.</b>
KP1 Demonstrate an investigatory and analytic approach to clinical situations.	
KP2 Apply established and emerging biophysical scientific principles fundamental to health care for patients and populations.	
KP3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care.	

KP4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources and disease prevention/health promotion efforts for patients and populations.	
KP5 Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care-compliance and barriers to and attitudes toward care.	
KP6 Contribute to the creation, dissemination, application and translation of new health care knowledge and practices.	
<b>Practice-Based Learning and Improvement<sup>2</sup></b>	<b>Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.</b>
PBL11 Identify strengths, deficiencies and limits in one's knowledge and expertise.	
PBL12 Set learning and improvement goals.	
PBL13 Identify and perform learning activities that address one's gaps in knowledge, skills or attitudes.	
PBL14 Systematically analyze practice using quality-improvement methods and implement changes with the goal of practice improvement.	
PBL15 Incorporate feedback into daily practice.	
PBL16 Locate, appraise and assimilate evidence from scientific studies related to patients' health problems.	
PBL17 Use information technology to optimize learning.	
PBL18 Participate in the education of patients, families, students, trainees, peers and other health professionals.	
PBL19 Obtain and utilize information about individual patients, populations of patients or communities from which patients are drawn to improve care.	
PBL10 Continually identify, analyze and implement new knowledge, guidelines, standards, technologies, products or services that have been demonstrated to improve outcomes.	
<b>Interpersonal and Communication Skills<sup>2</sup></b>	<b>Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and health professionals.</b>
ICS1 Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.	
ICS2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies.	
ICS3 Work effectively with others as a member or leader of a health care team or other professional group.	
ICS4 Act in a consultative role to other health professionals.	
ICS5 Maintain comprehensive, timely and legible medical records.	
ICS6 Demonstrate sensitivity, honesty and compassion in difficult conversations (e.g. about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors and other sensitive topics).	
ICS7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.	
<b>Professionalism<sup>2</sup></b>	<b>Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.</b>
P1 Demonstrate compassion, integrity and respect for others.	
P2 Demonstrate responsiveness to patient needs that supersedes self-interest	
P3 Demonstrate respect for patient privacy and autonomy.	
P4 Demonstrate accountability to patients, society and the profession.	
P5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities and sexual orientation.	
P6 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent and business practices, including compliance with relevant laws, policies and regulations.	
<b>Systems-Based Practice<sup>2</sup></b>	<b>Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources</b>

	<b>in the system to provide optimal health care.</b>
SBP1	Work effectively in various health care delivery settings and systems relevant to one's clinical specialty.
SBP2	Coordinate patient care within the health care system relevant to one's clinical specialty.
SBP3	Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care.
SBP4	Advocate for quality patient care and optimal patient care systems.
SBP5	Participate in identifying system errors and implementing potential systems solutions.
SPB6	Perform administrative and practice management responsibilities commensurate with one's role, abilities and qualifications.

1 Osteopathic Core Competencies for Medical Students (2012), AACOM. Accessed from:  
<http://www.aacom.org/docs/default-source/core-competencies/corecompetencyreport2012.pdf?sfvrsn=4> 5/25/2016.

2 Englander, R. et al. (2013), Toward a common taxonomy of competency domains for the health professions and competencies for physicians. Academic Medicine, 88(8), p 1088-94. Accessed from:  
[http://journals.lww.com/academicmedicine/Abstract/2013/08000/Toward\\_a\\_Common\\_Taxonomy\\_of\\_Competency\\_Domains\\_for.21.aspx](http://journals.lww.com/academicmedicine/Abstract/2013/08000/Toward_a_Common_Taxonomy_of_Competency_Domains_for.21.aspx) 5/25/2016.