

Abstract:

Implementation of an Osteopathic Manipulative Treatment Curriculum in an Allopathic Family Medicine Residency

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Background: With the single graduate medical education accreditation system and the rising number of osteopathic physicians in the United States, there is a need to increase education dedicated to osteopathic philosophy, principles, and specific treatments.

Purpose: This curriculum, led by osteopathic resident physicians, aims to educate allopathic resident physicians on the osteopathic philosophy, anatomy, and introductory manipulation techniques through didactic lectures and hands-on workshops.

Methods: A 9-item pre-curriculum survey was developed to gauge familiarity and comfortability of osteopathic manipulative treatment among the family medicine allopathic and osteopathic residents. A three lecture and three workshop series was presented to the residents during the scheduled didactics time, where each session lasted about 45 minutes. After completion of the lectures/workshops, a post-curriculum survey was conducted and pre/post curriculum survey answers were compared using a Wilcoxon matched-pair sign rank test.

Results: A total of two osteopathic residents and eleven allopathic residents completed the pre-curriculum survey. At baseline, 42.6% of residents were either uncomfortable or very uncomfortable diagnosing musculoskeletal complaints using palpatory skills. Only 30.8% reported they were likely or extremely likely to use OMT for their patients. Pending completion of the curriculum, full results will be presented at research day.

Conclusion: Preliminary data suggest residents are interested in OMT learning opportunities, and the curriculum was well received. Full evaluation findings will be used to refine and improve curricular content in subsequent academic years.