

## Attachment 6.2.1



### Proposed IllinoisCOM Programmatic Level Objectives

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The proposed Illinois College of Osteopathic Medicine is a competency-based osteopathic undergraduate medical education program designed to ensure students have the mission-aligned knowledge, skills and attitudes required to advance to the post graduate period of their osteopathic education. By using collaboratively developed professional competency frameworks to inform the development of and provide an evidence base for our programmatic level objectives (PLO), we can ensure that our students will be prepared for graduate medical education and eventual professional practice as osteopathic physicians. The proposed IllinoisCOM PLOs are as follows:

**PLO I: Patient Care** – Demonstrate effective patient care that appropriately incorporates osteopathic principles; implements equitable, empathetic, and evidence-based practices; and includes patient education, health promotion and disease prevention.

**PLO II: Medical Knowledge** – Demonstrate and apply the knowledge of foundational science and clinical medicine, and do so in an integrated, patient-centered, holistic manner.

**PLO III: System-Based Practice** – Demonstrate a functional understanding of healthcare delivery systems and the ability to provide quality patient care within these systems.

**PLO IV: Practice-Based Learning and Improvement** – Demonstrate the ability to critically evaluate a clinical problem, formulate appropriate clinical questions, integrate evidence-based practices into patient care, and acquire additional knowledge for lifelong learning to continuously improve patient care and outcomes.

**PLO V: Professionalism** - Demonstrate professional behaviors that uphold the expectations of osteopathic medicine, including knowledge, humanistic behaviors, responsiveness to need, accountability, continuous learning, adherence to ethical principles, cultural competency, professional and personal self-care, and honest practices.

**PLO VI: Interpersonal and Communication Skills** – Demonstrate the interpersonal and communication skills necessary to establish and maintain positive professional relationships across the healthcare infrastructure.



PLO VII: Osteopathic Principles and Practices – Develop and demonstrate an approach to patient care based upon the four tenets of osteopathic medicine that applies knowledge of osteopathic manipulative medicine.

PLO VIII: Integrated Care – Demonstrate the ability to provide patient-centered care that integrates the behavioral health needs of diverse populations across the lifespan.

PLO IX: Interprofessional Collaborative Practice – Demonstrate the ability to engage in effective interprofessional collaboration, communication, and teamwork with individuals from various healthcare disciplines to provide coordinated, patient-centered care.

The proposed IllinoisCOM PLO I-VI align with the Foundational Competencies for Undergraduate Medical Education that were developed through a combined initiative of the Association of American Medical Colleges (AAMC), the American Association of Colleges of Osteopathic Medicine (AACOM), and the Accreditation Council for Graduate Medical Education (ACGME). PLO VII aligns with the Osteopathic Principles and Practices competency from the AACOM's Osteopathic Core Competencies for Medical Students. Taken together, these seven programmatic objectives align with the American Osteopathic Association's seven Core Competencies.

Furthermore, the curriculum at the proposed IllinoisCOM has been designed to fulfill additional professional competencies that align with the program's Mission, Vision and Values. Programmatic level objective VIII aligns with the Core Competencies for Integrated Behavioral Health and Primary Care (IBHPC) and programmatic level objective IX aligns to the Interprofessional Education Collaborative's Core Competencies for Interprofessional Collaborative Practice.

**Table 6.2.1** Alignment of the proposed IllinoisCOM's programmatic level objectives (left column) to professional competency frameworks (right column).



<b>IllinoisCOM Programmatic Level Objectives (PLO)</b>	<b>Foundational Competencies for Undergraduate Medical Education</b>
<p>PLO I: Patient Care – Demonstrate effective patient care that appropriately incorporates osteopathic principles; implements equitable, empathetic, and evidence-based practices; and includes patient education, health promotion, and disease prevention.</p>	<p>I. PATIENT CARE: Demonstrate compassionate, effective, evidence-informed, and equitable patient-centered care.</p>
<p>PLO II: Medical Knowledge – Demonstrate and apply the knowledge of foundational science and clinical medicine, and do so in an integrated, patient-centered, holistic manner.</p>	<p>II. MEDICAL KNOWLEDGE: Applies and integrates foundational, clinical, and social sciences knowledge to improve health care for patients and populations.</p>
<p>PLO III: System-Based Practice – Demonstrate a functional understanding of healthcare delivery systems and the ability to provide quality patient care within these systems</p>	<p>III. SYSTEMS-BASED PRACTICE: Applies knowledge of the larger context of health, including its social and structural determinants, and of systems and resources within and outside of health care to optimize patient, community, and population health.</p>
<p>PLO IV: Practice-Based Learning and Improvement – Demonstrate the ability to critically evaluate a clinical problem, formulate appropriate clinical questions, integrate evidence-based practices into patient care, and acquire additional knowledge for lifelong learning to continuously improve patient care and outcomes.</p>	<p>IV. PRACTICE-BASED LEARNING AND IMPROVEMENT: Integrates feedback, evidence, and reflection to adapt behavior, foster improvement, and cultivate lifelong learning.</p>
<p>PLO V: Professionalism - Demonstrate professional behaviors that uphold the expectations of osteopathic medicine, including knowledge, humanistic behaviors, responsiveness to need, accountability, continuous learning, adherence to ethical principles, cultural competency, professional and personal self-care, and honest practices.</p>	<p>V. PROFESSIONALISM: Demonstrates integrity, respect, and ethical reasoning and promotes inclusion in all interactions to improve health care for patients, communities, and populations.</p>
<p>PLO VI: Interpersonal and Communication Skills – Demonstrate the interpersonal and communication skills necessary to establish and maintain positive professional relationships across the healthcare infrastructure.</p>	<p>VI. INTERPERSONAL AND COMMUNICATION SKILLS: Effectively communicates and interacts with patients, caregivers, and the health care team to contribute to high-quality patient-centered care.</p>
	<p><b>AACOM Osteopathic Core Competencies for Medical Students (2012)</b></p>
<p>PLO VII: Osteopathic Principles and Practices – Develop and demonstrate an approach to patient</p>	<p>Osteopathic Principles and Practices- Demonstrate and apply knowledge of</p>



<p>care based upon the four tenets of osteopathic medicine that applies knowledge of osteopathic manipulative medicine.</p>	<p>osteopathic manipulative medicine. Develop and demonstrate an approach to patient care based upon the four tenets of osteopathic medicine.</p>
	<p style="text-align: center;"><b>Core Competencies for Integrated Behavioral Health and Primary Care (IBHPC)</b></p>
<p>PLO VIII: Integrated Care – Demonstrate the ability to provide patient-centered care that integrates the behavioral health needs of diverse populations across the lifespan.</p>	<p>I. Interpersonal Communication – Establish rapport quickly and to communicate effectively with consumers of healthcare, their family members and other providers.</p>
	<p>II. Collaboration &amp; Teamwork - Function effectively as a member of an interprofessional team that includes behavioral health and primary care providers, consumers and family members.</p>
	<p>III. Screening &amp; Assessment - Conduct brief, evidence-based and developmentally appropriate screening and to conduct or arrange for more detailed assessments when indicated.</p>
	<p>IV. Care Planning &amp; Care Coordination - Create and implement integrated care plans, ensuring access to an array of lined services, and the exchange of information among consumers, family members, and providers.</p>
	<p>V. Intervention - Provide a range of brief, focused prevention, treatment and recovery services, as well as longer-term treatment and support for consumers with persistent illnesses.</p>
	<p>VI. Cultural Competence &amp; Adaptation - Provide services that are relevant to the culture of the consumer and their family.</p>
	<p>VII. Systems Oriented Practice - Function effectively within the organizational and financial structures of the local system of healthcare.</p>
	<p>VIII. Practice-Based Learning &amp; Quality Improvement - Assess and continually improve the services delivered as an individual provider and as an interprofessional team.</p>



	IX. Informatics - Use information technology to support and improve integrated healthcare.
	<b>Interprofessional Education Collaborative Core Competencies for Interprofessional Collaborative Practice</b>
PLO IX: Interprofessional Collaborative Practice – Demonstrate the ability to engage in effective interprofessional collaboration, communication, and teamwork with individuals from various healthcare disciplines to provide coordinated, patient-centered care.	I. Values and Ethics: Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect.
	II. Roles and Responsibilities: Use the knowledge of one’s own role and team members’ expertise to address individual and population health outcomes.
	III. Communication: Communicate in a responsive, responsible, respectful, and compassionate manner with team members.
	IV. Teams and Teamwork: Apply values and principles of the science of teamwork to adapt one's own role in a variety of team settings.

All program, course, and session level objectives and assessments administered in the curriculum are aligned to these four competency frameworks. This ensures that our graduates attain the requisite mission-focused professional competencies as determined by the faculty before approved for graduation.

