



NOORDA COLLEGE
of **OSTEOPATHIC MEDICINE**

| | |
|------------------------|--|
| Policy Name: | Clinical Affiliate Comparability |
| Approval Authority: | Dean's Council |
| Responsible Executive: | Assistant Dean |
| Responsible Office(s): | Clinical Affairs Clinical Education |
| Effective: | January 2020 |
| Expires: | October 2024 |
| Last Revised: | N/A |
| Next Review Date: | N/A |

Clinical Affiliate Comparability

Policy Statement

The Noorda College of Osteopathic Medicine (Noorda-COM) engages community hospitals as a function of a distributive model for the clinical components of student education. Noorda-COM acknowledges the complexities of the different healthcare systems within the affiliated network, the culture of those sites and considers awareness of those differences a strength of the educational model.

Recognizing how the variability between organizations has the potential to impact the students educational experience, Noorda-COM's supports the students' academic progress from campus across the seven core osteopathic competencies. Learning objectives for core clinical disciplines are outlined in the course syllabus, delivered to all sites from campus and are therefore identical across all sites. These overarching competencies and objectives addressed in the course syllabus include:

1. Demonstrate basic **medical knowledge (MK)** of **osteopathic philosophy and practice (OPP)** and osteopathic manipulative treatment.
2. Demonstrate the ability to effectively treat patients, provide medical care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral issues, the incorporation of preventive medicine, and health promotion.
3. Demonstrate the ability to critically evaluate methods of clinical practice, integrate evidence-based medicine into **patient care (PC)**, show an understanding of research methods, and improve patient care practices.
4. Demonstrate **interpersonal and communication skills (ICS)** with patients and other health care professionals.
5. Understanding **practice-based learning and improvement (PBLI)** and the impact of epidemiology, evidenced based medicine, best clinical practices, clinical guidelines, and the delivery of quality health care on **PBLI**.
6. Demonstrate knowledge of **professionalism (P)**, ethical, legal, practice management, and public health issues applicable to medical practice.
7. Demonstrate an understanding of health care delivery systems, provide effective and qualitative patient care through cost-effective, **system based practice (SBP)** of medicine.

The curriculum ensures that students understand the basic principles of culturally competent healthcare and the social determinants of health for the specific specialty.

The Office of Clinical Education provides feedback to affiliates on assigned students core competency performance as well as insight on the affiliates learning environment from students that attended the facility through deidentified student surveys.

Student evaluation of credentialed adjunct clinical faculty are summarized annually, cross referenced against the entirety of the site faculty, faculty across all sites, and by other preceptors in the faculty members specialty. Academic impact of students who precepted with that faculty member is weighed as part of annual summary. These measures are employed in comparability, development and support of the affiliated network.

Entities Affected by the Policy

- Office of Clinical Education
- Clinical Network Affiliates
- Adjunct Clinical Faculty
- Students

Policy Procedures

A detailed analysis of key **performance indicators** for each clinical affiliate is conducted annually by the Director of Assessment and submitted to the Assistant Dean of Clinical Affairs for review and distribution.

Academic Performance

Objective data from discipline specific national, standardized exams, performance on prescribed didactic modules will be distinguished by seven core osteopathic competencies as well as execution of clinically related skills. Competencies are linked to assessments across the curriculum in both courses and clerkships and include both knowledge and performance components. Scores, including performance by specialty, are used to target curricular improvements. All metrics are referenced against equivocal summative performance from the conclusion of the second year for evidence of impact on student achievement for cumulative impact measured as below, meets, or exceeds expectations. This allows the ability to track individual student performance across all four years of the curriculum.

Course and clerkship performance mean final clerkship exam performance, pass rates, and trends in grade distributions are analyzed to evaluate the overall effectiveness of courses and clerkships by affiliate. Trends in COMSAE, COMAT and COMLEX performance by discipline and content area are compared across years and against national benchmarks.

Learning Environment

Students rate each clinical experience and preceptor on learning environment and interprofessional education engagement. Mean faculty performance is trended over four years and compared against all clinical sites.

Preceptor Performance

Students rate each preceptor on preparation, content, teaching skills, teaching environment, student participation and feedback, as well as overall effectiveness. Mean faculty performance is trended over four years and compared against all faculty:

- At the affiliate site
- In the same specialty
- Across all sites

Affiliate Site

Clinical Affairs accomplishes on-site annual reviews at all core clinical affiliates to affirm a learning environment conducive to a meaningful educational experience.

Differences by affiliate are compared for statistical significance. An overall analysis of these differences is summarized by clerkship to ensure a comparable experience of students at all training sites.

All the above are assessed and reviewed at a minimum annually by Clinical Education, to include discipline specific clinical director and regional assist dean(s), at the end of each clerkship cycle. Monitoring and adjustment is used in providing effective feedback to each clinical site as a component of continuous improvement in assuring high quality, comparable experiences at all training sites.

Additional Metrics

Additional performance measures are reported as part of the annual curriculum review and disseminated to all Chairs and Course Directors.

Graduate Medical Education Placement Rates

Student success in the national residency match is an indicator of the competitiveness of our academic program and student success. The percentage of students who placed is compared to the national rate as a benchmark.

AACOM Graduation Survey

Annual graduation survey results are examined for trends in satisfaction with amount of content by subject area, satisfaction with clinical training, and self-reported confidence among other indicators. School data are compared to national benchmarks to identify areas of relative strength and/or weakness.

Residency Performance

Student's preparation for and success in their first year of residency is an important indicator of the effectiveness of the academic program. A Residency Director evaluation form is sent for each graduate at the end of their PGY I year of training. The survey assesses graduate performance on the standard entrustment scale.

Definitions

COMAT - Comprehensive Osteopathic Medical Achievement Test exam series currently tests on eight core clinical disciplines: Emergency Medicine, Family Medicine, Internal Medicine, OB/GYN, Osteopathic Principles and Practice, Pediatrics, Psychiatry and Surgery

COMLEX - Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA) is a series of three osteopathic medical licensing examinations administered by the National Board of Osteopathic Medical Examiners (NBOME)

COMSAE - Comprehensive Osteopathic Medical Self-Assessment Examination is a self-assessment exam intended as an education resource and preparation aid for the Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA) exam series

Responsibilities

- Dean's Council
- Assistant Dean of Clinical Affairs
- Academic Affairs
- Regional Assistant Dean(s)
- Student

Policy Violations

Failure to comply with policy can result in disciplinary action up to and including termination.

Interpreting Authority

Dean's Council

Statutory or Regulatory References

N/A

Relevant Links

N/A

Policy Adoption Review and Approval

Dean's Council

| Noorda-COM Clinical Site Performance Review | | | | | Utah Valley Hospital | | | | | Class of 2025 Academic Year '23 - '24 | | | | | | | | | | | | | | |
|---|------|-----|------|-----|----------------------|---------|-------|----------|---------|---------------------------------------|---------|---------|---------|---------|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Cummulative Impact | Site | Min | Mean | Max | | | | | | | | | | | | | | | | | | | | |
| Competencies | 19.4 | 19 | 27 | 36 | | | | | | | | | | | | | | | | | | | | |
| Boards | 17.0 | -12 | 16 | 44 | | | | | | | | | | | | | | | | | | | | |
| Clinical Skills | 30.7 | 22 | 31 | 42 | | | | | | | | | | | | | | | | | | | | |
| | | | | | Standardized Exams | | | | | Competencies | | | | | Clinical Skills | | | | | | | | | |
| | | | | | COMAT | | NBME | | MK | | OPP | | PC | | ICS | | PBLI | | P | | SBP | | | |
| | | | | | 2 Digit | 3 Digit | %Rank | %Correct | 2 Digit | 3 Digit | 2 Digit | 3 Digit | 2 Digit | 3 Digit | 2 Digit | 3 Digit | 2 Digit | 3 Digit | 2 Digit | 3 Digit | 2 Digit | 3 Digit | 2 Digit | 3 Digit |
| Cummulative Impact | | | | | 3.7 | | 1.7 | | 60.7 | | 3.8 | | 13.5 | | 6.2 | | -16.7 | | -4.0 | | 53.2 | | 30.7 | |
| Second Year | | | | | | | | | | | | | | | | | | | | | | | | |
| Site | | | | | | | | | | | | | | | | | | | | | | | | |
| Cohort | | | | | | | | | | | | | | | | | | | | | | | | |
| National | | | | | | | | | | | | | | | | | | | | | | | | |
| Third Year | | | | | | | | | | | | | | | | | | | | | | | | |
| Fam Med | | | | | | | | | | | | | | | | | | | | | | | | |
| Site | | | | | | | | | | | | | | | | | | | | | | | | |
| Cohort | | | | | | | | | | | | | | | | | | | | | | | | |
| National | | | | | | | | | | | | | | | | | | | | | | | | |
| Int Med | | | | | | | | | | | | | | | | | | | | | | | | |
| Site | | | | | | | | | | | | | | | | | | | | | | | | |
| Cohort | | | | | | | | | | | | | | | | | | | | | | | | |
| National | | | | | | | | | | | | | | | | | | | | | | | | |
| Peds | | | | | | | | | | | | | | | | | | | | | | | | |
| Site | | | | | | | | | | | | | | | | | | | | | | | | |
| Cohort | | | | | | | | | | | | | | | | | | | | | | | | |
| National | | | | | | | | | | | | | | | | | | | | | | | | |
| Psych | | | | | | | | | | | | | | | | | | | | | | | | |
| Site | | | | | | | | | | | | | | | | | | | | | | | | |
| Cohort | | | | | | | | | | | | | | | | | | | | | | | | |
| National | | | | | | | | | | | | | | | | | | | | | | | | |
| OB/Gyn | | | | | | | | | | | | | | | | | | | | | | | | |
| Site | | | | | | | | | | | | | | | | | | | | | | | | |
| Cohort | | | | | | | | | | | | | | | | | | | | | | | | |
| National | | | | | | | | | | | | | | | | | | | | | | | | |
| Surg | | | | | | | | | | | | | | | | | | | | | | | | |
| Site | | | | | | | | | | | | | | | | | | | | | | | | |
| Cohort | | | | | | | | | | | | | | | | | | | | | | | | |
| National | | | | | | | | | | | | | | | | | | | | | | | | |

| Noorda-COM Clinical Site Performance Review | | | | | Utah Valley Hospital | | | | | Class of 2025 Academic Year '23 - '24 | | | | | | | | | |
|--|--|--|--|--|----------------------|----|-----|-----------|----|---------------------------------------|-------------------|----|-----|-----|----|-----|-----|----|-----|
| N/O = Not Observed | | | | | | | | | | | | | | | | | | | |
| Clinical Learning Environment | | | | | Site | | | All Sites | | | Previous Years -1 | | | -2 | | | -3 | | |
| | | | | | Yes | No | N/O | Yes | No | N/O | Yes | No | N/O | Yes | No | N/O | Yes | No | N/O |
| 1. Education on patient safety | | | | | | | | | | | | | | | | | | | |
| 2. Care transitions (change-of-duty hand-offs) | | | | | | | | | | | | | | | | | | | |
| 3. Quality improvement activities | | | | | | | | | | | | | | | | | | | |
| 4. Patients with health care disparities | | | | | | | | | | | | | | | | | | | |
| 5. Team-based (interprofessional) patient care | | | | | | | | | | | | | | | | | | | |
| 6. Appropriate supervision | | | | | | | | | | | | | | | | | | | |
| 7. Well-being activities for patients and clinical | | | | | | | | | | | | | | | | | | | |
| 8. Respectful communication between patient | | | | | | | | | | | | | | | | | | | |
| Interprofessional Education | | | | | Site | | | All Sites | | | Previous Years -1 | | | -2 | | | -3 | | |
| 1. Interact with: | | | | | Yes | No | N/O | Yes | No | N/O | Yes | No | N/O | Yes | No | N/O | Yes | No | N/O |
| a. Residents | | | | | | | | | | | | | | | | | | | |
| b. Advanced Practice Provider (ANP, CRNA, PA) | | | | | | | | | | | | | | | | | | | |
| c. Nursing (RN, LPN, MA, PSR) | | | | | | | | | | | | | | | | | | | |
| d. Students from other medical schools | | | | | | | | | | | | | | | | | | | |
| e. Students from other health professions | | | | | | | | | | | | | | | | | | | |

| Noorda-COM Preceptor Performance Review | | | | | Utah Valley Hospital | | | | | Class of 2025 Academic Year '23 - '24 | | | | | | | | | | |
|---|------------|----------|-----------|------|----------------------|----|----|----------------|------|---------------------------------------|------|------|-----|-----------|---------|---------|-----------|----------|-----------------|---------|
| Preceptor: | | | | | Specialty: | | | | | Shelf Exam | | | | | COMAT | | NBME | | Clinical Skills | |
| Rank | Instructor | Assitant | Associate | Full | | | | | | | | | | | 2 Digit | 3 Digit | %Rank | %Correct | 2 Digit | 3 Digit |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Engagement/ Receptiveness to Student | | | | | Individual | | | Previous Years | | | Site | | | Specialty | | | All Sites | | | |
| Respects students as adult learners and | | | | | -1 | -2 | -3 | Min | Mean | Max | Min | Mean | Max | Min | Mean | Max | Min | Mean | Max | |
| Assists students when problem arises | | | | | | | | | | | | | | | | | | | | |
| Allows adequate/ realistic time to accomplish a task | | | | | | | | | | | | | | | | | | | | |
| Provides student opportunity in formulating plan and | | | | | | | | | | | | | | | | | | | | |
| Relates didactic knowledge in clinical practice | | | | | | | | | | | | | | | | | | | | |
| Teaching Practices | | | | | Individual | | | Previous Years | | | Site | | | Specialty | | | All Sites | | | |
| Demonstrates flexibility to improve learning | | | | | -1 | -2 | -3 | Min | Mean | Max | Min | Mean | Max | Min | Mean | Max | Min | Mean | Max | |
| Assists student in identifying problems | | | | | | | | | | | | | | | | | | | | |
| Demonstrates utilization of therapeutic modalities | | | | | | | | | | | | | | | | | | | | |
| Leads students through decision making | | | | | | | | | | | | | | | | | | | | |
| Encourages questions and discussions | | | | | | | | | | | | | | | | | | | | |
| Facilitates appropriate documentation | | | | | | | | | | | | | | | | | | | | |
| Considers student's limits according tom level of | | | | | | | | | | | | | | | | | | | | |
| Encourages student to assume increasing | | | | | | | | | | | | | | | | | | | | |
| Gives honest and productive feedback | | | | | | | | | | | | | | | | | | | | |
| 1 = Almost Never 2 = Rarely 3 = Sometimes 4 = Usually 5 = Almost Always | | | | | | | | | | | | | | | | | | | | |
| Common terms used to describe this preceptor: | | | | | | | | | | | | | | | | | | | | |