

Integrating Osteopathic Students into Clinical Clerkships at an Allopathic Regional Medical Campus.

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Published In/Presented At

Bennett, B. L., Hadinger, M. A., Barraco, R. D., Kaczmarczyk, J. M., Pedrotty, D. Davis, A. (2017, April). *Integrating Osteopathic Students into Clinical Clerkships at an Allopathic Regional Medical Campus*. Poster Presented at: 2017 AAMC Group on Regional Medical Campuses Spring Meeting, Orlando, FL.

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Integrating Osteopathic Students into Clinical Clerkships at an Allopathic Regional Medical Campus

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PURPOSE

To integrate osteopathic students into an allopathic third-year clerkship curriculum

DESCRIPTION

LVHN is a regional branch campus of the University of South Florida HEALTH Morsani College of Medicine (USF). LVHN trains USF MD students in the SELECT program during their clinical years. Beginning in 2015, LVHN partnered with Philadelphia College of Osteopathic Medicine (PCOM), to integrate PCOM DO students into USF SELECT MD third-year clerkships.

SELECT =

Scholarly Excellence, Leadership Experiences, and Collaborative Training.

COLLABORATIVE TRAINING

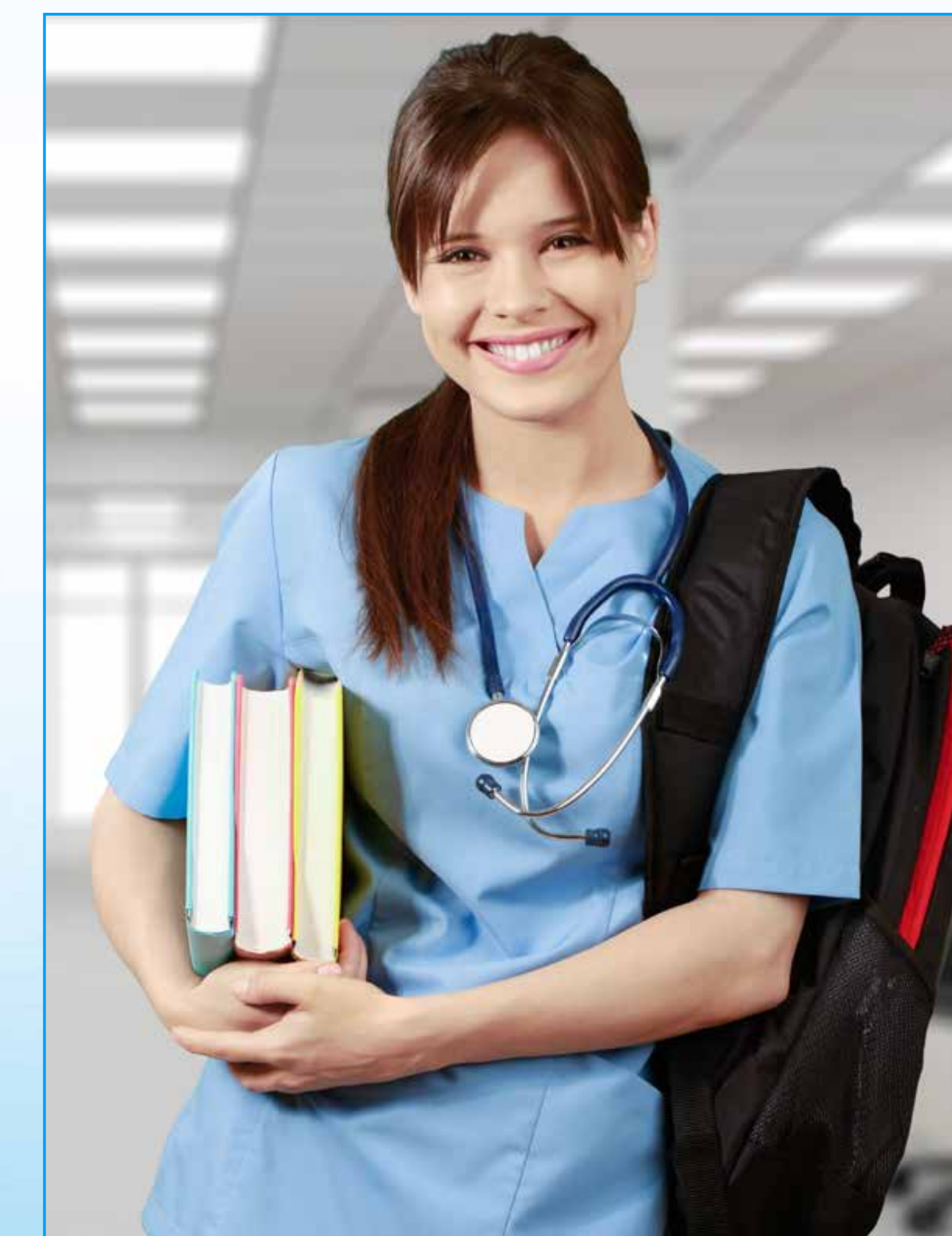
The LVHN-PCOM collaboration provides MD and DO students the opportunity to learn and train collaboratively, fulfilling a goal of SELECT. Considering ACGME and AOA accreditation unification underway nationally, the partnership of MD and DO student programs will likely increase - moving from innovation to standard.

TRANSFERABILITY

- Increasing competition, particularly for DO schools, is driving a need for schools to procure clinical training sites.
- If MD schools/sites have space and personnel to accommodate additional learners, potential exists to add DO students to rotations.
- The LVHN-PCOM collaboration represents a replicable model for collaboration to facilitate utilization of available clinical training sites.

CHALLENGES/FACTORS TO CONSIDER

- LCME and AOA accreditation guidelines vary.
- Significant logistical coordination required.
- Finding required training opportunities required for DO students can add work for clerkships.
- Need to consider what resources/opportunities will be shared by/for all students vs. which will be reserved for one group or the other.
- Need to align academic calendars, exam needs, clerkship requirements across two programs.



SUCCESS FACTORS

- Shared goals, consistent communication, and inclusion of stakeholders across campuses.
- Appropriate FTE support – physician lead + administrative support across campuses.
- Written affiliation with explicit expectations, re-visited frequently.

LESSONS LEARNED

- In large networks, valuable resources can be overlooked.
 - Ex: For first year of implementation, the authors were unaware of OMM training opportunities available until input and participation from the LVHN's DO physicians were solicited.
- Implementation of a cadre of DO attendings LVHN to serve as mentors to DO students – suggested by students.
- Expanding networks should consider newly-integrated sites for expansion of rotation opportunities.

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