

Standard 6 – Element 6.2-1

Evidence Submission

Evidence #1 Educational Objectives

DYU-COM Educational Objectives

The D'Youville University College of Osteopathic Medicine (DYU-COM) has established programmatic educational objectives that define the knowledge, clinical skills, professional behaviors, and competencies students are expected to demonstrate throughout their medical education. These objectives provide the foundation for curricular design, instructional strategies, and assessment practices, ensuring alignment with the institution's mission and the preparation of graduates for residency training and osteopathic medical practice.

DYU-COM has identified ten programmatic educational objectives that reflect the essential competencies of osteopathic medical education. Collectively, these objectives emphasize the integration of biomedical and clinical sciences, osteopathic principles and practice, patient-centered care, professionalism, and community engagement. They guide the development of physicians prepared to provide comprehensive, evidence-based care across diverse clinical settings, with particular emphasis on primary care and the healthcare needs of diverse and underserved populations.

1. **Osteopathic Principles and Practice**
2. **Medical Knowledge**
3. **Patient Care**
4. **Interprofessional and Communication Skills**
5. **Professionalism**
6. **Practice-based Learning and Improvement**
7. **Systems-based Practice**
8. **Cultural Competency**
9. **Health Promotion/Disease Prevention**
10. **Social/Community Involvement**

These educational objectives are each individually described on the following pages of this document to provide a comprehensive picture of the expectations for DYU-COM.

1. Principles and Practice

- Students will demonstrate an understanding of the philosophy and principles of osteopathic medicine, including the integration of mind, body, and spirit and the relationship between structure and function in health and disease. Students will apply foundational biomedical and clinical knowledge to support evidence-based, holistic, and patient-centered approaches to clinical evaluation and management.
- Students will demonstrate the ability to obtain a comprehensive patient history, perform appropriate physical examinations, formulate differential diagnoses, and develop evidence-based diagnostic and management plans that incorporate osteopathic principles and practices.
- Students will demonstrate competency in osteopathic manipulative medicine, including the appropriate selection and application of osteopathic manipulative treatment techniques as part of an individualized patient management plan.
- Students will integrate current scientific evidence, research findings, and continuing professional development into their understanding and application of osteopathic principles and practices.
- Students will demonstrate the ability to critically evaluate their clinical performance, incorporate constructive feedback from patients, peers, and faculty, and engage in continuous improvement of their osteopathic medical knowledge and clinical skills.
- Students will demonstrate professionalism, ethical responsibility, and effective communication when applying osteopathic principles and practices in patient care. They will communicate the rationale, benefits, and limitations of osteopathic approaches accurately and respectfully to patients, families, and members of the interprofessional healthcare team.

2. Medical Knowledge

- Students will demonstrate a comprehensive understanding of foundational biomedical sciences, clinical medicine, behavioral health, and social and community medicine, integrating this knowledge to support evidence-based, holistic, and patient-centered care.
- Students will apply foundational medical knowledge and clinical reasoning skills acquired during the preclinical curriculum to the evaluation, diagnosis, and management of patients throughout their clinical rotations.

- Students will demonstrate an understanding of research methodologies, biostatistics, and epidemiology and apply these principles to critically evaluate scientific evidence, interpret clinical findings, and understand patterns of health and disease within diverse populations.
- Students will integrate medical knowledge with professionalism, empathy, practice-based learning, systems-based practice, and effective interpersonal and interprofessional communication to support clinical decision-making, collaborative patient care, and professional leadership.
- Students will demonstrate the ability to communicate and share medical knowledge effectively with peers, medical students, and other healthcare professionals, contributing to collaborative learning, mentorship, and professional development.

3. Patient Care

- Students will demonstrate the ability to integrate medical knowledge and clinical skills in the delivery of supervised patient care, including obtaining comprehensive and focused patient histories and performing appropriate physical examinations.
- Students will accurately document clinical findings, maintain complete and organized medical records, and demonstrate adherence to patient confidentiality, privacy regulations, and professional standards of documentation.
- Students will apply clinical reasoning and evidence-based medicine to formulate appropriate differential diagnoses and recommend diagnostic laboratory tests and imaging studies based on clinical indications, patient safety, and the responsible utilization of healthcare resources.
- Students will develop individualized, evidence-based patient management plans that incorporate shared decision-making, patient preferences, health promotion, disease prevention, and appropriate follow-up care. Students will demonstrate the ability to engage patients and families in discussions regarding treatment options and clinical decisions.
- Students will demonstrate an understanding of the indications, contraindications, risks, and benefits of invasive procedures and surgical interventions, including principles of patient safety, informed consent, and appropriate clinical supervision.
- Students will demonstrate the ability to collaborate effectively with members of the interprofessional healthcare team while recognizing and respecting patients' cultural beliefs, values, and healthcare practices to provide comprehensive, culturally responsive, and patient-centered care.

4. Interprofessional and Communication Skills

- Students will demonstrate effective interpersonal and communication skills when interacting with patients, families, peers, and community partners. Students will obtain comprehensive

and focused patient histories while demonstrating sensitivity to individual values, beliefs, and cultural backgrounds. They will communicate clinical findings, diagnostic procedures, treatment options, and management plans clearly while promoting patient understanding and shared decision-making.

- Students will recognize and respect the individual needs, values, and perspectives of patients and demonstrate the ability to adapt their communication strategies to promote effective, compassionate, and patient-centered interactions.
- Students will demonstrate the ability to collaborate effectively with members of interprofessional healthcare teams, recognizing the roles, responsibilities, and contributions of different healthcare professionals in delivering comprehensive and coordinated patient care.
- Students will develop leadership and collaborative skills necessary to participate effectively in interprofessional healthcare teams, demonstrating accountability, professional responsibility, and the ability to contribute to team-based clinical decision-making.
- Students will recognize and address personal biases, assumptions, and beliefs that may influence communication and professional interactions. They will demonstrate respect, cultural awareness, and professionalism when interacting with patients, peers, faculty, healthcare professionals, and community partners.

5. Professionalism

- Students will demonstrate professionalism, compassion, and respect in the delivery of osteopathic medical care, recognizing and honoring the individual values, beliefs, cultural backgrounds, and expectations of patients and their families.
- Students will demonstrate honesty, integrity, accountability, and ethical responsibility in their academic, clinical, and professional activities. They will maintain appropriate professional boundaries, protect patient confidentiality, and consistently demonstrate behaviors that reflect the ethical standards of the medical profession.
- Students will provide equitable, compassionate, and respectful care to patients regardless of their socioeconomic status, cultural background, or individual circumstances. They will demonstrate the ability to navigate challenging clinical situations with empathy, professionalism, and ethical judgment while recognizing the importance of altruism and patient advocacy.
- Students will demonstrate respect, accountability, and professionalism in their interactions with peers, faculty, healthcare professionals, and members of the interprofessional healthcare team. They will recognize the contributions of others, engage in collaborative decision-making, and promote a professional environment that supports effective teamwork and high-quality patient care.

6. Practice-Based Learning and Improvement

- Students will integrate foundational medical knowledge and clinical skills into patient care while demonstrating the ability to critically evaluate their performance, identify areas for improvement, and engage in continuous professional development. Students will apply current scientific evidence and evolving medical knowledge to support clinical decision-making and improve patient outcomes.
- Students will demonstrate the ability to receive, critically evaluate, and incorporate constructive feedback from patients, peers, faculty, and clinical mentors to strengthen their clinical knowledge, professional judgment, and patient care skills.
- Students will apply principles of scientific inquiry, research methodology, and critical thinking to evaluate medical literature, interpret research findings, and integrate relevant scientific evidence into clinical decision-making and patient management.
- Students will demonstrate an understanding of biostatistics and epidemiology, including the ability to interpret clinical data, evaluate the validity and reliability of scientific evidence, and assess the applicability of research findings to individual patients and diverse populations.
- Students will demonstrate a commitment to lifelong learning by critically evaluating emerging scientific evidence, identifying limitations in existing clinical practices, and incorporating evidence-based improvements into patient care while maintaining professional and ethical standards.

7. Systems-Based Practice

- Students will demonstrate an understanding of healthcare delivery systems, professional standards, regulatory requirements, and institutional policies that influence medical practice and the delivery of safe, effective, and patient-centered care.
- Students will recognize and evaluate the influence of local, national, and global healthcare policies on clinical decision-making, healthcare accessibility, and the health outcomes of individuals and communities.
- Students will integrate principles of cultural competency, epidemiology, and global health into clinical reasoning and patient management, recognizing the influence of social, environmental, and population-level factors on health and disease.
- Students will demonstrate an understanding of the organizational, financial, and operational structures of healthcare delivery systems, including the roles and responsibilities of healthcare professionals and institutions. Students will develop the knowledge and collaborative skills necessary to contribute to healthcare quality improvement and effective interprofessional practice.

- Students will demonstrate an understanding of patient safety principles, healthcare quality improvement, and evidence-based practices that promote effective clinical care, minimize preventable medical errors, and improve patient outcomes.

8. Cultural Competency

- Students will demonstrate cultural awareness and competency in providing respectful, equitable, and patient-centered care to individuals from diverse cultural, socioeconomic, and demographic backgrounds, including populations within Western New York and other communities.
- Students will recognize and respect differences in cultural beliefs, values, health practices, and individual preferences that may influence patient perceptions of health, disease, and medical treatment. Students will demonstrate sensitivity to differences in age, gender, race, ethnicity, sexual orientation, and disability when developing individualized patient management plans.
- Students will demonstrate the ability to obtain relevant cultural and social histories and integrate this information with evidence-based medical knowledge to support appropriate clinical decision-making and improve health outcomes across diverse patient populations.
- Students will recognize the influence of personal biases, assumptions, and stereotypes on clinical interactions and demonstrate the ability to minimize their impact through self-reflection, respectful communication, and equitable patient care.
- Students will demonstrate an understanding of traditional, complementary, and alternative healthcare practices and recognize their potential influence on patient beliefs, treatment preferences, and healthcare decisions.
- Students will demonstrate effective communication strategies when interacting with patients from diverse linguistic and cultural backgrounds, including the appropriate utilization of qualified medical interpreters. Students will also recognize the influence of national and global infectious disease threats, including pandemics, on healthcare delivery and patient management.

9. Health Promotion/Disease Prevention

- Students will demonstrate an understanding of health promotion and disease prevention principles, integrating osteopathic medicine, preventive care, and public health strategies to improve individual and community health outcomes.
- Students will apply evidence-based approaches to health promotion and disease prevention, including patient education and counseling on smoking cessation, physical activity, nutrition, and lifestyle modifications that support long-term health and wellness.

- Students will integrate principles of behavioral health, social medicine, and community health into patient care, demonstrating the ability to recognize and address substance use disorders, including alcohol and drug misuse, through appropriate screening, patient counseling, and referral to supportive services.
- Students will demonstrate an understanding of local, national, and global public health policies and evaluate their influence on preventive healthcare, patient education, and clinical decision-making.
- Students will integrate foundational biomedical sciences, clinical medicine, and public health knowledge to identify community health needs, promote preventive healthcare initiatives, and advocate for improved health outcomes. Students will recognize the importance of collaboration with healthcare organizations, public health agencies, and community partners in advancing population health.

10. Social/Community Involvement

- Students will demonstrate an understanding of the social, cultural, and economic factors influencing health outcomes among diverse populations, including underserved and immigrant communities. Students will integrate these principles into patient care while upholding the mission of DYU-COM and D'Youville University's commitment to service for all.
- Students will recognize and evaluate healthcare disparities and barriers to accessing medical services among underserved populations. Through supervised clinical experiences and community-based educational activities, students will apply their medical knowledge and clinical skills to support equitable, compassionate, and patient-centered care.
- Students will actively participate in community engagement and service-learning activities to develop an understanding of community health needs, social determinants of health, and the role of physicians in promoting public health and community well-being.
- Students will demonstrate a commitment to serving diverse populations throughout Western New York and beyond, integrating osteopathic principles, professional responsibility, and community-oriented healthcare practices into their development as future physicians.
- Students will demonstrate an understanding of the social determinants of health and their influence on healthcare disparities, including challenges related to homelessness, racial and socioeconomic inequalities, maternal and child health, and substance use disorders. Students will apply this knowledge to support preventive care, community health initiatives, and appropriate responses to public health emergencies.

Evidence #2 Academic Schedule & Course Numbering

DYU-COM Academic Schedule & Course Numbering List

The official list of course numbers and corresponding schedule of the academic semester is as follows:

Year 1

OMS 1 SEMESTER 1	FOUNDATIONS OF MEDICINE I	OMED 550
	OSTEOPATHIC MANIPULATIVE MEDICINE I	OMED 510
	SYSTEMS AND SPECIALTIES I	OMED 591
	LIFELONG LEARNING AND COMMUNITY I	OMED 540
	ESSENTIALS OF CLINICAL PRACTICE I	OMED 524

OMS 1 SEMESTER 2	FOUNDATIONS OF MEDICINE II	OMED 551
	OSTEOPATHIC MANIPULATIVE MEDICINE II	OMED 560
	SYSTEMS AND SPECIALTIES II	OMED 592
	LIFELONG LEARNING AND COMMUNITY II	OMED 595
	ESSENTIALS OF CLINICAL PRACTICE II	OMED 574

Year 2

OMS 2 SEMESTER 1	FOUNDATIONS OF MEDICINE III	OMED 601
	OSTEOPATHIC MANIPULATIVE MEDICINE III	OMED 610
	SYSTEMS AND SPECIALTIES III	OMED 632
	LIFELONG LEARNING AND COMMUNITY III	OMED 645
	ESSENTIALS OF CLINICAL PRACTICE III	OMED 630

OMS 2 SEMESTER 2	FOUNDATIONS OF MEDICINE IV	OMED 661
	OSTEOPATHIC MANIPULATIVE MEDICINE IV	OMED 660
	SYSTEMS AND SPECIALTIES IV	OMED 672
	LIFELONG LEARNING AND COMMUNITY IV	OMED 690
	ESSENTIALS OF CLINICAL PRACTICE IV	OMED 682

Year 3

OMS 3 (All courses are 4-week rotations)	CLINICAL PREPARATION	OMED 701
	INTERNAL MEDICINE 1	OMED 702
	INTERNAL MEDICINE 2	OMED 703
	SURGERY 1	OMED 704
	SURGERY 2	OMED 705
	AMBULATORY MEDICINE	OMED 706
	FAMILY MEDICINE	OMED 707
	PEDIATRICS	OMED 708
	OBSTETRICS & GYNECOLOGY	OMED 709
	PSYCHIATRY	OMED 710
	PRIMARY CARE ELECTIVE	OMED 711
	Elective Rotation I	OMED 712
	OSTEOPATHIC MANIPULATIVE MEDICINE V	OMED 720
	OSTEOPATHIC MANIPULATIVE MEDICINE VI	OMED 721
	LIFELONG LEARNING COMMUNITY V	OMED 730
	LIFELONG LEARNING COMMUNITY VI	OMED 731
	RESEARCH I	OMED 740
	RESEARCH II	OMED 741
	RESIDENCY PREPARATION	OMED 750

Year 4

OMS 4 (All courses are 4-week rotations)	EMERGENCY MEDICINE	OMED 801
	NEUROMUSCULAR MEDICINE	OMED 802
	SUB-INTERNSHIP	OMED 803
	4TH Year Elective 1	OMED 804
	4TH Year Elective 2	OMED 805
	4TH Year Elective 3	OMED 806
	4TH Year Elective 4	OMED 807
	4TH Year Elective 5	OMED 808
	OSTEOPATHIC MANIPULATIVE MEDICINE VII	OMED 820
	OSTEOPATHIC MANIPULATIVE MEDICINE VIII	OMED 821
	LIFELONG LEARNING COMMUNITY VII	OMED 830
	LIFELONG LEARNING COMMUNITY VIII	OMED 831

Evidence #3 Learning Outcomes Map

A copy of the DYU-COM program learning outcomes is provided in this document.

Table 1: Curriculum Mapping of Courses to Core Competencies

Educational Objectives		Osteopathic Principles and Practice	Medical Knowledge	Patient Care	Professionalism	Interpersonal & Communication Skills	Practice-based Learning and Improvement	Systems-based Practice	Cultural Competency	Health Promotion/ Disease Prevention	Social/ Community Involvement
OMS 1 Semester 1	OMED 505 - FOM 1	X	X	X	X	X	X	X	X	X	X
	OMED 510 - OMM 1	X	X	X	X	X	X	X	X	X	X
	OMED 591 - SAS 1	X	X	X	X	X	X	X	X	X	X
	OMED 540 - L3C 1	X	X		X	X	X	X	X	X	X
	OMED 524 - ECP 1	X	X	X	X	X	X	X	X	X	X
OMS 1 Semester 2	OMED 551 - FOM 2	X	X	X	X	X	X	X	X	X	X
	OMED 560 - OMM 2	X	X	X	X	X	X	X	X	X	X
	OMED 592 - SAS 2	X	X	X	X	X	X	X	X	X	X
	OMED 595 - L3C 2	X	X		X	X	X	X	X	X	X
	OMED 574 - ECP 2	X	X	X	X	X	X	X	X	X	X
OMS 2 Semester 1	OMED 601 - FOM 3	X	X	X	X	X	X	X	X	X	X
	OMED 610 - OMM 3	X	X	X	X	X	X	X	X	X	X
	OMED 632 - SAS 3	X	X	X	X	X	X	X	X	X	X
	OMED 645 - L3C 3	X	X		X	X	X	X	X	X	X
	OMED 630 - ECP 3	X	X	X	X	X	X	X	X	X	X
OMS 2 Semester 2	OMED 661 - FOM 4	X	X	X	X	X	X	X	X	X	X
	OMED 660 - OMM 4	X	X	X	X	X	X	X	X	X	X
	OMED 672 - SAS 4	X	X	X	X	X	X	X	X	X	X
	OMED 690 - L3C 4	X	X		X	X	X	X	X	X	X
	OMED 682 - ECP 4	X	X	X	X	X	X	X	X	X	X

Note: X indicates that the core competencies are taught and assessed in the course.

Table 1: Curriculum Mapping of Courses to Core Competencies (continued ... page 2)

Educational Objectives		Osteopathic Principles and Practice	Medical Knowledge	Patient Care	Professionalism	Interpersonal & Communication Skills	Practice-based Learning and Improvement	Systems-based Practice	Cultural Competency	Health Promotion/ Disease Prevention	Social/ Community Involvement
OMS3	OMED 701 - Clinical Prep	X	X	X	X	X	X	X	X	X	
	OMED 702 - IM 1	X	X	X	X	X	X	X	X	X	X
	OMED 703 - IM 2	X	X	X	X	X	X	X	X	X	X
	OMED 704 - Surgery 1	X	X	X	X	X	X	X	X	X	X
	OMED 705 - Surgery 2	X	X	X	X	X	X	X	X	X	X
	OMED 706 - Amb. Med	X	X	X	X	X	X	X	X	X	X
	OMED 707 - Family Med	X	X	X	X	X	X	X	X	X	X
	OMED 708 - Pediatrics	X	X	X	X	X	X	X	X	X	X
	OMED 709 - OB & GYN	X	X	X	X	X	X	X	X	X	X
	OMED 710 - Psychiatry	X	X	X	X	X	X	X	X	X	X
	OMED 711 - Primary Care	X	X	X	X	X	X	X	X	X	X
	OMED 712 - Elective	X	X	X	X	X	X	X	X	X	X
	OMED 720 - OMM 5	X	X	X	X	X	X	X	X	X	X
	OMED 721 - OMM 6	X	X	X	X	X	X	X	X	X	X
	OMED 730 - L3C 5	X	X		X	X	X	X	X	X	X
	OMED 731 - L3C 6	X	X		X	X	X	X	X	X	X
	OMED 740 - Research 1	X	X	X	X	X	X	X	X	X	X
	OMED 741 - Research 2	X	X	X	X	X	X	X	X	X	X
	OMED 750 - Res. Prep		X		X	X	X	X			

Table 1: Curriculum Mapping of Courses to Core Competencies (continued ... page 3)

Educational Objectives		Osteopathic Principles and Practice	Medical Knowledge	Patient Care	Professionalism	Interpersonal & Communication Skills	Practice-based Learning and Improvement	Systems-based Practice	Cultural Competency	Health Promotion/ Disease Prevention	Social/ Community Involvement
OMS4	OMED 801 - EM	X	X	X	X	X	X	X	X	X	X
	OMED 802 - NMM	X	X	X	X	X	X	X	X	X	X
	OMED 803 - SUB I	X	X	X	X	X	X	X	X	X	X
	OMED 804 - Elective 1	X	X	X	X	X	X	X	X	X	X
	OMED 805 - Elective 2	X	X	X	X	X	X	X	X	X	X
	OMED 806 - Elective 3	X	X	X	X	X	X	X	X	X	X
	OMED 807 - Elective 4	X	X	X	X	X	X	X	X	X	X
	OMED 808 - Elective 5	X	X	X	X	X	X	X	X	X	X
	OMED 820 - OMM 7	X	X	X	X	X	X	X	X	X	X
	OMED 821 - OMM 8	X	X	X	X	X	X	X	X	X	X
	OMED 830 - L3C 7	X	X		X	X	X	X	X	X	X
	OMED 831 - L3C 8	X	X		X	X	X	X	X	X	X

Note: X indicates that the core competencies are taught and assessed in the course.