

Research at University of New England College of Osteopathic Medicine

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The University of New England College of Osteopathic Medicine (UNECOM) is 40 years old and has transitioned from its core mission of building a reputation for innovation in medical education, teaching of anatomy and osteopathic manipulative medicine, training, and professional service to include a further mission that includes an increasingly rich environment for diversified research and scholarship (including the neurosciences and pain). *The Journal of the American Osteopathic Association's* Engage Initiative allowed us the opportunity to showcase who we are, what we do, and how we are preparing the next generation of the US health care workforce. We have invited UNECOM's outstanding basic scientists, clinicians, and educators to showcase some of our innovative research and scholarly activities.

The first article, "Making the Connection: Using Concept Mapping to Bring the Basic Sciences to the Diagnosis,"¹ illustrates how concept mapping assists students in developing relationships between basic and clinical science. The authors developed a weekly concept mapping activity that connects biomedical principles with the clinical signs, symptoms, and diagnostic laboratory results in a comprehensive clinical case. "Learning Together: Interprofessional Education at the University of New England"² highlights interprofessional learning at UNE, providing a significant and valuable experience for students and faculty. The authors describe the development of an interprofessional collaborative learning curriculum, which is now being piloted at all of our clinical clerkship campus sites. Experiences such as Interprofessional Team Immersion provide students with opportunities to learn about the intricacies of the care team, as well as the skills needed to effectively work in teams in advance of their clinical rotations and future profession.

The curriculum at UNECOM was redesigned to include CORE Entrustable Professional Activities (EPAs). The article, "Report on 7 Years Experience

Implementing an Undergraduate Medical Curriculum using Entrustable Professional Activities" describes how UNECOM has instituted EPAs as performance benchmarks.³ Core EPAs provide a set of minimum expected outcomes for medical students based on what makes a competent and safe medical practitioner. Integrating anatomy, physical examination, history taking, and other clinical skills used in osteopathic principles and practice and osteopathic manipulative treatment should help to solidify students' osteopathic identity. This article further describes methods for developing and implementing an integrated anatomy and clinical skills course using EPAs.

In "48-Hour Hospice Home Immersion Encourages Osteopathic Medical Students to Broaden Their Views on Dying and Death,"⁴ Gugliucci et al highlight an experiential medical education research learning module that immerses second-year medical students into a hospice home for 48 hours to augment learning about interprofessional palliative and end of life care. Medical students learn to trust themselves when handling emotional and challenging situations and gain confidence in their ability to help guide patients through this stage of life.

In "Learning Together: Interprofessional Education at the University of New England," Mokler et al discuss how the University of New England College of Osteopathic Medicine integrates interprofessional education into the medical school's curriculum. The Interprofessional Team Immersion learning experience consists of case-based learning, experiential and didactic experiences, and collaborative competencies.

Jane Carriero, DO, the Dean of UNECOM, discusses "UNECOM's Impact in Maine, New England, and Beyond."⁶ UNECOM graduates practicing primary care in Maine have an annual economic impact of more than 100 million US dollars on the state. We appreciate the opportunity to show how UNECOM integrates

research and scholarship in medical education.
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