

## **1.2 Introduction**

### **1.2.1 CORE Background and Implementation of CORE System**

In 1995, the Centers of Osteopathic Regional Education (CORE) began as a consortium. Known as the Centers for Osteopathic Research and Education since July 1, 2000 the CORE's mission derived from opportunities to enhance medical education and decrease fragmentation between students, interns and residents. Anticipating changes in hospital organizations in response to a competitive market environment and revisions in graduate medical education funding, the CORE system presented an opportunity to assure continued high quality education. The CORE was designed to minimally maintain and optimally expand the number of training slots in Ohio while promoting resource sharing, statewide education collaboration, interdisciplinary training, faculty development, technology integration, research and development, and leadership development. The OUCOM CORE jointly sponsors all post-graduate programs statewide. The linkages are facilitated through the Internet (COREnet) and the Ohione teleconferencing network.

The CORE vertically integrates students, internship and residency programs while horizontally integrating discipline residency programs through Residency Program Advisory Committees (RPACs). There were seven initial RPACs in the specialties of family medicine, internal medicine, general surgery, orthopedic surgery, emergency medicine, and obstetrics/gynecology. [Pediatrics was added in 1997 and otorhinolaryngology in 2003]. The vertical and horizontal educational integration, combined with faculty development and the faculty appointment process, also facilitates a research infrastructure in collaboration with individual CORE hospital Institutional Review Boards (IRBs). Since its inception, the CORE has provided a continuum of education from admission to medical school through continuing medical education. However, it has evolved from Centers of Osteopathic Regional Education to statewide Centers for Osteopathic Research and Education (CORE).

In 1996 when the AOA released new accreditation requirements for post-graduate training program (OPTI), the CORE system's mission and organizational structure easily accommodated the required affiliations and became the first accredited OPTI in the nation. In fact, the CORE became a "model" for subsequent OPTIs.

Osteopathic medical education has responded in a variety of ways to the demands of a fluctuating healthcare economy. Nevertheless, success requires innovation and leadership to create and steward evolution. CORE represented a large and evolutionary step for the osteopathic profession in Ohio. The profession has learned from this experience and progressed well. New and lasting partnerships have formed, and the CORE is now functioning and thriving.

The effects of the Academic Health System Without Walls include, but are not limited to:

1. The enhanced ability to maintain and increase GME residency slots within a system;
2. Increased sharing of training resources;
3. The integration of skills and tools for inter-disciplinary healthcare education and delivery;
4. Leadership development, faculty development, and research development at all levels of the system;
5. Global training opportunities;
6. A more attractive pre and post-doctoral educational environment;
7. Develop new skills and competencies through access to graduate degree programs;
8. Increased visibility among communities, employers, and payers of healthcare;
9. Increased contributions to biomedical knowledge;
10. Expanded focus on community service;
11. Increased emphasis on cost effective, culturally competent health care;
12. Increased voice in health policy and regulatory environments;
13. Decreased redundancy of health personnel; and,
14. System collaboration across the entire educational continuum.

It is time to take the next step. Osteopathic partners must proceed to the next evolutionary level and transform the CORE into the new Academic Health System Without Walls. The welfare and trust of the patient is dependent upon a system that trains health professionals capable of providing the highest quality health and preventive care.

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