

RES 10 C-4/2025

SUBJECT: Addressing COMLEX-USA Discrimination in Family Medicine Residency

Programs and Promote Transparency for Osteopathic Medical Students

SUBMITTED BY: SAACOFP Resolution Committee

REFERRED TO: 2025 American College of Osteopathic Family Physicians (ACOFP)

Congress of Delegates

RESOLUTION NO. 10

1 2 3 4	WHEREAS, osteopathic medicine is one of the fastest growing segments of healthcare in the United States, representing more than 11% of US physicians, and Colleges of Osteopathic Medicine currently educate more than 35,000 physicians, 25% of all US medical students [1]; and
5 6 7 8	WHEREAS, the Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA) is the licensing exam series required by the Commission on Osteopathic College Accreditation (COCA) to be taken by all osteopathic (DO) medical students in order to graduate from COCA-accredited medical schools [2]; and
9 10	WHEREAS, the United States Medical Licensing Examination (USMLE) is the licensing exam series taken by all allopathic (MD) medical students [3]; and
11 12	WHEREAS, the COMLEX-USA and USMLE are equivalent medical licensing exams, supported by published predictive validity and score concordance studies [4]; and
13 14 15 16	WHEREAS, despite, from 2015 to 2020, residency training consolidation under a single accreditor the Accreditation Council for Graduate Medical Education (ACGME) for all US residency and fellowship programs, many US residency programs do not report both minimum COMLEX-USA and USMLE scores [5, 6]; and
17 18	WHEREAS, many prospective osteopathic family medicine students wish to do their best to get into their preferred programs; and
19 20	WHEREAS, there are current efforts, such as The Fair Access in Residency (FAIR) Act introduced to the 118th Congress in 2023-2024 [7]; and
21 22	WHEREAS, 63.79% of graduated DO students in 2022 and 60.80% of graduated DO students took USMLE 1 [8-10]; and
23 24	WHEREAS, 71.19% of graduated DO students in 2020 and 59.71% of graduated DO students took USMLE 2 [8-10]; and
25 26	WHEREAS, most osteopathic students take the USMLE to gain advantage in residency selection, but at a financial and mental strain [11-12]; and

27 28	WHEREAS, osteopathic students are unaware of measures to advocate for themselves and their osteopathic distinctiveness and the COMLEX-USA [13]; and
29 30 31	WHEREAS, family medicine residency programs can help alleviate these strains and provide more transparency for qualified and interested osteopathic family physicians in their journeys to residency; now, therefore be it
32 33	WHEREAS, the American College of Osteopathic Family Physicians (ACOFP) may help to encourage such efforts; and, therefore be it
34	RESOLVED, that the American College of Osteopathic Family Physicians (ACOFP) submit a
35	resolution to the American Osteopathic Association (AOA) House of Delegates encouraging
36	the AOA to advocate for residency programs to provide yearly statistics on their incoming
37	residency classes, examples including but not limited to, the mean COMLEX-USA score of
38	accepted students, the percentage of DO students accepted, and the percentage of
39	accepted DO residents that took USMLE Licensing Examinations; and, be it further
40	RESOLVED, that the ACOFP encourages osteopathic medical students and graduates to report any
4 1	instances of COMLEX-USA discrimination from family medicine residency programs to the
12	AOA and to the National Board of Osteopathic Medical Examiners to assist in increasing the
43	number of DO medical trainees accepted into their desired family medicine residency
14	programs.
45	
16	FINAL ACTION, AMENDED & ADDDOVED as of April 2, 2025

References:

- 1. American Osteopathic Association. (2022). Osteopathic Medical Profession Report. https://osteopathic.org/index.php?aam-media=/wp-content/uploads/2022-AOA-OMP-Report.pdf
- 2. NBOME. (n.d.). COMLEX-USA. Retrieved May 5, 2023, from https://www.nbome.org/assessments/comlex-usa/
- 3. LCME. (2015). *Scope and Purpose of Accreditation*. Retrieved May 5, 2023, from https://lcme.org/about/. Published December 30, 2015
- 4. Barnum, S., & Craig, B., Wang, X., et al. (2022). A Concordance Study of COMLEX-USA and USMLE Scores. Journal of Graduate Medical Education. https://pubmed.ncbi.nlm.nih.gov/35222821/
- 5. ACGME. (2015). History of the Transition to a Single GME Accreditation System. Retrieved January 13, 2025, from https://www.acgme.org/about/transition-to-a-single-gme-accreditation-system-history/#:~:text=The%20transition%20to%20a%20single%20US%20graduate%20medi
 - $history/\#:\sim: text=The\%20 transition\%20 to\%20 a\%20 single\%20 US\%20 graduate\%20 medical\%20 education\%20 (GME, of\%200 steopathic\%20 Medicine\%20 (AACOM)\%E2\%80\%94$
- 6. Nikolla, D., Mudrakola, V., Feronti, C., Bilski, S., & Bowers, K. (2023). Minimum United States Medical Licensing Examination and Comprehensive Osteopathic Medical Licensing Examination Scores Often Do Not Align. Cureus. https://pmc.ncbi.nlm.nih.gov/articles/PMC10576438/
- 7. H.R.751 FAIR Act, 118th Congress (2023). https://www.congress.gov/bill/118th-congress/house-bill/751/text
- 8. Performance Data. (2022). https://www.usmle.org/performance-data
- 9. Performance Data. (2020). https://www.usmle.org/performance-data

- 10. Osteopathic Students Make up Growing Percent of Medical School Graduates. (2024). American Association of Colleges of Osteopathic Medicine. https://www.aacom.org/news-reports/news/2024/04/08/osteopathic-students-make-up-growing-percent-of-medical-school
 - $graduates\#: \sim : text=Today\%2C\%20 more\%20 than\%2035\%2C000\%20 future, teaching\%20 locations\%20 in\%2035\%20 states.$
- 11. Ahmed, H., & Carmody, J. (2022). COMLEX-USA and USMLE for Osteopathic Medical Students: Should We Duplicate, Divide, or Unify? Journal of Graduate Medical Education. https://pmc.ncbi.nlm.nih.gov/articles/PMC8848882/
- 12. Tackett, S., Jeyaraju, M., Moore, J., Hudder, A., Yingling, S., Park, Y. S., & Grichanik, M. (2022). Student well-being during dedicated preparation for USMLE Step 1 and COMLEX Level 1 exams. BMC Medical Education.
 - https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-03055-2
- 13. NBOME. (n.d.). Education & Advocacy. Retrieved January 13, 2025, from https://www.nbome.org/what-we-do/education-advocacy/