

8th “*Open Forum for Osteopathic Education*” Conference

29th & 30th September 2022

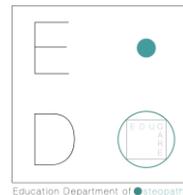


TEACHING CLINICAL COMPETENCIES

Antwerp, Belgium

Redesign a practical osteopathic course using descriptive grids and Peyton’s approach

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INTRODUCTION

Gen Z Students

- Want to be involved during the lecture and work with their teachers
- Like to collaborate with their peers and share feedback with them
- Love to use technology during a lecture and interact through it
- Need to be motivated before learning something new

(Chicca and Shellenbarger, 2018)



FIRST LECTURE

PRESENTATION

- Teaching team presentation
- Course introduction and its role in the academic curriculum
- Icebreaker students' presentation: students interview each other (3') and then report to the class what they've learnt (30").



FIRST LECTURE

METHODS, GOALS, RULES

- Teaching strategies
- Formative assessments
- Final exam
- Expected learning outcomes
- Rules during lessons



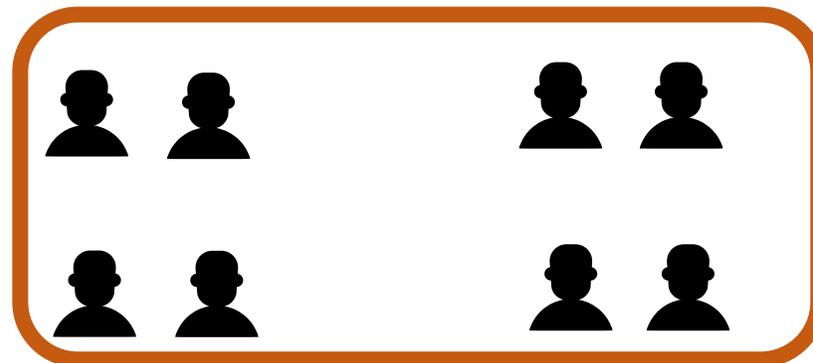
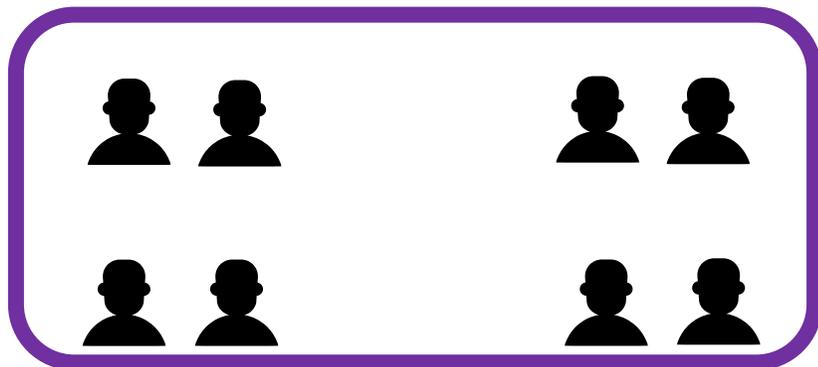
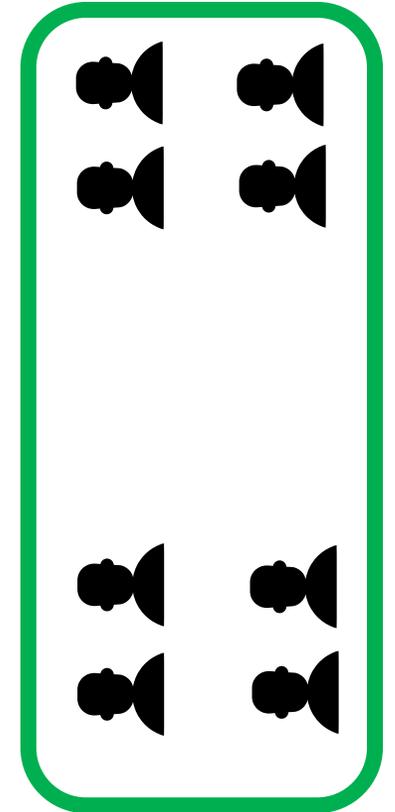
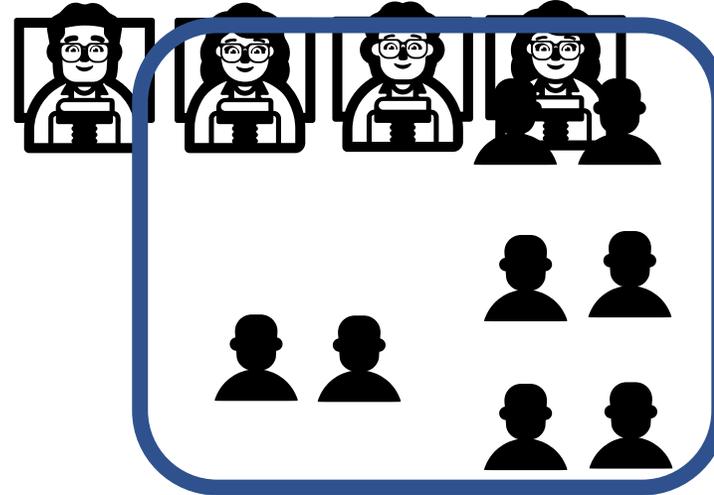
TEACHING STRATEGIES

- Theoretical knowledge - mini lectures
- Practical skills - Peyton's 4-step teaching approach

(Giacomino et al., 2020; Hulls and Rennick, 2017; Shatto and Erwin, 2016)

CLASS SETTING

- Small practice groups
- Modified Peyton's approach
- Atmosphere with soft music



(Nikendei et al., 2014)

Articulatory Technique: Hip Joint	
The osteopath positions the patient correctly	<ul style="list-style-type: none"> ● The patient is placed supine. ● The patient has the knee and hip flexed beyond 90° with the foot not resting on the table. ● The patient's arms are placed along his sides. ● In case of need, taking into account the constitution of the patient and the osteopath: <ul style="list-style-type: none"> ○ the patient remains at the center of the bed; ○ the patient is moved to the side of the osteopath.
The osteopath positions the table at the correct height	<ul style="list-style-type: none"> ● The table must be at a height such that the patient's bent leg is level with the operator's jugular notch.
The osteopath positions himself properly related to the patient	<ul style="list-style-type: none"> ● The osteopath positions himself homolaterally to the hip to be treated. ● The osteopath positions himself with the cranial leg bent and the caudal leg extended. ● The osteopath unloads the weight on the edge of the table via the lateral edge of the caudal thigh and the medial edge of the cranial thigh.
The osteopath adequately searches for the landmarks	<ul style="list-style-type: none"> ● With the cranial hand, he monitors the joint by resting at the trochanteric level respectively with the thumb on the anterior face and the other fingers on the posterior face. ● The caudal arm wraps the patient's lower limb so that: the patient's knee is anterior to the osteopath's shoulder, the operator's forearm medially contacts the thigh and leg. the operator's hand grasps the distal third of the femur.

<p>Osteopath applies correct force vectors</p>	<ul style="list-style-type: none"> • The cranial hand monitors movement at the level of the greater trochanter. • The caudal hand brings the ipsilateral leg into Flexion + ABD + ER and executes ER movements without returning to neutrality.
<p>The osteopath manages his body correctly during the execution of the technique</p>	<ul style="list-style-type: none"> • . The previous force vectors are generated by twisting the operator's torso.
<p>The osteopath applies force with the correct rhythm, amplitude and fluidity</p>	<ul style="list-style-type: none"> • The osteopath applies force vectors with increasing amplitude. • The osteopath maintains a constant rhythm in a cyclical manner. • The osteopath performs the technique without interruption or sudden changes in rhythm. • The osteopath requires constant feedback on the patient's perception (pain or discomfort).
<p>Osteopath brings patient back to neutral position</p>	<ul style="list-style-type: none"> • Osteopath brings the patient back to a neutral position safely.

EXAM

SUMMATIVE GRIDS

TEST MOBIL. PASSIVA	--	-	+	++	Score
Posizione del paziente	0	2	4	6	6
Altezza del lettino	0	3	6	9	6
Posizione dell'operatore	0	3	6	9	9
Punti di repere	0	3	6	9	9
Vettori di forza	0	2	4	6	4
Intensità della forza	0	1	2	3	2
Riporta in posizione neutra	0	1	2	3	3
Safety sì/no			Score totale:		39
Punteggio totale su 13:					11,27

SOFT TISSUE	--	-	+	++	Score
Posizione del paziente	0	2	4	6	6
Altezza del lettino	0	3	6	9	9
Posizione dell'operatore	0	3	6	9	9
Punti di repere	0	3	6	9	9
Vettori di forza	0	2	4	6	6
Uso del proprio corpo	0	3	6	9	9
Intensità della forza	0	2	4	6	6
Forza con cadenza ritmica	0	2	4	6	6
Riporta in posizione neutra	0	1	2	3	3
Safety sì/no			Score totale:		63
Punteggio totale su 13:					13

GOT	--	-	+	++	Score
Posizione del paziente	0	2	4	6	6
Altezza del lettino	0	2	4	6	6
Posizione dell'operatore	0	3	6	9	6
Punti di repere	0	3	6	9	9
Vettori di forza	0	2	4	6	6
Uso del proprio corpo	0	3	6	9	3
Ritmo, ampiezza, fluidità	0	2	4	6	4
Riporta in posizione neutra	0	1	2	3	3
Safety sì/no			Score totale:		43
Punteggio totale su 13:					10,35

DIAFRAMMA	--	-	+	++	Score
Posizione del paziente	0	2	4	6	4
Altezza del lettino	0	2	4	6	4
Posizione dell'operatore	0	3	6	9	3
Punti di repere	0	3	6	9	6
Vettori di forza	0	2	4	6	6
Uso del proprio corpo	0	3	6	9	9
Mantine/incrementa parametri	0	2	4	6	6
Riporta in posizione neutra	0	1	2	3	3
Safety sì/no			Score totale:		41
Punteggio totale su 11:					8,352

EXAME

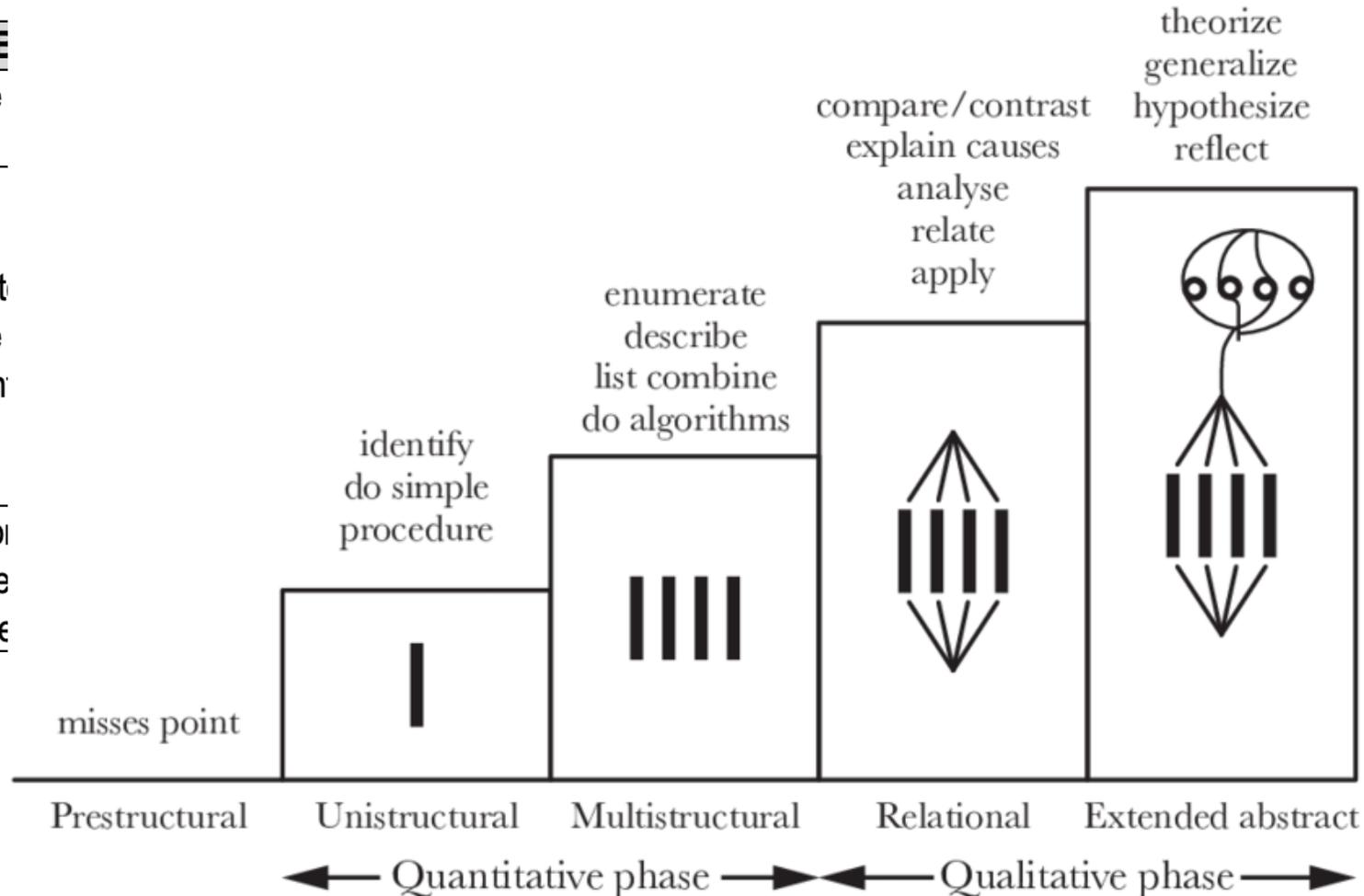
EXAME MODALITIES

ESAME OE

Osservazione
attivi

Precisione t
palpazione e
del pazien

Comprensio
applicazione
concetti oste



	--	-	+	++	Score
0	1	1	2		
0	1	1	2		
0	2	4	6		
0	1	2	3		
0	2	4	6		
0	2	4	6		
0	1	2	3		
0	1	1	2		
-20	0	0	0		
0	2	4	6		
0	3	6	9		
0	3	6	9		
Score totale:					0
Punteggio totale su 30:					0

(Biggs and Tang, 2011)



FEEDBACK

- How interesting did you find the course?
- Did you find the workload related to the course acceptable?
- Was the time dedicated to the practical part adequate?
- How would you rate the supporting educational material?
- How does the teacher behave with the students?
- Does the teacher facilitate learning and stimulate interest about the different topics?
- Do you have any suggestion to improve the course quality?



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