

The use of case/problem based learning to meet the challenge of integrating the philosophy and principles of osteopathy into teaching.

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Osteopathic practice appears to require a process blending deductive and inductive reasoning processes (Grace and Orrock, 2015). The challenge for educators is to produce safe and competent practitioners of evidence based scientific medicine whilst integrating the principles and philosophy for success in the art of practice. It has been reported that the health and viability of the profession depends on the incorporation of these distinctive principles in the teaching of students (Gevitz, 2006). Case/problem based learning utilises a pedagogical framework of unique real-world issues, is known to engage higher order thought and allows varied context-based solutions to clinical problems. This teaching approach reflects a constructivist paradigm, which emphasizes the process and not the product – how a student arrives at a particular answer and not the “objectively true” solution (Dorit, 2015; Murphy, 1997). This presentation will report on the educational process and outcomes of this approach over 10 years in an osteopathic masters programme. Using authentic cases that simulate the real world, students record their reasoning in a sequential manner, submit a tutorial paper, and then attend a facilitated tutorial to explore and discuss every element of the case. The issues that have required adjustment over the period of development have been: setting an appropriate class size; reducing assessment workload demands, and accumulating a library of cases.

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