

## **Title: Pedagogy is also part of the osteopathy's history**

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Founded in 1874 by Dr. Andrew Taylor Still, osteopathy has been defined by its philosophy, its art and its science (Still 2013). This is how its founding father wished to pass it on to his students. A.T. Still created a school and started to disseminate his knowledge in terms of spirituality, philosophy and pedagogy. Between 1896 and 1898, another eight new schools have been created by either his graduates or independent doctors (Tedeschi 2017). This is when the original form and vision of osteopathy started to drift.

The social and economical context as well as the medical breakthrough of this era were evolving at a fast pace. Those social and societal changes, referred as « genetic factors » and « epigenetic factors » have acutely modified the DNA of osteopathy. Those factors have conditioned the need of osteopathy recognition for its survival and growth. Hence links with allopathic medicine and the research of scientific proves have been strengthened at the expense of the spiritual and philosophical principles.

Nowadays osteopathy has diverged a lot from its original principles stated by its creator. « *Over the past 100 years, DO's have not generally been dedicated – or trained- to respect accuracy in recording the details of our rich and vibrant history* » - Paulus S. (Stark 2012)

Challenges from the past remain. In order to overcome those challenges, we need to look at lessons learnt from the past and try to understand osteopathy as a whole.

We may have to reconnect with Still's forgotten concept. The contemporary pedagogy seems to be orientated toward technic unlike the one established by Still which was more about art and spirituality. How can we find a balance between the need of the science and the original concept of osteopathy?

In order to try to answer this question, a qualitative study has been realised based on a literature review and a survey has been created to compare the point of view of the students versus teachers.

## **Bibliographie**

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