

**Framework of teaching osteopathy in V.L. Andrianov Institute of Osteopathic  
Medicine: between traditions and innovations**

The content of the abstracts for the conference on *Osteopathic Models: between traditions and evidence-based practice* is explained, first, by the desire of the teaching staff of V.L. Andrianov Institute of Osteopathic Medicine (IOM) to share our entire experience of teaching osteopathy with the professional osteopathic community.

Osteopathy has specific features of clinical practice; the status of this science throughout the world is not fully defined and is very ambiguous, since it integrates the philosophy of health, medical art, and therapeutic science. Additionally, osteopathy is also closely related both to psychology and to pedagogy. Without relying on the humanitarian knowledge of these scientific fields, it is impossible to fully diagnose a disease and restore human health.

All of the above naturally affects the specifics of the model of teaching osteopathy at the IOM: our students are taught to take into account the psychosocial aspects of a patient's life, use the resources of osteopathic manual treatment, preserve significant, if not all parts of osteopathic traditions, and rely on strictly scientific medical and psychological-pedagogical knowledge. In teaching practice, the reflexive experience of osteopathic treatment is always applied, which is carried out by our teachers, recognized experts in osteopathy.

In the third decade of the 21st century, models of teaching, technology and learning techniques for osteopathy in various countries often vary, and this is explained by the characteristics of basic (initial) education and the traditions that have been formed in the professional community, the national mentality and widespread educational concepts in a particular country. In addition, despite such socio-pedagogical specifics, all existing models of teaching, technology and learning techniques should be united by the concept of osteopathy created by A.T. Still such as structure controls function; single structure of the body; self-healing ability of the body.

In our opinion, the model of teaching osteopathy at the IOM strictly adheres to these unspoken rules, bringing the best that arises in the emerging system of Russian osteopathic education into educational practice.

This was especially evident during the coronavirus pandemic. There was an urgent need to use online learning and find convenient and adaptive learning platforms for teaching osteopathy. As a result, an osteopathic club was formed in our educational practice, the purpose of which was to analyze the difficulties of various natures and problems that students face in clinical practice.

Despite the didactic innovations that arise in the IOM teaching, the teaching model is still knowledge-based, since the teaching staff is certain that the osteopathy

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methodology should be learned and subsequently applied by all students, combining the quality of training and personal responsibility, illustrating the level of their competence and formed competencies.

The potential framework that combines psychosocial aspects and osteopathic manual treatment, in our opinion, cannot be strictly outlined in the model of teaching osteopathy. The individual characteristics of users of osteopathic services actually have no boundaries, thus, this position cannot be ignored; therefore, the IOM teachers, in every lesson, focus on the role and significance of psychological and social characteristics of patients' life in the success and effectiveness of their osteopathic manual treatment.

The entire teaching staff and each IOM teacher are keen on preserving the basic osteopathic postulates, including: movement is the basis of health; human body does not function in separate parts, but as a harmonious whole; symptom is a consequence of a cause that may be "far away" from the manifestation; treatment is carried out, as a rule, without the use of medicines. The entire assimilation of osteopathic knowledge by future osteopaths is built on them, and the stages of this are active perception, conscious comprehension, consolidation of knowledge in practice in the forming primary osteopathic skills, knowledge revision, and their subsequent use in practiced osteopathic skills.

The question regarding the relationship between science and non-scientific content in osteopathy, in our opinion, is highly rhetorical, since only scientific content can form the future consensus of the osteopathic profession. Besides, taking into account that osteopathy in Russia is a relatively young field of medicine that has not crossed the threshold of forty years, while the history of world osteopathy is almost 150 years.

Osteopathy has survived more than one historical era, preserving and bringing the scale and depth of the philosophical concept of osteopathic treatment; it shows the developed scientific knowledge and, at the same time, its significant scientific potential, which must be used in teaching.

In the third decade of the 21st century, the teaching of osteopathy is on the verge of reconsidering not only the didactic but the methodological foundations of its teaching, as the options of using information and communication, cloud and digital resources in the training of future osteopaths are significantly expanding.

In conclusion, we strongly believe the future of osteopathy is in the hands of qualified, competent teachers who master both the philosophy of osteopathy and the methodology of its teaching, preserving and enhancing the traditions of transmitting osteopathic knowledge from hand to hand.

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