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# ***PROFESSIONALISM AND ETHICS: TWO VECTORS IN TRAINING OF OSTEOPATH***



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**THE PROFESSION OF THE OSTEOPATH REFERS TO THE SOCIONOMIC PROFESSIONS, WHERE THE PROFESSIONAL CODE OF ETHICS IS NOTABLY SIGNIFICANT**





**THE PROFESSIONAL ETHICS IS REALIZED IN TWO COMPONENTS, WHICH ARE PROFESSIONAL EXPERIENCE AND PERSONAL AND VALUE ATTITUDE TO THE OSTEOPATHIC TREATMENT IN A PATIENT.**



**OSTEOPATHIC PROFESSIONALISM IS THE RESULT OF MASTERING NEW SPECIAL SKILLS, PROFESSIONAL AND CROSSCULTURAL COMPETENCES ENSURING READINESS FOR THE PROFESSIONAL PRACTICE DURING THE TRAINING.**





- The outcomes of the expert assessment found that the leading PIQ are:
  - locomotor memory (muscular and finger memory);
  - eye-mindedness;
  - regulation of simultaneous arm and leg motion, regulation of simultaneous arm motion, regulation of simultaneous finger motion;
  - perception (spatial, visual-spatial);
  - stability and concentration of attention;
  - individual and psychological traits;
  - high motivation to master profession.

- It is important to note that such qualities as «...anxiety, depression, and individualisticity...» has an adverse impact on cognitive processes (memory, attention, thinking) and, correspondingly, on the training outcome and professional mastering.
- These qualities are closely linked with individual motivation as well: in individuals with higher rate of these qualities motivation of failure avoidance is predominant, as opposed to them, the motivation of success achievement, including 'fearlessness' of making mistakes while mastering something new...



**SUPERVISION PLAYS A CRUCIAL ROLE IN THE PROFESSIONAL OSTEOPATHIC TRAINING: A MODEL OF EDUCATION IS BASED ON DISCUSSION AND ANALYSIS OF A CLINICAL CASE.**



**THE MAIN TYPES OF EDUCATION WITHIN THE  
OSTEOPATHIC TRAINING ARE SEMINARS AND  
WORKSHOPS WHERE ISSUES OF ETHICS AND  
DEONTOLOGY ARE HIGHLIGHTED.**





**IT IS WORTH NOTING THE SIGNIFICANCE OF CONTEXTUAL SITUATIONS WHERE A FUTURE OSTEOPATH IS AS CLOSE AS POSSIBLE TO THE OBJECT AND SUBJECT OF HIS FUTURE PROFESSIONAL PRACTICE.**





**WITHIN THE CONTEXTUAL SITUATIONS, A TEACHER  
SHOWS MODELS OF PROFESSIONAL BEHAVIOUR,  
SELF-REGULATION, RULES OF OSTEOPATHIC  
TREATMENT, CARE-SAFETY APPROACH SUPPORTED  
BY “DO-NOT-HARM” PRINCIPLE...**







**In this context, the level of methodological skills of a **teacher** is particularly important:**

- **understanding of the goal-setting role,**
- **ability to carry out the selection of educational content,**
- **knowledge of methodology and technology of training, tools for monitoring and evaluation...**

**THANK YOU FOR YOUR ATTENTION!**

