

OsEAN “Open Forum for Osteopathic Education”

“Teaching Osteopathic Diagnostics”

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Osteopathic clinical reasoning development: mapping an integrated, spiral, competencies’ based, osteopathic undergraduate curriculum to identify educational challenges and strategies. The Istituto Superiore di Osteopatia’s experience.

The development of clinical reasoning competencies requires the acquisition and effective retention of knowledge from different subjects, and the ability to apply several different clinical and soft skills with efficacy and rationality.

Educational strategies and curriculum development must take care of this integrated and complex nature to guarantee that clinical reasoning learning is facilitated in different areas, and reinforced at different academic levels, through faculty’s involvement for an effective contents’ alignment.

Education in Osteopathic Clinical Reasoning (OCR) faces these same challenges; mapping the instructional components concurring to OCR’s development in ISO’s Full Time curriculum has highlighted elements worth sharing for review and debate.

The integrated curricular structure’s organization can support the learning process by sharing specific learning outcomes between different subjects and by frequent use of case based learning strategies, both in practical and theoretical subjects.

In more advanced academic levels, acquired knowledge and skills are reinforced through reflection on situated learning, represented by supervised clinical training; and advanced osteopathic lectures focused on meeting full professional competencies’ standards.

Faculty’s information and active participation are essential for effective alignment between curriculum and syllabus, learning outcomes and contents, as well as between academic teachers and clinical supervisors.

Comparison and debate about this subject with other osteopathic educational realities could reflectively inform future research in the field.

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