

Educational strategies in the teaching of osteopathic diagnostics

Irina Egorova, Elena Zinkevitch

V.L. Andrianov Institute of Osteopathic Medicine

Any higher school realising its educational policy must keep to educational strategy that answers a series of questions: what future specialists should be taught, what methods and technologies will be needed, what are the organization forms of inspection, verification and reflection upon the results of this process...

One of the most difficult tasks associated with the training of osteopaths is the problem of learning of professional competences, which are expressed in the willingness and ability of specialists to perform osteopathic diagnostics. To master the techniques of osteopathic diagnostics, an osteopath has to develop clinic osteopathic reasoning.

As a pedagogical tool for the development of clinic reasoning, we use a task-oriented technology that involves the future specialists into clinical problems solving and into performance of various clinical tasks.

A clinical task means a detailed description of a specific clinical case with the formulation of reproductive and problem-oriented questions that require specific answers illustrating the ability of the student to apply theoretical knowledge of the reference osteopathic discipline. In turn, a clinical task is an expanded description of a specific clinical case that supposes an elaboration of an algorithm for diagnosis and/or osteopathic treatment of the patient.

Involving students into solving of clinical problems and performance of various clinical tasks allows us not only to progress in clinical osteopathic reasoning in specialists, but also creates conditions for understanding of osteopathic philosophy, with its qualitative distinction from the philosophy of allopathic medicine.

Finally, we can summarise that the development and implementation of the educational strategy is carried out by the efforts of the entire teaching staff, and this allows us to have a common pedagogical and osteopathic position, thanks to which it is possible to ensure the organizational, substantial and functional features of the training of osteopaths, who, in the future, can not only perform osteopathic diagnostics, but on its basis also develop a program for the treatment of a patient.