



V. ANDRIANOV
INSTITUTE OF
OSTEOPATHIC
MEDICINE

EDUCATIONAL STRATEGY FOR TRAINING OSTEOPATHIC DIAGNOSTICS

Irina Egorova MD,DO,PhD, Elena Zinkevich EdD,PhD, Alexander Buchnov, MD,DO, PhD



YAROSLAV-THE-WISE
NOVGOROD STATE
UNIVERSITY

OSTEOPATHIC PROFESSIONAL COMPETENCES

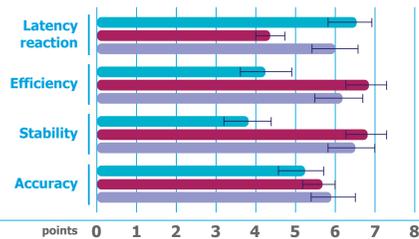


Fig. 1. Comparative characteristics of indicators of muscle finger memory in osteopathic students with various performance in training and practice (X+Sx)



Fig. 2. Comparative characteristics of indicators of visual spatial perception and eye-mindedness in osteopathic students with various performance in training and practice (X+Sx)



Fig. 3. Comparative characteristics of indicators of perception of spacio-temporal extrapolation in osteopathic students with various performance in training and practice (X+Sx)

HE ME LE
high-efficient mid-efficient low-efficient
osteopathic students



2 OSTEOPATHIC CLINICAL THINKING

In order to master the techniques of osteopathic diagnosis, an osteopath must have a well-developed clinical osteopathic thinking allowing him to quickly and timely decide on a cause of a disease, given the range of conscious and unconscious, logical and intuitive components of their **diagnostic experience**.

EDUCATIONAL STRATEGY

is a set of approaches that allow achieving the goal of educational training

«The osteopathic approach to diagnosis focuses on a variety of practical techniques to assess a patient's state, diagnose illnesses, and conduct treatment of a patient»

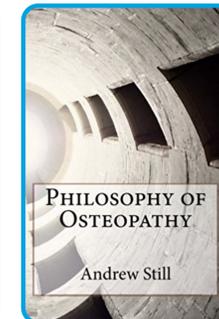
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DEVELOPMENT OF CLINICAL OSTEOPATHIC THINKING



The method of development of clinical osteopathic thinking is a **task-based technology** that involves learning to solve clinical problems and fulfill clinical tasks that underlie the formation of osteopathic PCs, enabling **systemic osteopathic diagnostics**.

TASK-ORIENTED TECHNOLOGY OF OSTEOPATHIC DIAGNOSTICS



3 PHILOSOPHY OF OSTEOPTHY

Osteopathic philosophy is qualitatively different from the philosophy of allopathic medicine. The difference lies in the systematic approach of an osteopath to the diagnosis of osteopathic lesions, identification of cause-effect relationships, and the restoration of violated body functions. In terms of philosophy, clinical thinking should be viewed as an extremely complex cognitive abstract thinking, aimed at solving of patient's problems, by searching for casual connections (based on the range of the conscious and unconscious, logical and intuitive components of the experience) and creating a general conclusion, which forms the basis of the clinical decision for diagnosis.

The task-oriented technology constitutes environment for **studying** osteopathic philosophy and **generating** clinical osteopathic thinking.



4 TASK-ORIENTED OSTEOPATHIC TRAINING TECHNOLOGY

The task-oriented technology is implemented by the teachers' staff, which permits to form a common educational osteopathic viewpoint through the content, organizational and functional features of the osteopathic training.



5 CONTEXT OF CLINICAL OSTEOPATHIC OBJECTIVES AND TASKS

A woman aged 35 suffering from constant stuffiness in her right ear and night snoring went to see an osteopath. The signs have been disturbing her for over 2 years. Significantly limited mobility of right petro-basilar syndesmosis was revealed.

What are the main factors that influenced the development of symptomatology? Justify the answer, using knowledge of anatomy and physiology.