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.

Bachelor of Science in Osteopathy (not practising)

Master of Science in Osteopathy

T1 Osteopathic Course; OMS Compliant
3 + 2 structure; Bologna Process Compliant
Validated by New Buckinghamshire University
Formative Aims

Bachelor of Science in Osteopathy (not practising)

The main educational aims of the 3-year BSc programme are to:
• Promote the principles, philosophy, scope of practice and the evidence base related to the field of osteopathy and
• Foster an environment in which the student progresses to become safe and competent in performing a basic osteopathic assessment and in executing a range of osteopathic techniques following a treatment rationale, under the supervision of a clinical tutor

Master of Science in Osteopathy

The main educational aims of the MSc programme are to:
• Provide the student with the skills to practice as an autonomous osteopathic practitioner utilising the current best practice in a safe, competent, accountable and professional manner, meeting nationally and internationally agreed standards.
• Foster the commitment to continuing self-reflection and professional development with a critical awareness of the ethical and legal issues related to the discipline.
Formative Aims

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Competencies Based

A. Knowledge and Understanding

B. Intellectual and Cognitive Skills

C. Practical Skills

D. Key and Transferable Skills
### Bachelor of Science in Osteopathy (not practicing)

**A. Knowledge and Understanding**

- **A1** Demonstrate an in-depth understanding of human structure and function and their integrated nature.
- **A2** Apply this knowledge to demonstrate how they can be compromised in abnormal and pathological conditions.
- **A3** Demonstrate an informed understanding of the physiological basis, therapeutic indications as well as contraindications of a range of osteopathic techniques.

**B. Cognitive and Intellectual Skills**

- **B1** Apply academic study skills of acquisition and application of knowledge, and of selection and synthesis of relevant information.
- **B2** Critically evaluate various types of information and evidence, and understand research methodologies, with the ability to critically read and evaluate papers.
- **B3** Demonstrate decision making skills to solve problems using techniques which are at the forefront of the discipline.

**C. Practical Skills**

- **C1** Communicate professionally, effectively and efficiently with patients in order to elicit relevant case history information.
- **C2** Conduct a physical examination and interpret the clinical signs to inform their differential diagnosis.
- **C3** Take responsibility for referral for osteopathic treatment, being able to deal with complex and unpredictable circumstances and reach an osteopathic differential diagnosis, responding to information acquired by both verbal and non-verbal means.
- **C4** Form an osteopathic treatment plan that includes consideration of prognosis and prophylaxis, for patients with standard osteopathic conditions.

**D. Key and Transferable Skills**

- **D1** Demonstrate effective communication with patients, service users and other healthcare professionals.
- **D2** Demonstrate a simulated operator-client/patient relationship in an appropriate professional and ethical manner.
- **D3** Manage time, prioritise workloads, and recognise and deal with personal emotions and stress.
- **D4** Utilise up-to-date information and communication technology.
- **D5** Critically reflect on their own progress in practical training and respond positively to tutor feedback.

### Master of Science in Osteopathy

**A. Knowledge and Understanding**

- **A1** Demonstrate detailed knowledge of the musculoskeletal and biomechanical, nervous, fascial, visceral and cranial systems of the human body, the integrated nature of their structure and function, and how they can be compromised in abnormal and pathological conditions of a complex nature.

**B. Cognitive and Intellectual Skills**

- **B1** Apply academic study skills of acquisition and application of knowledge, and of selection and synthesis of relevant information.
- **B2** Critically evaluate current research and methodologies, review data and evaluate outcomes of clinical interventions, in order to propose new hypotheses.

**C. Practical Skills**

- **C1** Take, record and interpret a case history and effectively communicate relevant findings to colleagues and other health care professionals.
- **C2** Conduct a physical examination, using accepted osteopathic and orthodox procedures of observation, testing and palpation, and interpret the findings.
- **C3** Reach an osteopathic differential diagnosis, responding to information acquired by both verbal and non-verbal means.
- **C4** Form an osteopathic integrated treatment plan that includes consideration of prognosis and prophylaxis, for patients with complex osteopathic conditions.
- **C5** Perform and integrate with a high level of skill and effectiveness a broad range of manual techniques, ranging from soft tissue and functional techniques to articulation and high velocity thrust techniques to cranial and visceral correction and manipulation.

**D. Key and Transferable Skills**

- **D1** Communicate in a professional and effective manner with a wide range of individuals.
- **D2** Conduct an operator-client/patient relationship in a professional manner, demonstrating a critical awareness of ethical and legal issues.
- **D3** Manage time, prioritise workloads, recognise and deal with personal emotions and stress and demonstrate decision making in complex and unpredictable situations.
- **D4** Utilise up-to-date information and communication technology.
- **D5** Critically review one’s own clinical experience in order to recognise and understand success or failure, demonstrating autonomy in taking appropriate steps towards improvement, and the independent learning skills required for continuous professional development.
Bachelor Science in Osteopathy (not practicing)

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Bachelor Science in Osteopathy (not practicing)

Master Science in Osteopathy
A3 Demonstrate an informed understanding of the physiological basis, therapeutic indications as well as contraindications of a range of osteopathic techniques.

B3 Demonstrate decision making skills to solve problems using techniques which are at the forefront of the discipline.

C2 Conduct a physical examination and interpret the clinical signs to inform their differential diagnosis.

C3 Take responsibility for referral for osteopathic treatment, being able to deal with complex and unpredictable circumstances and reach an osteopathic differential diagnosis, responding to information acquired by both verbal and non-verbal means.

C4 Form an osteopathic treatment plan that includes consideration of prognosis and prophylaxis, for patients with standard osteopathic conditions.
### Bachelor Science in Osteopathy (not practicing)

- **YEAR 1**
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  - OS402
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  - OS404

- **YEAR 2**
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  - OS502
  - OS503
  - OS504
  - OS505

- **YEAR 3**
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  - OS603
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  - OS605
  - OS606

### Master Science in Osteopathy

- **YEAR 4**
  - A3 Demonstrate an informed understanding of the physiological basis, therapeutic indications as well as contraindications of a range of osteopathic techniques.

- **YEAR 5**
  - B3 Demonstrate decision making skills to solve problems using techniques which are at the forefront of the discipline.

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C1 Take, record and interpret a case history and effectively communicate relevant findings to colleagues and other health care professionals.

C2 Conduct a physical examination using accepted osteopathic and orthodox procedures of observation, testing and palpation, and interpret the findings.

C3 Reach an osteopathic differential diagnosis, responding to information acquired by both verbal and non-verbal means.

D3 Manage time, prioritise workloads, recognise and deal with personal emotions and stress and demonstrate decision making in complex and unpredictable situations.
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D3 Manage time, prioritise workloads, recognise and deal with personal emotions and stress and demonstrate decision making in complex and unpredictable situations.
The experience of Implementing this curriculum has taught us to keep an eye on some possible key issues.

- Transparency and dissemination of curriculum key features
- Coherence of content, delivery and assessments
- Consensus and sharing in faculty

Bachelor Science in Osteopathy (not practicing)

Master Science in Osteopathy
Management Faculty

Is top-down communication efficient about Curriculum?

Formally trained Not formally trained

Are faculty member sufficiently trained to effectively adopt the curriculum?
Are tests and diagnostic procedures, taught in academia, used and supervised during clinical training?

Is situated learning, occurring in clinical training, informed by balanced relationship between evidences and supervisors’ clinical experiences?
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<tr>
<td>Reproducibility</td>
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<td>Appropriateness</td>
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<td>Is assessment strategy sufficiently standardized to be fair? Even when subjective evaluation (palpation) is involved?</td>
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<td>Content Syl.</td>
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<td>Competencies Syl.</td>
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<td>Must pathophysiology be taught and learnt or symptoms and signs able to inform a diagnostic decision are sufficient?</td>
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## Solutions?

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<td>Faculty</td>
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"It looks like blood tastes like Ribena, I just hope it gets me drunk."
Cultivating communities of practice
a quick start-up guide
by Etienne Wenger

Where to start?

What are communities of practice?
Communities of practice are groups of people who share a passion for something that they know how to do and who interact regularly to learn how to do it better.

What elements to develop?
Domain: the definition of the area of shared inquiry and of the key issues
Community: the relationships among members and the sense of belonging
Practice: the body of knowledge, methods, stories, cases, tools, documents

set strategic context
A strategic context lets communities find a legitimate place in the organization
- Articulate a strategic value proposition
- Identify critical business problems
- Articulate need to leverage knowledge

educate
Communities of practice are a familiar experience, but people need to understand how they fit in their work.
- Conduct workshops to educate management and potential members about the approach
- Help people appreciate how communities of practice are inherently self-defined and self-managed
- Establish a language to legitimize communities and establish their place in the organization

support
Communities of practice can use some light-handed guidance and technology infrastructure.
- Provide some process support, coaching, and logistic assistance
- Identify needs and define adequate infrastructure without undue emphasis on fancy technology

get going
Starting to cultivate communities of practice as early as possible creates early examples that allow people to learn by doing.
- Have a few pilot communities going as soon as possible
- Find communities to start with by identifying areas where there is potential and readiness
- Interview some prospective members to understand issues, start discussing a community, and identify potential leaders
- Gather a core group to prepare and initiate a launch process
- Help members organize an initial series of value-adding activities
- Encourage them to take increasing responsibility for stewarding their knowledge

encourage
Practitioners usually see the value of working as a community but may feel the organization is not aligned with their understanding.
- Find sponsors to encourage participation
- Value the work of communities
- Publicize successes

integrate
The formal organization must have processes and structure to include these communities while honoring their root in personal passion and engagement.
- Integrate communities in the way the organization works
- Identify and remove obvious barriers
- Align key structural and cultural elements

Why focus on communities of practice?
short-term value
- help with challenges
- access to expertise
- confidence
- fun with colleagues
- meaningful work
- problem solving
- time saving
- knowledge sharing
- synergies across units
- reuse of resources
- personal development
- reputation
- professional identity
- network
- marketability
- strategic capabilities
- keeping abreast
- innovation
- retention of talents
- new strategies

long-term value

What are some critical success factors?
community
- Domain that energizes a core group
- Skilled and reputable coordinator
- Involvement of experts
- Address details of practice
- Right rhythm and mix of activities

organization
- Strategic relevance of domain
- Visible management sponsorship, but without micro-management
- Dance of formal and informal structures
- Adequate resources
- Consistent attitude
THANKS FOR THE ATTENTION!

ENJOY AND SHARE THESE TWO DAYS!!!!

matteo.turinetto@isoi.it