Ethical and pedagogical reflections on learning didactics in osteopathic diagnosis

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Ethics: a science that deals with regulatory principles governing action and moral conduct
Ethics, professionalism

*Professionalism can be defined through the implementation of necessary and useful means to the interest of the patient.*
Definition of osteopathic diagnosis

MINISTÈRE DES AFFAIRES SOCIALES, DE LA SANTÉ ET DES DROITS DES FEMMES

ANNEXE I
REFERENTIEL ACTIVITÉS ET DE COMPETENCES

Préambule
La description des activités et des compétences du métier d’ostéopathe ne se substitue pas au cadre réglementaire. En effet, le plan formel n’a pas vocation à déterminer ces responsabilités. Il s’agit de définir les activités du métier, mais les compétences de capacité doivent être maîtrisées par les professionnels et attestées par l’obtention du diplôme.
Les activités de l’ostéopathe sont réalisées dans le respect des dispositions du décret n°96-745 du 26 mars 1997 relatif aux actes et aux conditions d’exercice de l’ostéopathe.

1. Définition du métier et glossaire

Définition du métier
L’ostéopathe, dans une approche systémique, apporte diagnostique ostéopathique, effectue des mobilisations et des manipulations pour le prévention ou le traitement des dysfonctionnements ostéopathiques du corps humain.
Les manipulations et mobilisations sont pour l’éviter de prévenir ou de réduire des dysfonctionnements de manœuvre ou de maîtriser l’état de santé de personnes à l’exclusion des pathologies pathiques qui nécessitent une intervention thérapeutique médicale, chirurgicale, médicamenteuse ou par agent physique.

GLOSSAIRE

Diagnostic ostéopathique: Le diagnostic ostéopathique comprend un diagnostic d’opportunité et un diagnostic fonctionnel:
– diagnostic d’opportunité: démarche de l’ostéopathe qui consiste à identifier les symptômes et signes d’alerte justifiant un avis médical préalable à une prise en charge ostéopathique;
– diagnostic fonctionnel: démarche de l’ostéopathe qui consiste à identifier et hiérarchiser les dysfonctionnements ostéopathiques avec que leurs interactions afin de décider du traitement ostéopathique le mieux adapté à l’amélioration de l’état de santé de la personne.

Dysfonction ostéopathique: Alteration de la mobilité, de la viscoïdilité ou de la texture des composantes du système ostéopathique.
Elle s’accompagne ou non d’une sensibilité doureuse.

Traitement ostéopathique: Ensemble des techniques ostéopathiques adaptées à la personne en fonction du diagnostic ostéopathique visant à améliorer l’état de santé de la personne.

Technique ostéopathique: Ensemble de gestes fondés sur les principes ostéopathiques.

Manipulation/mobilisation: La manipulation est une manoeuvre unique, rapide, de faible amplitude, appliquée directement ou indirectement sur une composante du système ostéopathique en état de dysfonction afin d’en restaurer...
**Osteopathic diagnosis:**

Osteopathic diagnosis includes both diagnosis of opportunity and functional diagnosis:

- diagnosis of opportunity: an osteopath's approach which consists in identifying warning signs and red flags justifying a medical opinion prior to osteopathic care;

- functional diagnosis: an osteopath's approach which consists in identifying and prioritizing osteopathic dysfunctions as well as their interactions in order to decide on the most appropriate osteopathic treatment for the improvement of the patient’s health.
Definition of osteopathic diagnosis

**Osteopathic dysfunction (french osteopathic title regulation texts):**

The deterioration of mobility, viscoelasticity or texture of the somatic system components.

This could be accompanied or not by a painful sensitivity.
Definition of osteopathic diagnosis

The concept of deterioration is complex because it enforces a norm.

Mobility in the meaning of the displacement of a solid and the deformation of its components obeys fixed and invariable laws, Newton's laws of motion.

These laws cannot be deteriorated!

In this respect, the deterioration of mobility can only be understood as a degradation thereof with respect to the norm:

1. Of an interindividual norm: The definition of these norms is currently not available, therefore, the risk, herein, to set standards that are far from the scientific reality is quite high.

Of an individual norm: This hypothesis leads to 2 secondary problems: how to know it?
Definition of osteopathic diagnosis

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2. Of an individual norm: This hypothesis leads to 2 secondary problems:
   - how to know it? = how to be sure that the patient presents a dysfunction?

This question replaces patient in the center of our practice: good thing for professionnalism.
Definition of osteopathic diagnosis

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In this respect, the deterioration of mobility can only be understood as a degradation thereof with respect to the norm:

2. Of an individual norm: This hypothesis leads to 2 secondary problems:
   - how to identify it? Testing should be reliable and reproducible.
Definition of osteopathic diagnosis

One of the ways out of this intellectual problem is to reason around measurable variables, which are known to have influence on the dynamics of the systems. Research in this area should, accordingly, have as its principal objective, the analysis, understanding and definition of the possible standards for these variables and the interdependence among them.
Ethics, osteopathic and didactic practice during training
Which ethical approach for the practice?

Valid and reliable contents
Ethics, osteopathic and didactic practice during training

Which ethical approach for the practice?

Inductivism is perfect for a new field of science or research, however, osteopathy must, at the very least, go through the stage of falsificationism => put osteopathic theories to test and encourage critical thinking in the learner.

Education should be based on learning epistemological approach for tests and therapeutic technics.

Examples: Tests learnings progress from description and technical approach to critical epistemology, reproducibility and reliability studies.
Ethics, osteopathic and didactic practice during training

Which ethical approach for the teaching?
Ethics and pedagogy:

Regulation imposes an education based on skills approach
Which ethical approach for the teaching?

Ethics and pedagogy:

Psychology and sociology:
Social knowledge, individual education

Referent Teachers (and their own education) have major role
Which ethical approach for the teaching?

Ethics and pedagogy:

Psychology and sociology:
   Social knowledge, individual education

Reponsabilization: Auto evaluation, workshops
Which ethical approach for the teaching?

Ethics and pedagogy:

Importance of education stages:

General (final) objectives
Intermediate objectives
Initial objectives

Example of problematic
Which ethical approach for the teaching?

General final objectives

Mastery can be defined as the ability to mobilize one’s resources in most routine situations.
Expertise is the ability to mobilize one’s resources regardless of the situation confronted with
Excellence is a capacity to innovate solutions to complex situations.
Ethics, osteopathic and didactic practice during training

Which ethical approach for the teaching?

General objectives

Elements of this major skill that can be drawn-up are:
Performing opportunity diagnosis:
- Identify a case with absence of opportunity (including, in particular, the identification of red flags)
- Identifying a case with relative opportunity
- Identifying a case with absolute opportunity
Perform functional diagnosis:
- Evaluating the characteristics of functional diseases and their causes. (terms from the reference document)

Mastering skills on the patient, during the last year of the course, constitutes the general objective of the training.
Ethics, osteopathic and didactic practice during training

Which ethical approach for the teaching?

Specific objectives

Initial specific objectives

**Knowledge**

Become acquainted with the red flags and the inherent warning signs.
Become acquainted with functional dysfunction characteristics
Become acquainted with the corresponding features of the skills of other health professions.
Become acquainted with the skills of other health professions.
Become acquainted with the fundamental bases of the pathophysiology of functional dysfunctions (including epistemology),
Become acquainted with the basic fundamentals of existing therapies for functional dysfunctions,
Become acquainted with the reliability and validity of the interrogation elements and the tests used, epistemology of manual therapy acts.
As regards test gestures: the student is required to master the fundamental knowledge of this gesture: performance factors and necessary aptitudes.
Mastering the application of each fundamental element in the realization of necessary tests for the physical examination of a patient, exercised on a guinea pig: for each step of a gesture:

- Positioning a patient
- Positioning oneself
- Directing one’s gesture
- Managing the force applied
- Evaluating the raw response to the test

And, obviously,

- Evaluating the raw response to the test
Which ethical approach for the teaching?

Specific intermediate objectives

*Mobilization of knowledge*

Understanding the links between stated raw alarm signs and red flags
Understanding the links between the features of functional dysfunctions or of individuals and the means for identifying them: symptoms, physical signs and other clinical manifestations.
Applied didactics

Specific intermediate objectives

*Mobilization of the know-how*

Theoretical knowledge (patient care): virtual cases evaluation

Mastery of technical skills.
Applied didactics

Specific objectives

Initial specific objectives

Knowledge

Didactic reflections and examples:

Ces techniques sont réalisées par un praticien diplômé en ostéopathie, si vous n'êtes pas titulaire de ce diplôme, ne tentez pas de les reproduire.

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Ethics, osteopathic and didactic practice during training

Applied didactics

Knowledge

**Didactic reflections and examples:**

Visualization: drawing
Applied didactics

Specific objectives

Initial specific objectives

Knowledge

*Didactic reflections and examples:*

Interactive workshops: answering synthesize questions after group exchanges and reflections.
Applied didactics

Specific objectives

Initial specific objectives

The know-how

Didactic reflection:

Practice session’s pedagogy:
- Explaining, showing
- assigning tasks and having leaners do them: in order to achieve a proper grasp on fundamentals, the specific objectives must remain simple, observable and strictly adhered to: collective, guided and orchestrated sessions.
Specific intermediate objectives

Mobilization of knowledge

**Didactic reflection:**
Useful and necessary pedagogical tools for making students understand are personal or group activities, in which the student is actor of his/her reflection: these include subjects from annals, studies on clinical situations = demonstrating, assigning tasks and having leaners do them.

Tutorial sessions focused on situational problems during professional activities, guided and targeted around professional skills, seem to be relevant.

Caution must be observed on the shortcomings of "problem situations" without lines of work.

Regarding the understanding of complex knowledge, the use of games could be a good complementary learning tool.
Specific intermediate objectives

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Applied didactics

Intermediate objectives

Theoretical knowledge (patient care): virtual cases evaluation

Mastery of technical skills.

Third education year is an important transition year with progressive evolution in teachings volume and organization:

1st semester: theoretical cases and workshops++
Intermediate objectives

Theoretical knowledge (patient care): virtual cases evaluation

Mastery of technical skills.

Third education year is an important transition year with progressive evolution in teachings volume and organization:

2nd semester: clinical practice supervised by experimented students and learners.
Applied didactics

Final objectives

Reached by clinical practice

Problematic: Student / teacher relation
Accompaniment is difficult to manage, teachers should be educated to it.
Ethics, osteopathic and didactic practice during training

Applied didactics

Final objectives

Data collection program