

ARE THE "FRYETTE" FUNCTION MODELS AND THEIR NOMENCLATURE AN ADEQUATE TEACHING TOOL IN OSTEOPATHY IN RELATION TO CURRENT RESEARCH?

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H.H. Fryette is an important player in the history of osteopathy. In the last decade, his works and his true vision have been unfortunately overshadowed by what is known as "Fryette's Laws", a set of guiding principles supposedly developed by H.H. Fryette in the second decade of the 20th century.

Are Fryette's statements really outside the "law"?

It would be appropriate to review H.H. Fryette's texts thoroughly, to analyse and interpret them, to re-establish precisely the original ideas, and to compare them with the latest studies to see if we can continue to use an introductory pedagogical model of vertebral dysfunctions in the light of recent observations on articular kinematics of the spine.

Current knowledge in biomechanics, three-dimensional intersegmental kinematics, vertebral physiology and neurophysiology of pain, which is the result of the most recent research, is fundamental for the evolution of educational strategies in Osteopathy. The pedagogical demands of evidence-based university education and the data extracted from research in biomechanics make it necessary to rethink the soundness of our concepts and educational models.

Fryette's original observations of parameter association in spinal movements are now well studied in joint biomechanics and kinematics: it is known as the concept of coupled movements

While reminding ourselves that a scientific model is a conceptual representation of phenomena in order to analyze, describe, explain or simulate those phenomena or processes, is it possible to use this model with scientific compliance to simplify the understanding and three-dimensional visualization of spinal function/dysfunction?