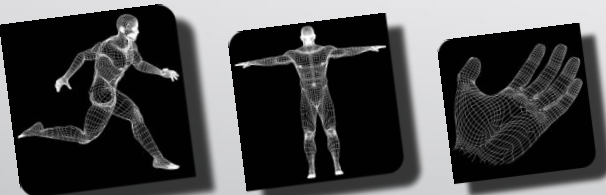


Ethical and pedagogical reflections on learning didactics in osteopathic diagnosis



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Foreword



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Definitions

Ethics, professionalism

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 D'ACTIVITÉS ET DE COMPÉTENCES

PREAMBULE

La description des activités et des compétences du métier d'ostéopathe ne se substitue pas au cadre réglementaire. En effet, la plate-forme n'a pas vocation à déterminer des responsabilités. Il s'agit de décrire les activités du métier, puis les compétences. Celles-ci sont rédigées en termes de capacités devant 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° 2007-435 du 25 mars 2007 relatif aux actes et aux conditions d'exercice de l'ostéopathie.

1. Définition du métier et glossaire

Définition du métier

L'ostéopathe, dans une approche systémique, après diagnostic ostéopathique, effectue des mobilisations et des manipulations pour la prise en charge des dysfonctions ostéopathiques du corps humain.

Ces manipulations et mobilisations ont pour but de prévenir ou de remédier aux dysfonctions en vue de maintenir ou d'améliorer l'état de santé¹ des personnes, à l'exclusion des pathologies organiques 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 dysfonctions ostéopathiques ainsi 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:

Altération de la mobilité, de la viscoélasticité ou de la texture des composantes du système somatique.

Elle s'accompagne ou non d'une sensibilité douloureuse.

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 des principes ostéopathiques.

Manipulation/mobilisation:

La manipulation est une manœuvre unique, rapide, de faible amplitude, appliquée directement ou indirectement sur une composante du système somatique en état de dysfonction afin d'en restaurer

¹ «La santé est un état de complet bien-être physique, mental et social, et ne consiste pas seulement en une absence de maladie ou d'infirmité». Préambule à la Constitution de l'Organisation mondiale de la santé, tel qu'adopté par la Conférence internationale sur la santé, New York, 19-22 juin 1946; signé le 22 juillet 1946 par les représentants de 61 États, 1946; (acte officielle de l'Organisation mondiale de la santé, n° 2, p. 100), et entré en vigueur le 7 avril 1948.

Definition of osteopathic diagnosis

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 a 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 professionalism.

Definition of osteopathic diagnosis

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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.



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**Ethics, osteopathic and
didactic practice
during training**



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?

Which ethical approach for the teaching?

Ethics and pedagogy:

Regulation imposes an education based on skills approach

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

6. Veille professionnelle et formation

Actualisation de connaissances et documentation professionnelle.
Participation à des formations continues, séminaires, congrès.
Participation à des activités de formation.
Participation à des démarches d'évaluation des pratiques professionnelles.
Participation à des travaux de recherche professionnelle.

3. Compétences

Compétences

1. Évaluer une situation et élaborer un diagnostic ostéopathique.
2. Concevoir et conduire un projet d'intervention ostéopathique.
3. Réaliser une intervention ostéopathique.
4. Conduire une relation dans un contexte d'intervention ostéopathique.
5. Analyser et faire évoluer sa pratique professionnelle.
6. Gérer un cabinet.

Compétences détaillées

Compétence 1

Évaluer une situation et élaborer un diagnostic ostéopathique

1. Conduire un entretien permettant de recueillir les informations nécessaires.
2. Analyser les demandes de la personne, les données du dossier, les antécédents et les caractéristiques des symptômes et prendre en compte les traitements en cours.
3. Réaliser les examens physiques appropriés.
4. Évaluer la mobilité des différentes articulations et les caractères physiques des tissus.
5. Évaluer les troubles fonctionnels.
6. Évaluer la douleur et en rechercher les causes en prenant en compte l'ensemble de la personne et de son environnement.
7. Identifier les situations nécessitant l'intervention d'un médecin ou d'un autre professionnel médical et celles pouvant justifier l'intervention d'un autre professionnel.
8. Identifier l'intérêt d'une démarche pluri professionnelle en fonction de la situation.
9. Discerner les éléments du ressort de l'ostéopathe.
10. Élaborer un diagnostic ostéopathique.

Critères d'évaluation: Qu'est-ce qui permet de dire que la compétence est maîtrisée ? Que veut-on vérifier ?	Indicateurs: Quels signes visibles peut-on observer ? Quels signes apportent de bonnes indications ?
1. Pertinence des données recueillies et sélectionnées en regard de la situation de la personne	Le déroulement de l'entretien est adapté à la situation Les demandes et les attentes de la personne sont prises en compte Les données du dossier de la personne sont prises en compte Les éléments significatifs liés à la personne et à son environnement sont identifiés Les antécédents et les traitements en cours sont pris en compte Les caractéristiques des troubles sont identifiées La douleur est évaluée sur les plans quantitatif et qualitatif Les informations recueillies sont en adéquation avec le motif de la consultation Les informations sont justes et fiables, vérifiées par la diversité des sources et le croisement des données Les comportements et situations à risque pour la santé sont identifiés
2. Conformité et pertinence de l'interrogatoire et des examens physiques réalisés	Le recueil des informations est réalisé dans le respect de l'intimité de la personne et de la confidentialité Le choix et la chronologie des tests de l'examen physique sont expliqués La contre-indication à l'intervention ostéopathique est identifiée Les dysfonctions sont mises en évidence



Ethics, osteopathic and didactic practice during training

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



Ethics, osteopathic and didactic practice during training

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Social knowledge, individual education

Reponsabilization: Auto evaluation, workshops



Ethics, osteopathic and didactic practice during training

Which ethical approach for the teaching?

Ethics and pedagogy:

Importance of education stages:

General (final) objectives

Intermediate objectives

Initial objectives

Example of problematic

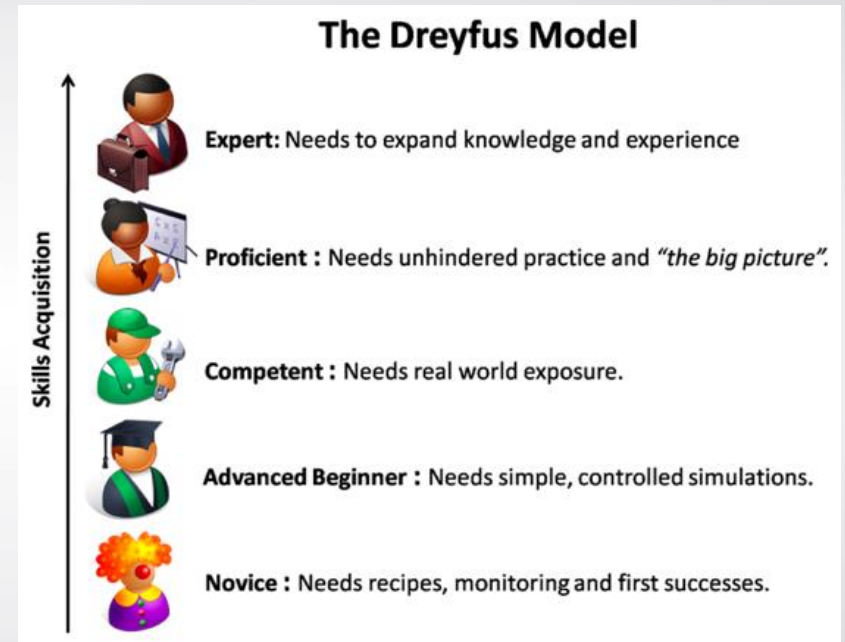
Which ethical approach for the teaching?

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.



Ethics, osteopathic and didactic practice during training

Which ethical approach for the teaching?

Specific objectives

Initial specific objectives

The know-how

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

And, obviously,

- Evaluating the raw response to the test



Ethics, osteopathic and didactic practice during training

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.



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Ethics, osteopathic and didactic practice during training

Applied didactics

Specific intermediate objectives

Mobilization of the know-how

Theoretical knowledge (patient care): virtual cases evaluation

Mastery of technical skills.



Ethics, osteopathic and didactic practice during training

Applied didactics

Specific objectives

Initial specific objectives

Knowledge

Didactic reflections and examples:

IA: Appli, videos

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.

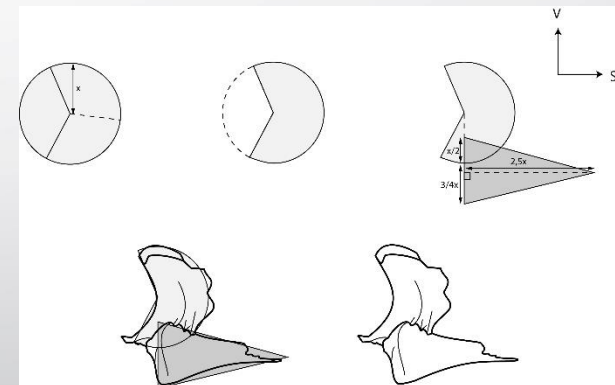
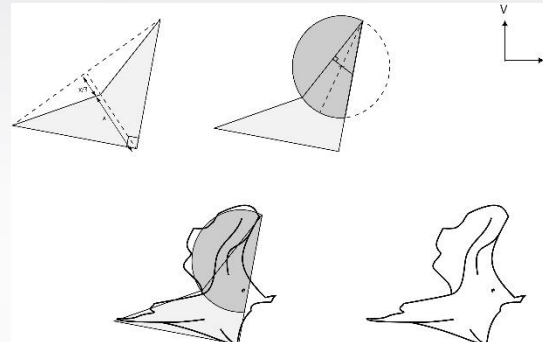
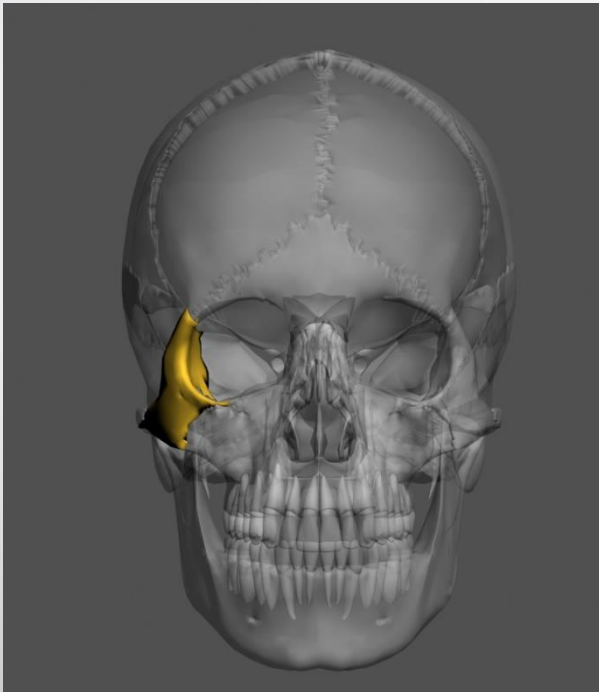
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Applied didactics

Knowledge

Didactic reflections and examples:

Visualization: drawing





Ethics, osteopathic and didactic practice during training

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

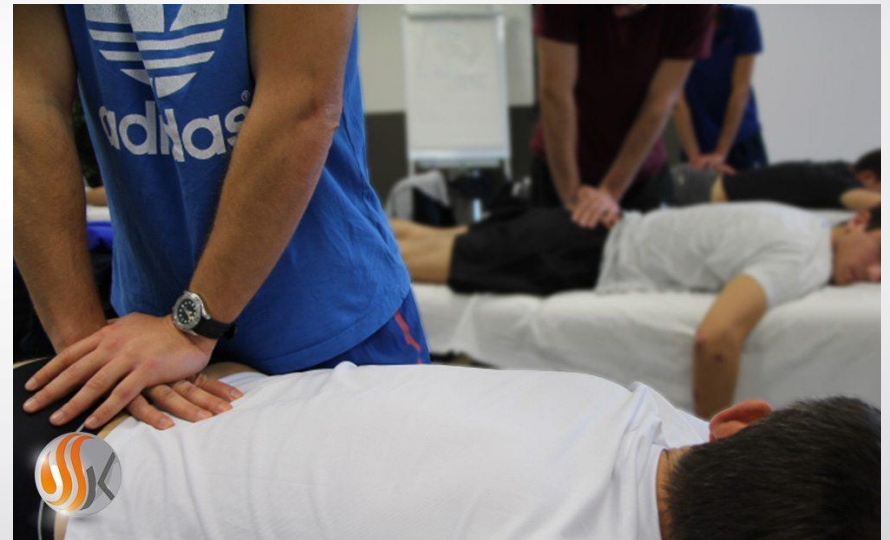
Initial specific objectives

The know-how

Didactic reflection:

Practice session's pedagogy:

- Explaining, showing
- assigning tasks and having learners 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.





Ethics, osteopathic and didactic practice during training

Applied didactics

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 learners 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.



Ethics, osteopathic and didactic practice during training

Applied didactics

Specific intermediate objectives

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Ethics, osteopathic and didactic practice during training

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++



Ethics, osteopathic and didactic practice during training

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:

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



Ethics, osteopathic and didactic practice during training

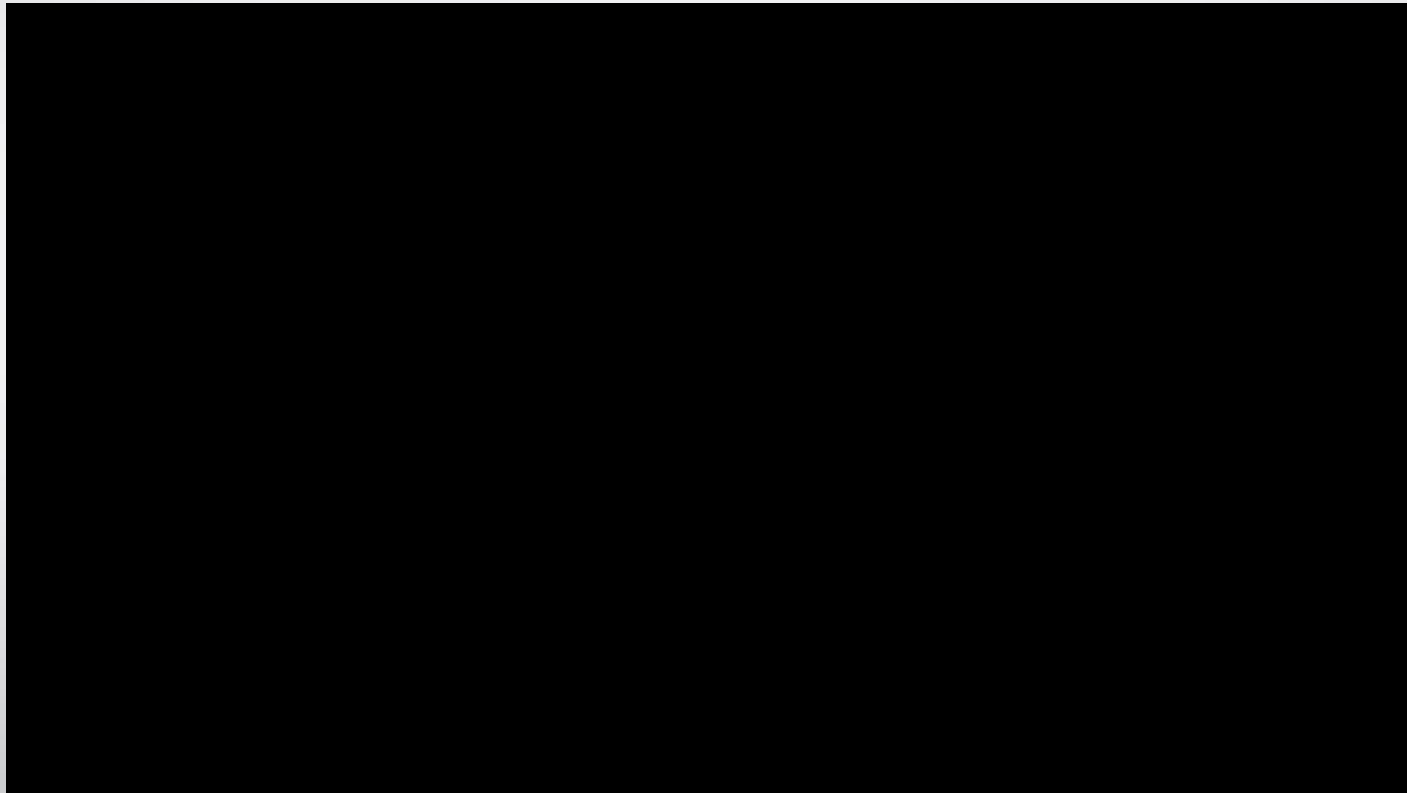
Applied didactics

Final objectives

Reached by clinical practice

Problematic: Student / teacher relation

Accompagnement is difficult to manage, teachers should be educated to it.





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Ethics, osteopathic and didactic practice during training

Applied didactics

Final objectives

Data collection program