

Handout 1

1. Please get into groups of about 5 people, with participants who either teach at the same osteopathic school or who come from the same country.
2. Please read this Abstract from a student research project.

Title: An experiment into the effects of osteopathic manipulative treatment to the diaphragm in hyperventilation syndrome.

Background: Hyperventilation is a breathing disorder which affects up to 10% of people. Some research shows that osteopathy can improve respiratory function by treating poor ribcage mechanics with manipulative treatment but stronger evidence is needed. The aim of this study was to assess the additional benefits of visceral treatment to the diaphragm.

Method: 40 students of osteopathy were split into two groups – a control group who had 15 minutes of standard structural osteopathic treatment to the lumbar and thoracic spine for 4 weeks and an experimental group who had standard treatment plus visceral techniques to improve diaphragm mobility. Change in diaphragm function was assessed by measuring thoracic excursion of the lower ribcage at the start of the study and after 4 weeks of treatment and breathing function was measured using the Nijmegen questionnaire.

Results: Thoracic excursion improved in both groups after 4 treatments and changes were greater in the experimental group. There were improvements in some Nijmegen scores but no difference between the two groups overall.

Conclusions: To be completed.

3. As a group, share out and read the 25 cards, which contain extracts from different sections of the thesis, in English on 1 side and French on the other.

Compare the level of critical thinking represented on each card with your experience of critical thinking in student work from your school or country.

4. As a group, sort these cards into 3 separate piles –

Green for work that is '**critical enough**' for the main osteopathic course taught at your school (or entry level osteopathy courses in your country)

Red for work which is '**not critical enough**' for your course

Blue for work which is '**more critical**' and suitable for higher level courses

When you and your group have agreed on which cards should be in which pile (and the piles may be of different sizes), please turn over this paper.

5. Identify the school, country and course that your group (mainly) represents.

Name of school:

Country:

Type of course: Certificate Diploma 1st Degree Higher degree

6. Fill in the marking grid below by circling each card number in the table below with the relevant colour e.g. if you think statement 6 is 'critical enough', circle number 6 in **green**.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

7. Compare your grid with people from different osteopathic schools and countries to assess any similarities and differences

Have some groups circled more **red** numbers and fewer **blue** numbers?
This may indicate different expectations about the level of critical thinking.
Do any variations relate to type of course? e.g. Diploma or Master's level.

Are there differences in pattern where the **red** and **green** cards meet?
This may indicate different opinions about where students are expected to show critical thinking e.g. the literature review or their conclusions.