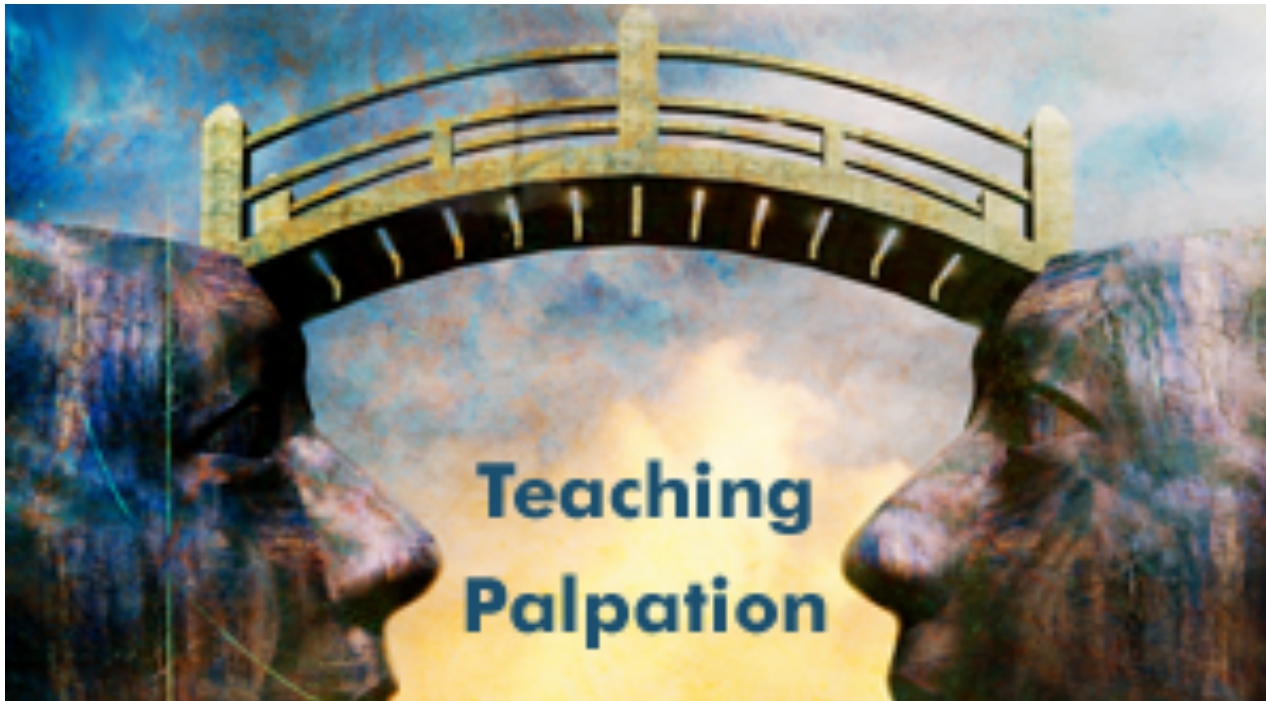
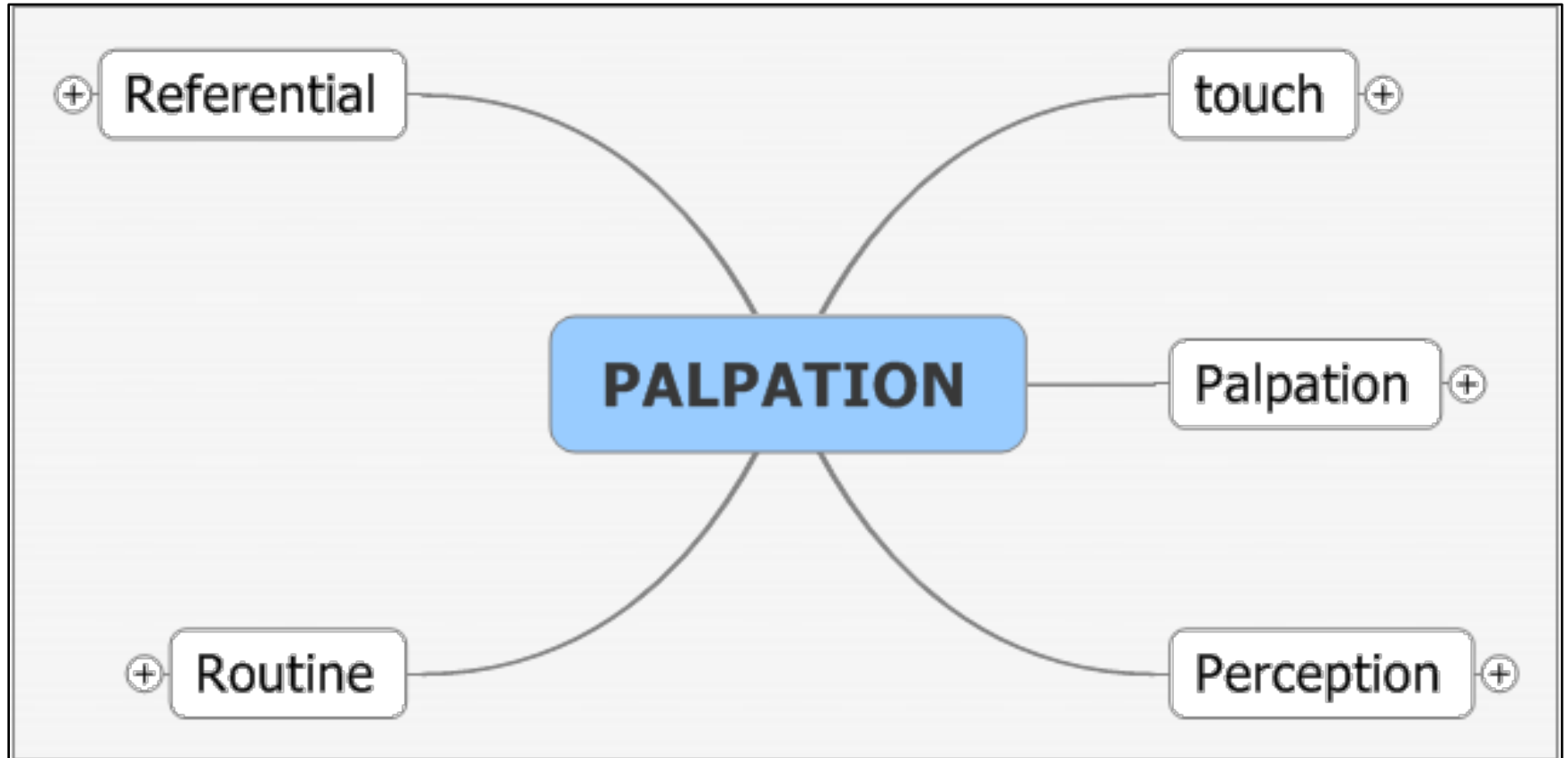


Palpation as perception in a complex sytem: strategies?

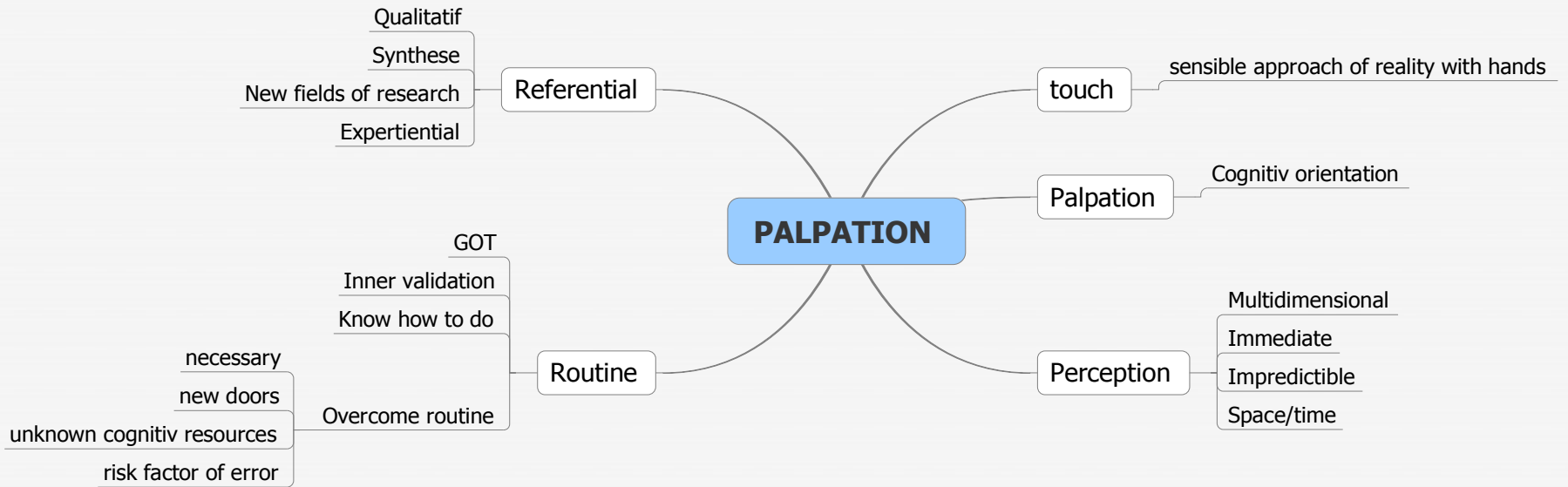


Bruno DUCOUX DO
Postdam September 2011

PALPATION



Palpation



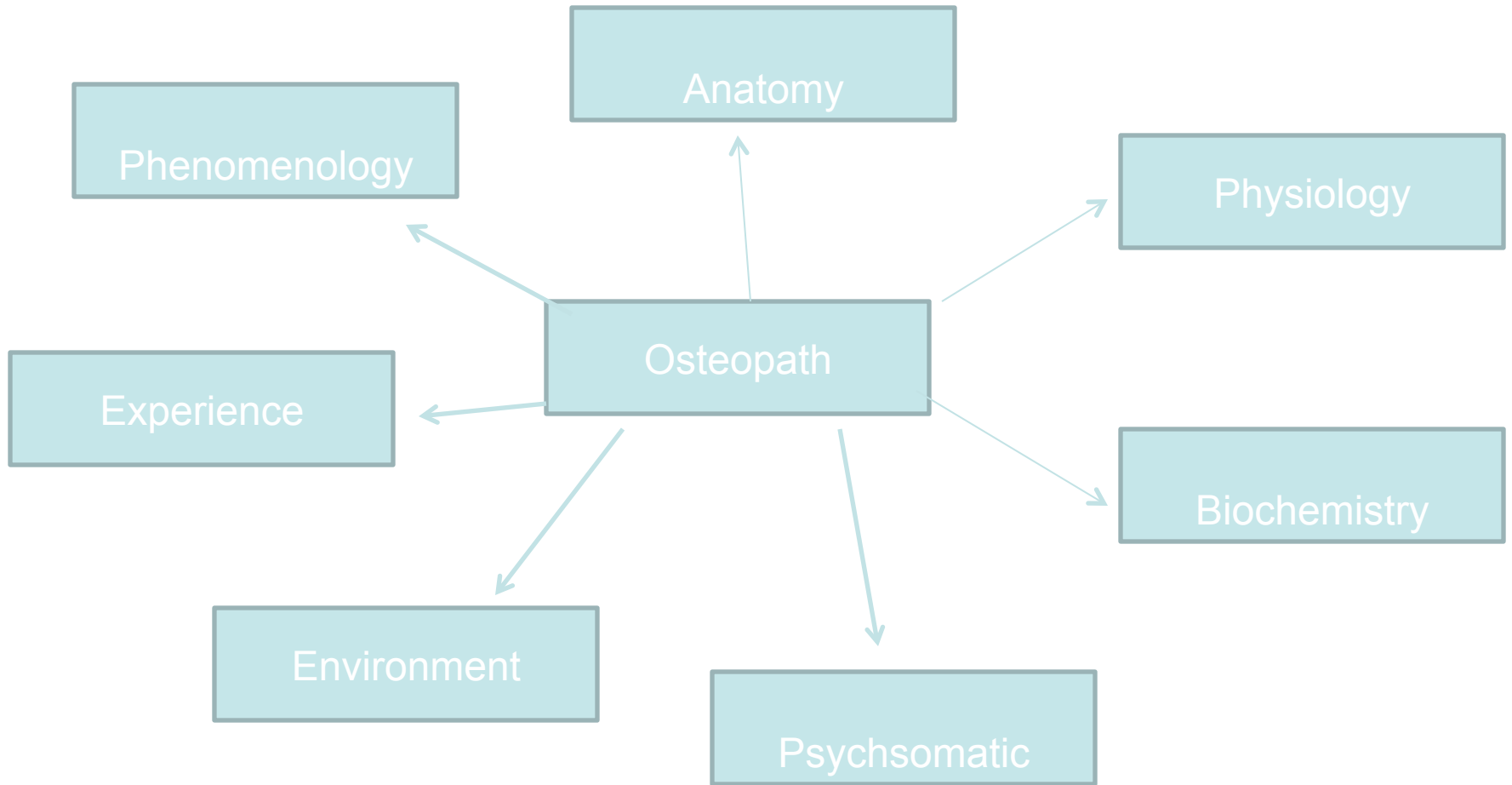
Allopathic medicine

- Huge progress against illnesses and length of life
- Looking for negative signs, symptoms, diagnostic of the problem, drugs or surgery
- If not cured, problem goes deeper and stronger even
- Death being the last lost fight
- Osteopathy: another chapter to explore

Routine of treatment

- Necessary
- Overcome the routine
- Going to new paradigms
- Unknown cognitiv ressources

Education of the Osteopath



Felt sense

- **Behind the five senses and words**
- **Link between physical, emotional, mental and intuition**
- **Eugene Gendlin Chicago 1953: a systemic experience in a holistic environment**
- **Presence or focusing**
- **The map is not the territory**
- **Put words on sensations**

Felt sense

- Sensation, intuitions, emotions precede knowing
- Feeling that someone is looking at us

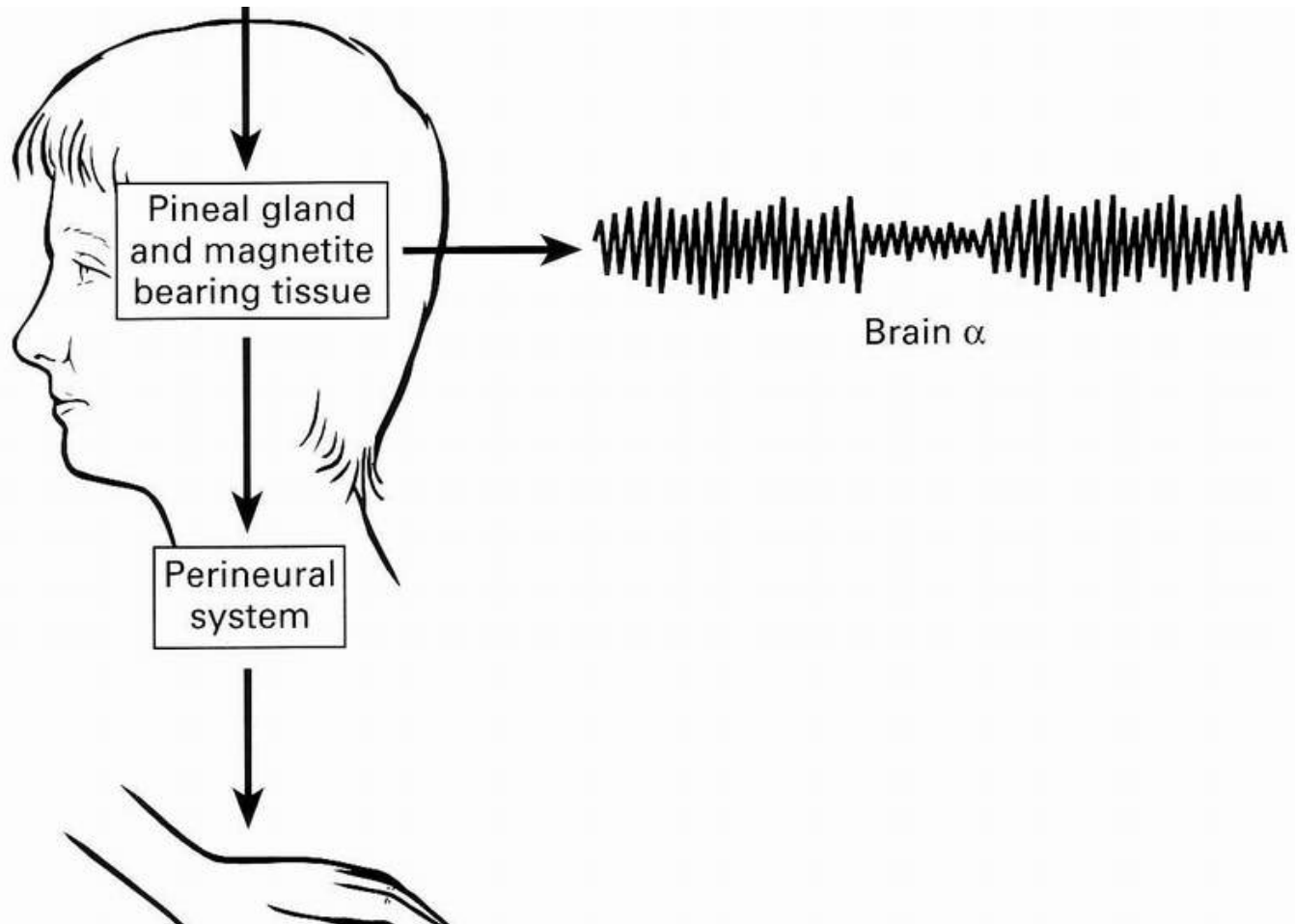
Perception

- Our five senses
- Felt sense
- Time:kairos and not chronos
- Chang in our representation of the world
- Quit our ego
- Feedback from patient and environment

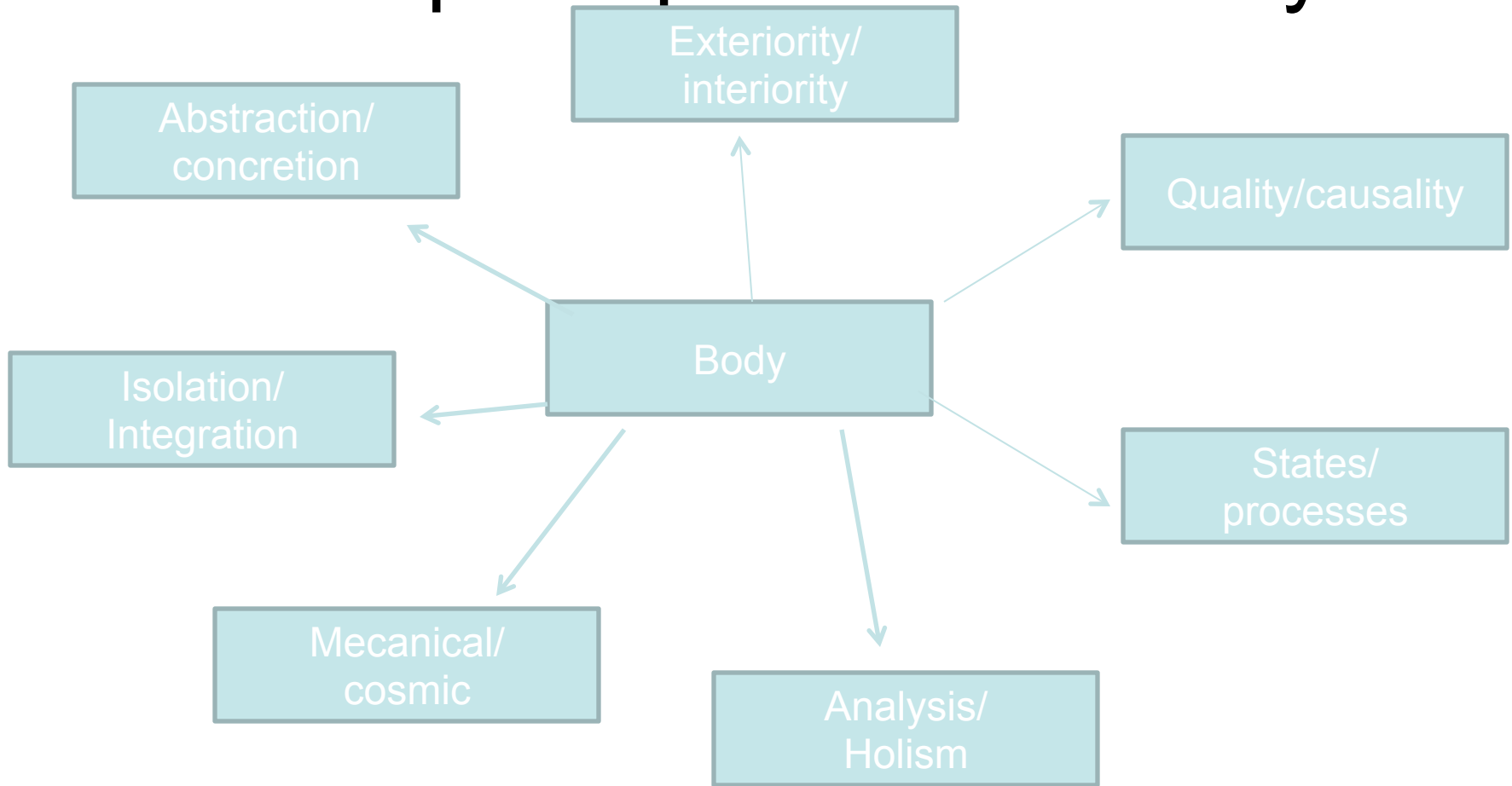
Dynamic system

- New epistemology of osteopathic practice
- Numerous subjective elements of interaction
- Osteopath as an artisan in processus of professionalisation and a logic of action
- Environment

Our tools from palpation to perception



Evolution in the perception of the body



Looking for Health

A 5th dimension



Bruno Ducoux DO

Frederic Leboyer

Interface of palpation

New dimension

- **E**nvironnement

Praticien

Interface

Patient

Asking for places of retention

- **The hand is a sonar looking for places different from the basic noise**
- **Energy cysts (Upledger) and memories**
- **Tissue desorganisation and memories**
- **Entropy is enhanced; dysfonctional place for the homeostasy**
- **Contribute to a facilitated zone (I Korr)**

Way of Osteopathy

Succeed then understand

- Not a deductive way but inductive way
- Apprentice; to feel and not think (Barral)
- Use best strategies for one self
- Reflexion on experience
- Process of transformation
- Presence as coherence

Presence



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Question



- What and how to teach palpation to students osteopaths?

Working hypothesis

- There is an engineering and a specific strategy in the teaching of palpation needing to take into account many subjective elements of interaction.

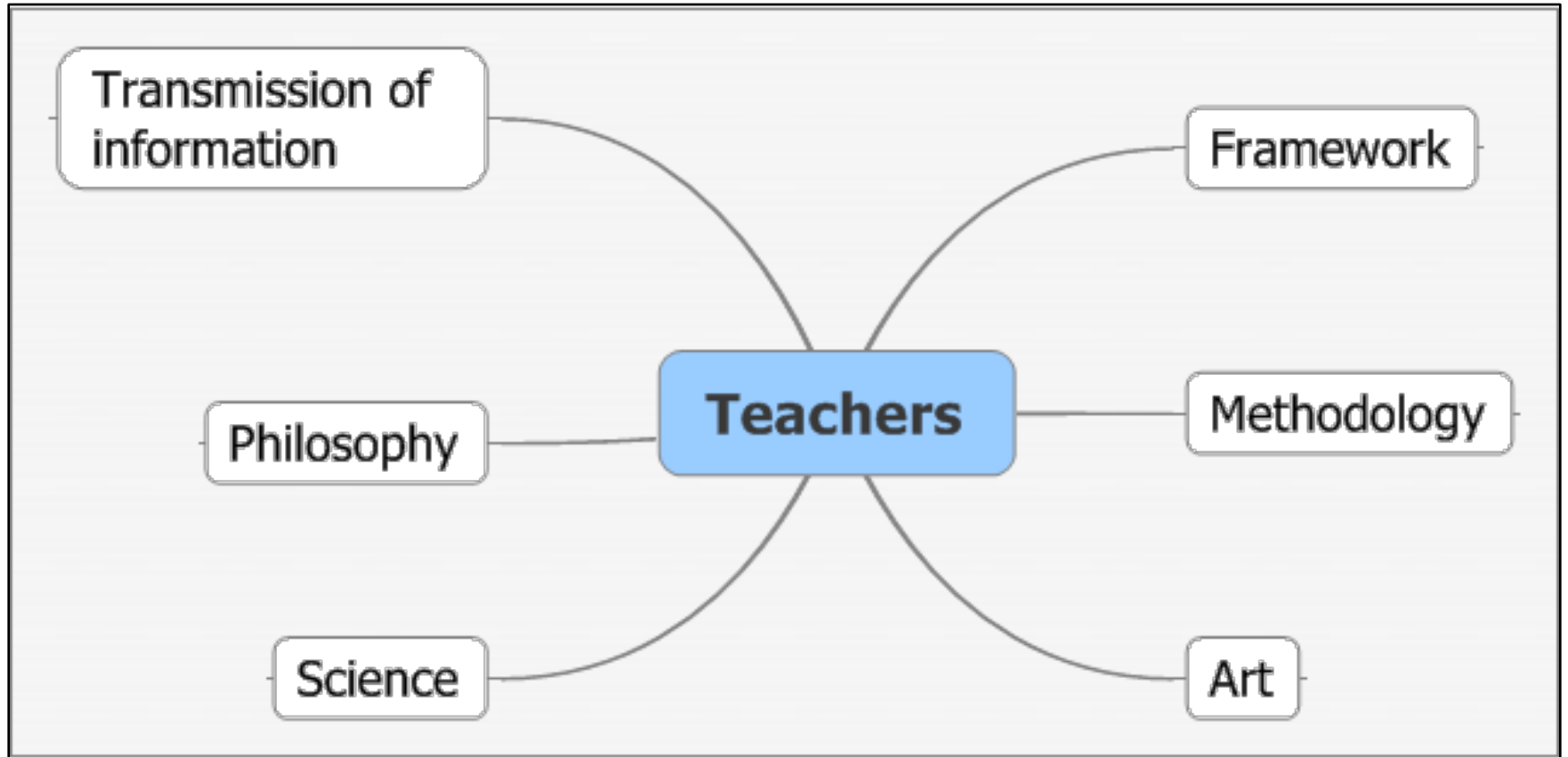
Methodological project

- 20 interviews of internationally acclaimed teachers in the osteopathic community
- J Whernam, Viola Fryman, F Mitchell, A Chila, C Dove, M Patterson, M Kuchera, P Blaggrave, J Parsons, J P Barral, F Willard, J Burnotte, F Buzet, R Molinari, C Fossum S Fielding, K Lossing B Dagenhardt G Osborn,
- One simple question: How to teach palpation?
- ApoStill Special Issue Spring 2005 english and french

Analysis of the interviews

- Vertical analysis of the interviews: open procedure which shows different themes
- Horizontal analysis of different themes related to the framework of the teaching of palpation, its methodology, the transmission of the information and quality of art or science of palpation

Teachers



Comparative analysis of the synthesis

- Palpation is a major principle
- can they teach it or is learning with feedback of type success/understand?
- Different levels of palpation
- Palpation and perception
- Intention and attention

Qualitative study

- Framework for teaching palpation
- Methodology
- Art, science, philosophie
- Transmission of palpatory information

Quotes

- *The touch of a pianist* J Whernam
- *Your hands, your mental, your heart are in relation with the patient. You need to use them on a dynamic way* J Whernam
- *Dare to be different, many prefer orthodoxy to truth* H Fryette 1983, 12 C Dove
- *There is not only one way* C Dove
- *Teaching in a closed system can lead to a mental manipulation*
- *We have to develop our own systems of research* C Dove
- *Identification concept: What you see is seeing you* Z

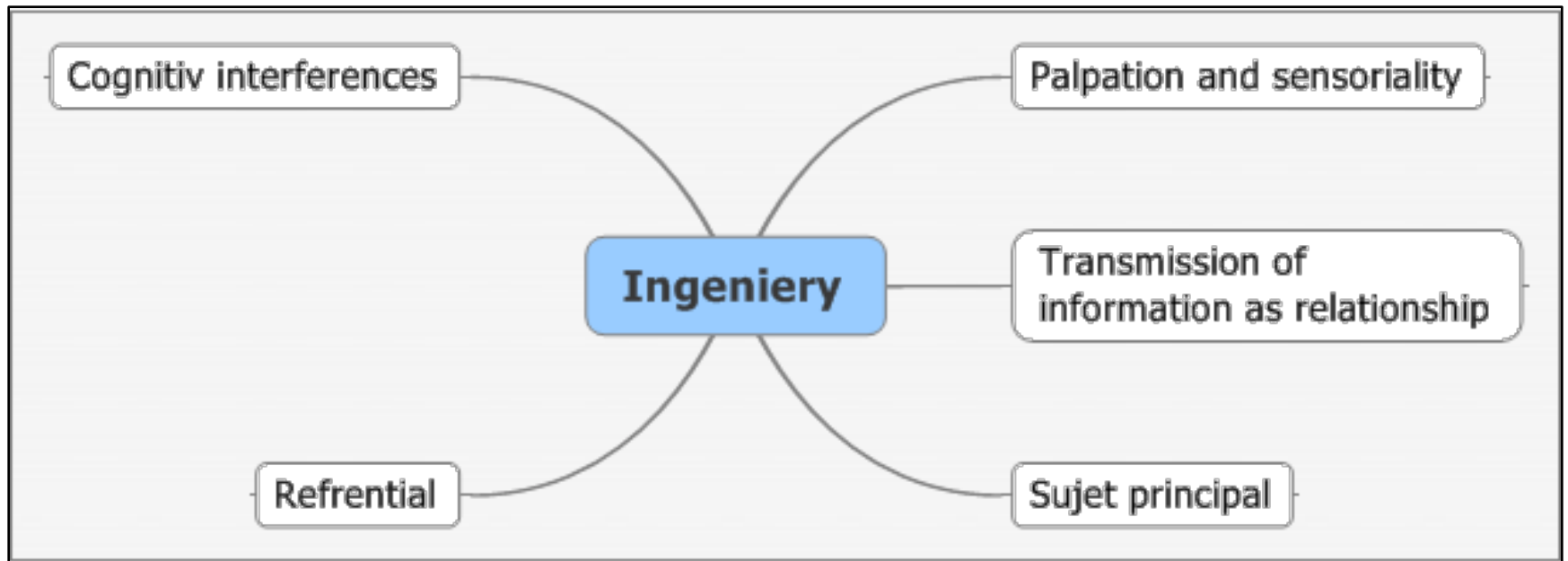
Quotes

- *Feel the difference and put words on it M Kuchera*
- *Giving our students palpatory experiences that are meaningful and help them to establish the neural connections that support developing good palpatory skills B Dagenhardt*
- *To feel before to think JP Barral*
- *We can feel an electrical field J P Barral*
- *The only way to teach palpation... is to be treated V Frymann*
- *There is still something called humane interchange via touch A Chila*

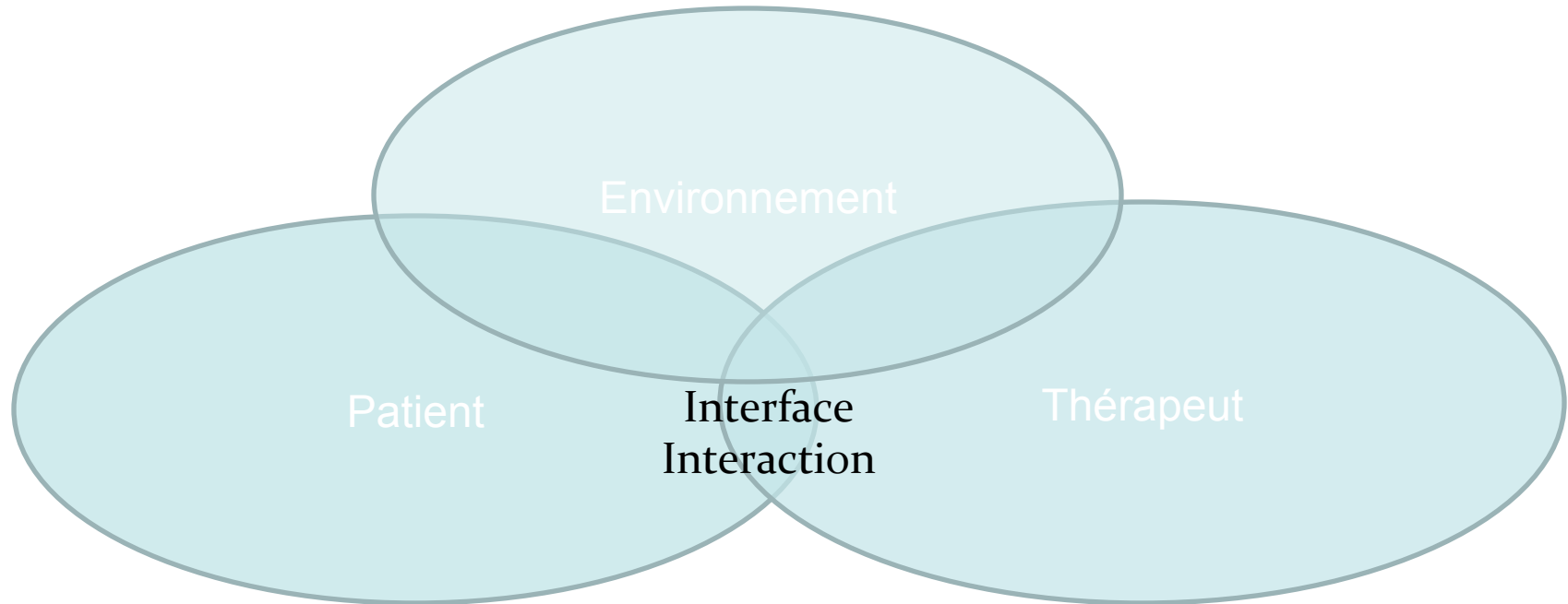
Conclusion of the synthesis

- Is evidence based medicine side of Osteopathy opposed to art and even existential philosophy?
- Permanent cognitive changes in relation to the personal development of the therapist
- Analysis of the words
- Autonomous complex system?

Development of an Ingeniery



A coherent complex system



Dynamic relationship of interconnection

Presence – retroaction

Awareness – non conscious

Cybernetic mutidirection relationship

Intentions of the teacher

- Preadable intentions
- Anticipation
- Intentions in action
- Feedback from the students
- Put words on sensations

Quantic environment

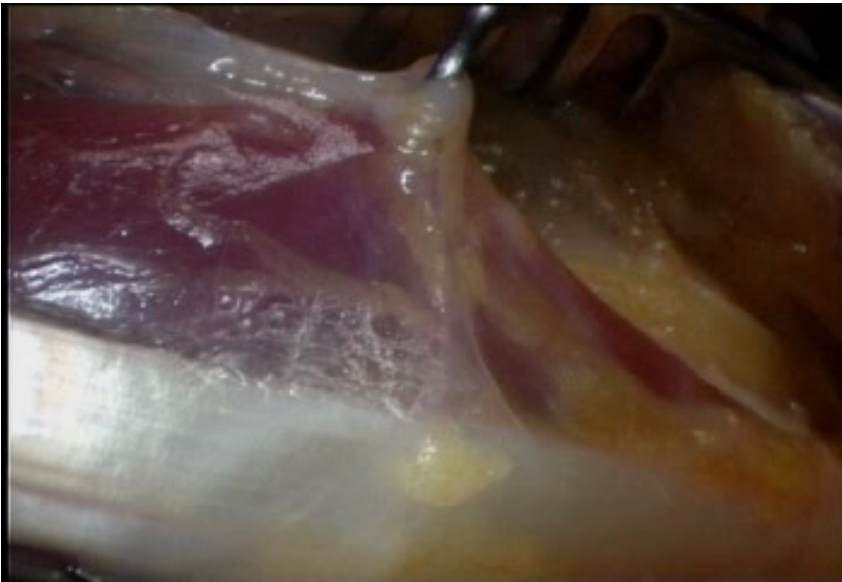
- Pratician is the referentiel for the patient
- Relativity of this system
- The patient is dependent of the pratician
- Feedback: the pratician is also dependant
- Special space time relationship because of touch

Osteopathy in four dimensions

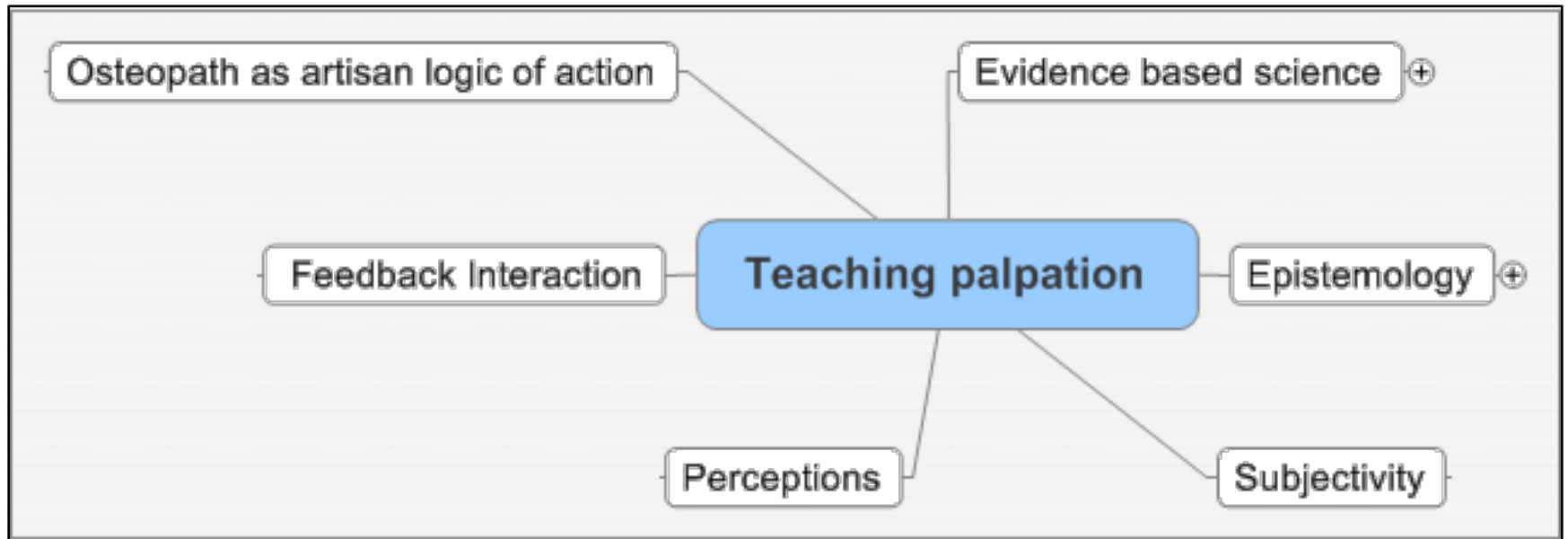
- 3 dimensions of space and time: 4 dimensions Nicholas Handoll DO
- Looking for Neutral/ Coherence
- Dynamic stillness Sutherland
- Beginning of self treatment R.Becker
- Balancing a vibrational system R.Fulford
- Sounds as vibrations

Non linear behavior as complex systems/ chaos theory

- Nothing is rigid in the nature
- Images of J C Guimberteau



Teaching palpation



New model of reality

- To teach a new model, our awareness needs to be larger
- Ashby law; only a larger variety can control variety in a system
- The teacher control (thermodynamic mode) the energetic exchanges in a living mechanism

Time space coherence

- Perception is already a memory and belong to the past
- Perceptiv environment (Merleau Ponty)
- Perception is where the conscious is (not specialy in the brain) (H Bergson)

The center

- The student is decentered from his own representations and perceptions
- No fear; new is fearful
- New environment with the patient the practitioner and the Interface

Reflexivity of the teacher

- Anatomy, physiology, pathology
- Experience
- Action
- Practical awareness
- Get rid of the known
- New perception of Self

Interface

- Developpement of felt sense from a fulcrum
- Neguentropic center of the system:health present
- Cybernetic relationship
- Energy is exchanged:work, electromagnetic energy, thermic conduction /heat and rayonnement/light
- The teacher is a reference, a fulcrum (relativity of the movment) linked with the biogene; the homeostasy
- He uses objectiv and subjectiv tools
- Good moment in the Interface

Perceptions as a dynamic system

- Multidimensional
- Immediat; in the present
- Impredictible
- Relative space/time dependant of the refrentiel

Osteopathic way

- Death belong to the process because human life has no end (A T Still)
- Using the information through palpation, self transformation of the system can occur
- Restauration of the fonction in the structures

Will Sutherland



Bruno Ducoux DO

Accepting new teaching models

- Anatomy first
- Subjectivity
- Emotions
- Intuition
- Partnership with the student
- Knowing come from this interaction

Concepts

- Ingeneering and strategy in the teaching of the perception of complex autonomous systems:
- Complex collective unit consisting of agents and interactions in an environment changing continuously
- New behavior emerging from the system
- Innovative approach by Competency

Concepts 2

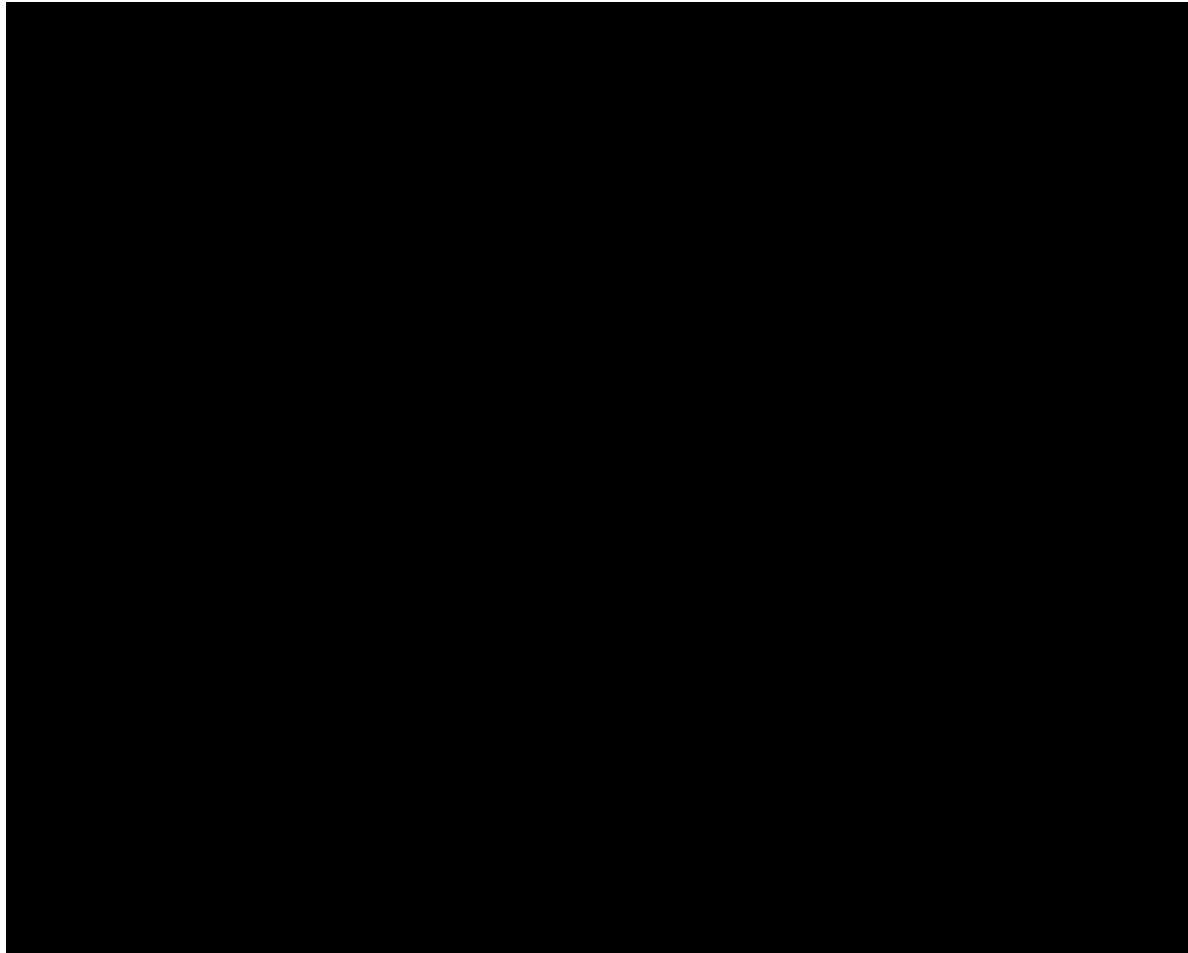
- Systemic education of palpation:
- Emotional action;
- Centre of the brain: felt sens in the living
- Retroactions
- Nature of reality in cognitive era,
- Co creation
- Spatialization of time H Bergson

Conclusion

Teaching palpation

- Intuition and Presence guide the teacher and not only intelligence.
- The student must find qualities of sensorimotor practical thoughts, within his ego and without concentration
- The native language of the brain
- Praxis of transformation in an existential approach

Palpatory informations from inside



Sources

- Abesehra A 1986 *Traité de medecine ostéopathique* Maloine
- *ApoStill 2005 De Kirksville à Maidstone* Hors Serie AO
- Ashby WR 1956 *Selfregulation and requisite variety*
- Bateson MC *Our own Metaphor* Knopf
- Ducoux B 2010 *Former les ostéopathes à la palpation* SIFA Université Tours Master 2
- Gendlin E 1982 *Focusing* Bantam books
- Kolb D 1984 *Experiential learning* Englewoods Cliffs
- Merleau Ponty M 1945 *Phénoménologie de la perception* Gallimard
- Montaigne *Les essais* 1992 livre 3 chap 3
- Piaget J 1974 *Reussir et comprendre* PUF
- Pischinger 1994 A *Le système de régulation de base* Haug
- Still AT *Philosophy and mechanical principles*

Workshop

- Application to the Thorax
- On one self
- On fellow practitioner
- Reflexivity with words

Fulcrums

- **In a living system, everything is moving; wheel example**
- **Where is the force?**
- **A point of balance to maintain homeostasis** Donna L Taylor
- **Apparently non moving place**
- **Axis of force**
- **Automatic shifting point**
- **Presence of the therapist can be a fulcrum(Tricot)**

Vibratory fulcrum

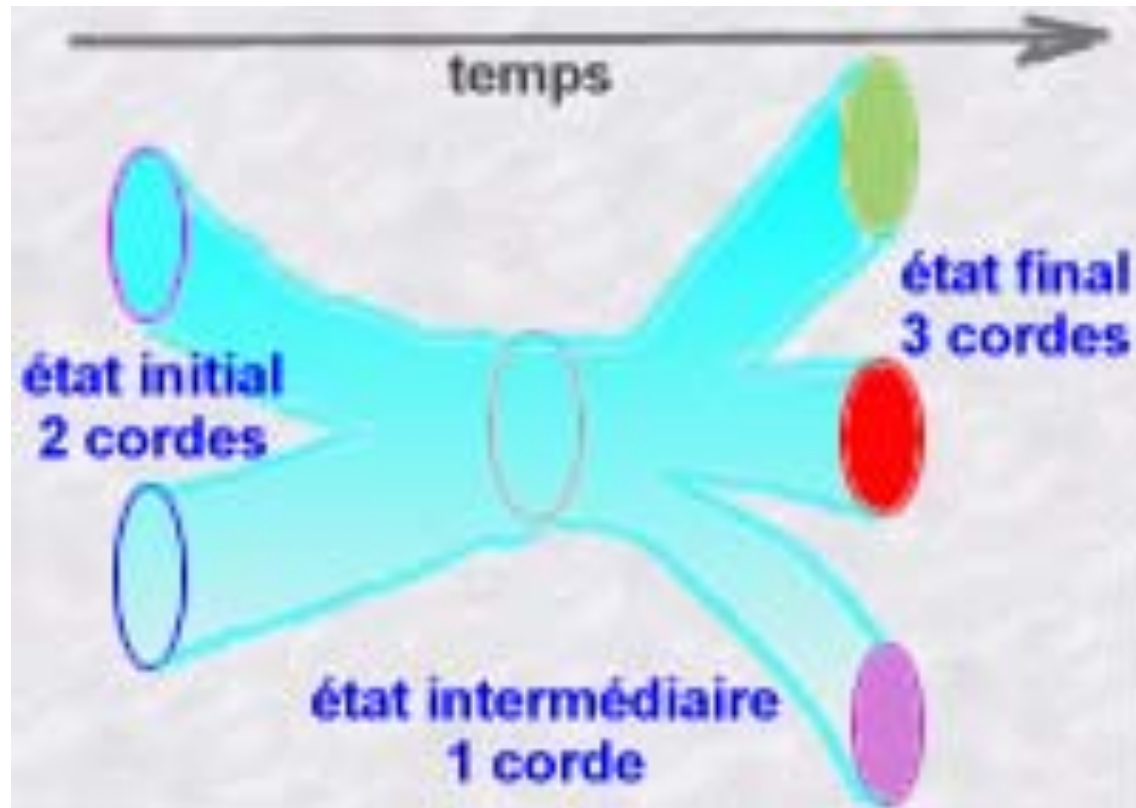
- **Perception, non mechanical, which led to a point of balance, force opening new doors**
- **The inhering potency in the system develop from that vibratory fulcrum; eye of the storm (R.Becker)**
- **Optimal receptivity point**
- **Point of transformation**

Neutral as an hour glass



is499-039 www.fotosearch.com

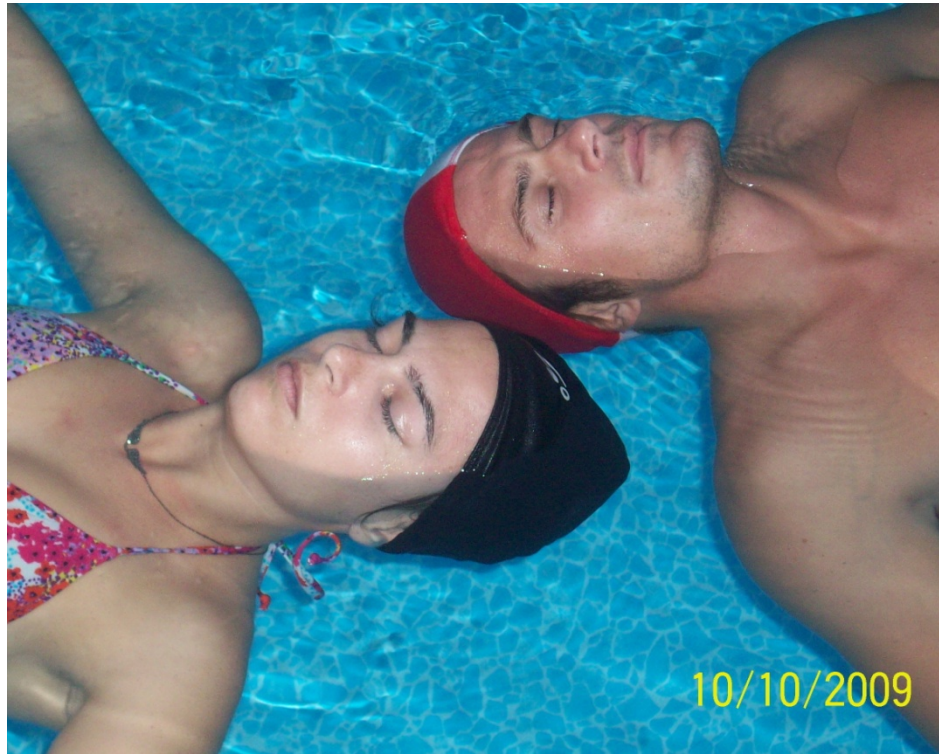
Time and neutral



Neutral in water



Bruno Ducoux DO Gayrapa le chemin de l'ostéopathie 2006



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From neutral directly to the heart



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