

## The Need to Train the Trainers

Jonathan Parsons DO MSC PGCE,  
European School of Osteopathy (ESO), UK

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## Organisations and Groups

Overseeing or promoting excellence in standards of osteopathic education, training and practice.








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## GOsC Standard 2000 (S2K)

- Osteopaths must be self-aware and have a conscious, mature and realistic insight to their personal strengths and limitations. Critical self-reflection will be developed to a high level and used to guide the effective use of clinical reasoning skills, clinical problem-solving skills and decision-making skills, and to manage clinical uncertainty both ethically and effectively.

■ GOsC. Standard 2000 (1998) p7 [Online] available at [http://www.osteopathy.org.uk/uploads/standard\\_2000.pdf](http://www.osteopathy.org.uk/uploads/standard_2000.pdf) accessed 18.11.09

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## Level of Education

- In the UK Masters level is now the standard
- The general aim within Europe is also Masters level

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## Quality Assurance Agency for Higher Education (QAA)

Typically, holders of the qualification [MSc] will be able to:

- deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- The QAA. The framework for higher education qualifications in England, Wales and Northern Ireland. 2008 p21 [Online] available at: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp> Accessed 18.11.09

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## QAA MSc Descriptors cont'd

- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.
- The QAA. The framework for higher education qualifications in England, Wales and Northern Ireland. 2008 p21 [Online] available at: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp> Accessed 18.11.09

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## QAA Subject benchmark statement Osteopathy

4.3 Teaching should be informed by relevant contemporary evidence-based practice, as well as developments in educational theory.

■ QAA. Subject benchmark statement osteopathyRef: QAA 190 09/07 [online] Available at <http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/Osteopathy07.aspx> accessed 18.11.09

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## European Union on Education

### Bologna Accord (1989)

■ To create the 'European Higher Education Area' by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe

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## Lisbon European Council 2000

'PREPARING THE TRANSITION TO A  
COMPETITIVE, DYNAMIC AND KNOWLEDGE BASED ECONOMY'

The Commission Communication 2001  
**Making a European area of  
lifelong Learning a reality**

■ Communication from the Commission - Making a European Area of Lifelong Learning a Reality /\* COM/2001/0678 final \*/ [online] Available at: <http://www.bologna-berlin2003.de/pdf/MitteilungEng.pdf>, accessed 18.11.09

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### Making a European area of lifelong Learning a reality (2)

- Emphasises a shift from 'knowledge' to 'competence' and from teaching to learning, placing the learner at the centre.
- New teaching and learning methods challenge the traditional roles and responsibilities of teachers, trainers and other learning facilitators.

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### Making a European area of lifelong Learning a reality (3)

- There is, therefore, a strong need to develop their training
- This should also include further reforming and improving pedagogical approaches in formal, as well as non-formal learning.

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Report from the Education Council 2001

Report to the European Council

The concrete future objectives  
of education and training  
systems

The concrete future objectives of education and training systems 5980/01  
EDUC 23 [online] available at  
[http://ec.europa.eu/education/policies/2010/doc/rep\\_fut\\_obj\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/rep_fut_obj_en.pdf)  
Accessed 18.11.09

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The concrete future objectives of education and training systems

- ...the role of teachers and trainers has changed – they continue to impart knowledge; but today they also function as tutors guiding learners on their individual pathway to knowledge.

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The concrete future objectives of education and training systems

- Training should enable teachers and trainers to motivate their learners not only to acquire the theoretical knowledge and vocational skills they need, but also to assume the responsibility for their own learning, so that they have the competencies required for both society and work today.

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How are we as a profession set to address these requirements?

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## My thoughts....

Most of the teachers in our schools are osteopaths not qualified teachers

We teach largely as we were taught – didactically

Didactic teaching alone is not sufficient to facilitate the required learning

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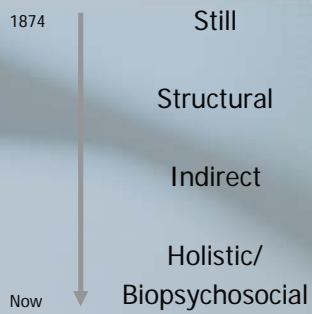
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## An osteopathic analogy



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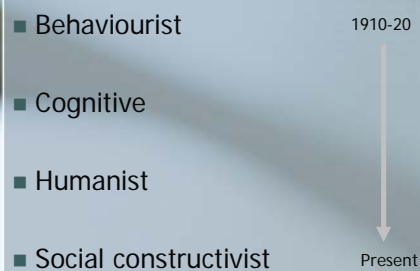
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## Education Evolution



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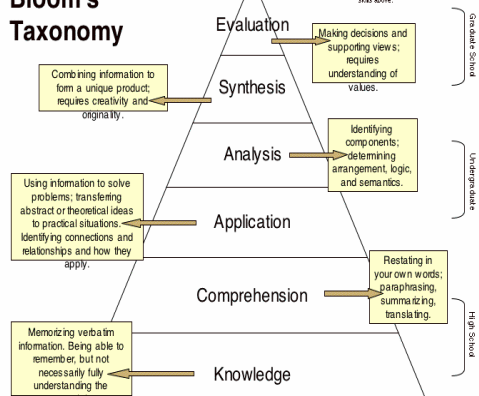
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## Zeitgeist

Era	Osteopathic	Who does	Who one respects	Educational
1900	Direct	Have done to	Respect for others	Behaviourist
Pre war				Cognitive
Post war	Indirect	Doing for oneself	Respect for self	Humanist
2000	Holistic/ Biopsychosocial	Doing for society	Respect for the environment	Social constructivist

## Masters level learning

### Bloom's Taxonomy



- To achieve this we require teachers to be cognizant of models of learning and proficient in their application.
- Q.E.D. this requires that our teachers are trained.

## What OSEAN is doing

- Started pilot programme of educational training
- Has run two tutors training (first module) with attendees from several European countries (others due to run shortly)

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## OSEAN future aims

- To develop and have validated an osteopathic education course
- To create a body of qualified teachers and disseminate good academic practices within osteopathy
- To facilitate academic and osteopathic cooperation across Europe

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## To conclude...

- We welcome any help, advise, comments, participation and collaboration.
- Thank you!

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## References

- GOSc. Standard 2000 (1998) p7 [Online] available at [http://www.osteopathy.org.uk/uploads/standard\\_2000.pdf](http://www.osteopathy.org.uk/uploads/standard_2000.pdf) accessed 18.11.09
- The QAA. The framework for higher education qualifications in England, Wales and Northern Ireland. 2008 p21 [Online] available at: <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp> Accessed 18.11.09
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- *Communication from the Commission - Making a European Area of Lifelong Learning a Reality /\* COM/2001/0678 final \*/* [online] Available at: <http://www.bologna-berlin2003.de/pdf/MitteilungEng.pdf>, accessed 18.11.09
- The concrete future objectives of education and training systems 5980/01 EDUC 23 [online] available at [http://ec.europa.eu/education/policies/2010/doc/rep\\_fut\\_obj\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/rep_fut_obj_en.pdf) Accessed 18.11.09

## Brief

- Osteopathy and osteopathic education has evolved in the past through the dedication and passion of its founding members. The profession has self pollinated, contact with these individuals has inspired the next generation to take up the torch and continue their good work. Osteopathy is now well established in many parts of the world and is striving for formalized recognition from their governments or states. To do this we must firstly demonstrate excellence in the training of our future osteopaths as well as the competence of those already in practice. In the former point lies a problem. Many of us involved within training students are osteopaths and not formally qualified educators. Mostly we teach in a manner and style that we have experienced in our own education (both osteopathic and other). As evidenced by the quality of the practicing osteopaths we have not done a bad job of this. But could it be done better?

## Brief

- Education, like osteopathy is a science and an art. The art is communication, which as osteopaths we should be competent with. The science is another aspect. As with any science it needs to be understood, and this can only happen if one has a good comprehension of the basic principles. In education there is a wealth of pedagogic models, addressing learning from a variety of perspectives, an understanding of which will facilitate the process of learning and enable one to assist any student along their path to become an osteopath. The analogy to osteopathy is clear, we have a whole array of osteopathic approaches with which we are confident and competent that enables us to give a treatment that is specifically required by the patient. We would not dream of applying the same treatment to all patients and even less so apply a treatment that we have not fully studied, understood and applied on many occasions. So should we not apply this to our education of osteopaths? In the past there was perhaps less opportunity to share our concepts and experiences of education and pedagogic style. However now great steps are taking place, many new teachers are undergoing education training, groups are forming across Europe (and the rest of the world) that are sharing their experience and knowledge (e.g. OSEAN). In this short presentation I want to reiterate the essential need for formalized training of osteopaths and discuss the experiences that we at OSEAN have had in trying to establish the first steps of such a training process and what we hope to see evolve from this process in the future.