

INTRODUCTION

- A number of different osteopathic techniques can be observed nowadays (Fryer, 2008)
- Teaching these techniques is widely dependent on strategies chosen by the schools and their teaching staff (Browning et al. 2010)
- Many different techniques and practices can be recorded across Europe, despite the teachings of Andrew Taylor Still who founded Osteopathy (Still, 1910)

THEORETICAL FRAMEWORK

- Osteopathic clinical practice was analysed according to joint action theory in didactics (JATD)
- Hypothesis : Field experience would be the source of integrated skills among therapists (Loquet, 2016)
- Aim : Analyze the different integrated skills used in their practice, thus reflecting on their acquisition skills and their future teachings

RESULTS

- Similitude in the structure of consults and in the skills collected according to defining rules of osteopathic concept (Figure 2)
- Knowledge of different teaching theories/methodologies used in educational sciences, bring on a new analysis of therapeutic strategies (winning or losing strategy)
- Different directions in the approach enabling the osteopathic diagnosis based on gesture aware or not (example : the choice of a "soft" technique)

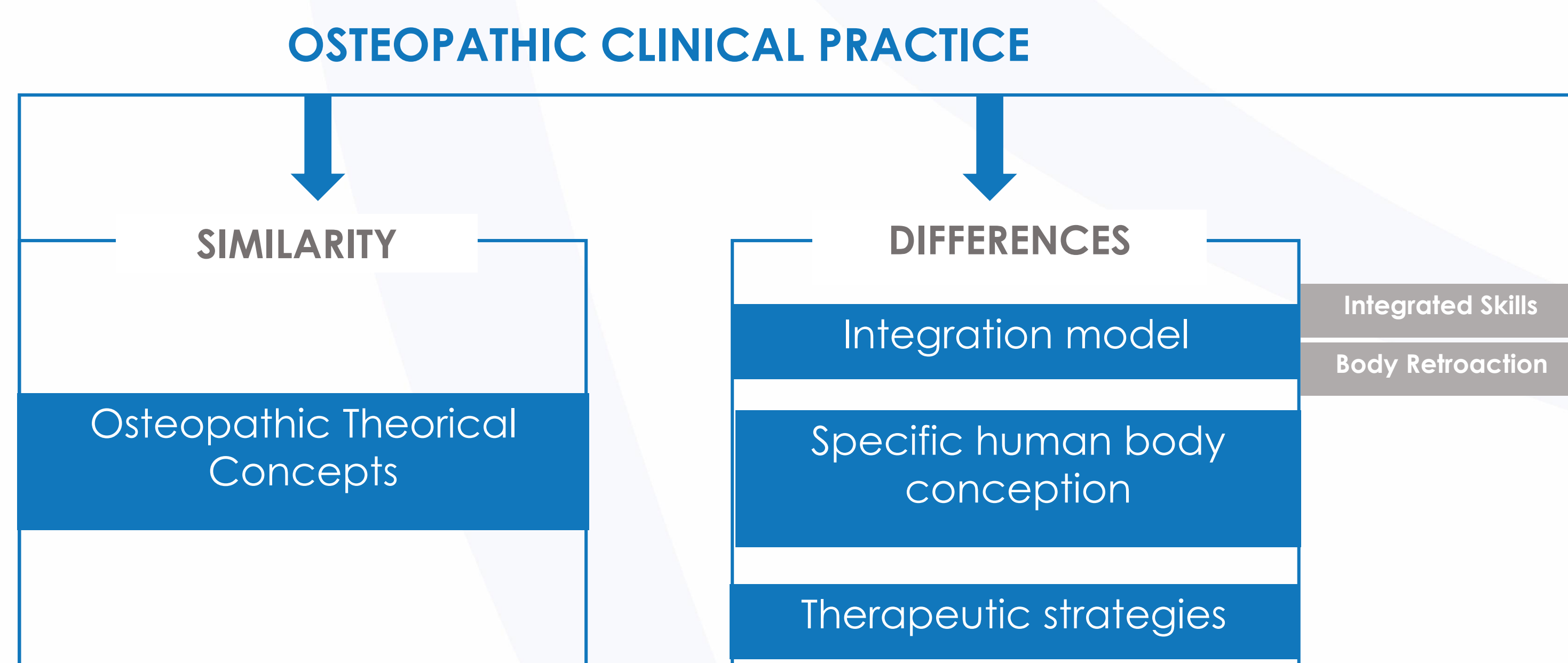


Figure 2. Comparison of two osteopathic clinical practices



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METHODS

- Six video cameras and two microphones were used to collect video recordings of each consult, using different shots and focuses
- Eight consults were recorded - two experienced osteopaths (with more than twenty years of experience) → two different patients → twice and a month apart
- Synopsis and transcripts of all consults were drawn, allowing the analysis of both practices
- Extracts were selected for analysis → illustrated a kind of "knot of correlations" → physical interactions, verbal or nonverbal (Figure 1)
- "Emblematic" examples which materialize essential dimension of osteopathic clinical approach



Figure 1. « knot of correlations » of therapeutic strategies (CREA – Rennes 2)

CONCLUSION

► A strong methodology of analysis based on educational sciences to analyze osteopathic gesture could be relevant to study osteopathic clinical practice and to identify new teaching practice

Fryer, G. (2008). Teaching critical thinking in osteopathy – Integrating craft knowledge and evidence-informed approaches. *International Journal of Osteopathic Medicine*, 11(2), 56-61.

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