Learning strategies of osteopathic techniques and clinical decision-making
Implications for osteopathic education

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)

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