

A new approach to osteopathy teaching and healthcare

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Osteopathy & osteopathic education are undergoing a critical transition, and this is necessary: the only constant in life is the constant change. Osteopaths have a long tradition of having a consensus on the fact there is no consensus in osteopathy, this provides a productive drive for the OsEAN's 9th "Open Forum for Osteopathic Education" conference on "Osteopathic Models - between tradition and evidence-based practice". The author however wants to take the future of osteopathic education further than the (choice between the) current models.

The aim of this presentation is to provide the participant with a new model of osteopathic education that serves as a framework for both osteopathy and its education. The author realizes that the future of osteopathy is created by the future osteopaths, which are shaped by the future osteopathic education. Hence, the task of providing a framework is relevant.

Linda Fried provided in 2018 the insight that of any population's health:

- 10% is coming from genetics
- 20% is coming from medical care delivery
- 70% is coming from factors outside medical care delivery

This insight is clear for almost every osteopath who stepped outside the classical comfort zone of an osteopathic clinic and steps outside the comfort zone of thinking in the way one was taught. Just as most teachers teach the way they were taught; most osteopaths think the way they were taught.

The author backs up the presentation with insights that grew in osteopathic fieldwork but turned out to be surprisingly efficient in the classical osteopathy practice and apprenticeship clinic.

Now the participant understands that 70% of any population's health is context, the participants understand why the bio-psycho-social model has an important contribution to fulfill but is not the solely element of the framework. Just as a framework consists of multiple elements, eg. the bio(mechanical) aspects also need to be included in a framework, depending on the specific case. The author states that not all elements of the framework fulfill the same determinant role in a specific case, but the aim of the framework should be to provide a place for all cases. This is why the new framework is not model-based but health-based.

During the presentation, the participant is guided through the different steps in evolution of education-focuses and keywords:

- Health 1.0: Physician-centric, traditional, disease, hierarchy
- Health 2.0: Science-centric, Evidence Based Medicine, data driven, information
- Health 3.0: Patient-centric, personalized care, pathogenesis, stakeholders
- Health 4.0: Health-centric, sources of Health & Well-Being, salutogenesis, partnerships

During the presentation, each focus and keyword is elaborated and its evolution. In this way the participant is both guided in the framework and realizes why some osteopaths / osteopathic educations are still stuck in one specific pattern.

In order to enable the participant to apply this new framework in the daily education and osteopathic clinic, the participant is provided with insight in the different approaches per Health version for:

- Prevention
- Diagnosing
- Treatment
- Monitoring
- Re-integration

During this presentation the participant not only learns new terminology & insights, but also zooms out to pass the current discussion on theoretical models and evolves

to a new theoretical approach, which is directly applicable and in which osteopathy and osteopathic educations plays the key-role.

In the presentation the results of current research on the outcomes of this framework will be included.

This presentation elaborates on and meets the contributions to all the proposed call for papers questions:

- What models are currently taught in osteopathic schools?
- What could be potential future frameworks that integrate psycho-social aspects and osteopathic manual treatment?
- Which parts of the osteopathic traditions are still valid today?
- How much science do we need in osteopathy and how much non-scientific content is acceptable?