

# Osteopathic diagnostics and EBM: a clear challenge for the future.

## Short Abstract

Osteopathic diagnostics is an important part of the osteopathic education and the clinical practice of a graduated osteopath.

Therefore, osteopathic educational providers should have a clear insight in the diagnostic procedures that their students acquire during their education. What do they learn, do they apply it in clinical practice and what is the scientific background of these diagnostic features? An evaluation on a large scale is desirable. The author will propose a analytic model. Data analysis will hopefully lead to more scientific interest in diagnostics and to an increase of innovation within osteopathic diagnostics.

## Paper

Osteopathy is a medicine that in most countries is performed as a first line profession. This approach requires the osteopath to make his or her diagnosis by themselves. This is a great advantage, but it comes with a great responsibility towards the patient.

Osteopaths treat a large range of patients. From new-borns to elderly people, with a wide range of pathologies. Some can be treated effectively by osteopaths, some not.

The challenge for educations is to be able to learn their students the proper medical diagnostics skills to be able to exclude severe, sometimes obscure, pathologies but also to add the unique osteopathic diagnostic skills. And last but not least; an education should strive to maintain a critical mind-set in the students on the evidence about these medical and osteopathic diagnostics.

Critically analysing the diagnostic teachings is not something many schools do. Also, osteopathic scientific research is not very helpful. Most of the scientific work concerns treatment evaluations, not diagnostics.

The author therefore proposes an evaluation tool for schools to assess different features of their diagnostic processes they teach to students. Evaluating the following parts:

- Anamnestic questions
- Inspection features
- Clinical medical tests
- Clinical osteopathic tests

On:

- Use factor (is this a question, inspection, test or palpation that is commonly used or rather rarely?)

- Differentiating value (does the technique help to differentiate one pathology from another pathology)
- Scientific relevance (is there scientific relevance or is it rather experience based, or is it maybe not applicable)

This evaluation will give a measurement of the factor of use against the factor of scientific evidence. Although it might be confronting, it will give a valuable insight to osteopathic educational providers in their diagnostics teachings.

The results will give a clear indication on where further or more advanced research is necessary to gather evidence for diagnostics that are commonly used by osteopaths in the field but that lack scientific support.

Furthermore, it is the scope of the author to stimulate educational providers and their research teams to innovate in the osteopathic diagnostic field. Greater endeavour in osteopathic medical innovation is a must for our profession. The current osteopathic insights too commonly refer to the past rather than the future.

## Short biography

The author is the director of the FICO osteopathy academy. The academy has sites on different locations in the EU. He is also a teacher in both the base education as on an international post-graduate level and international congresses. He's an advocate of scientific foundation of the osteopathic medicine. The author is also an auditor for the ASI - OsEAN collaboration and a co - author of the European norm on osteopathic services (CEN).