

International Congress of Osteopathic Medicine  
29 September – 2 October 2011 · Seminaris Seehotel Potsdam, Germany

**Thorax**  
Movement, Breathing, Life

Verband der Osteopathen Deutschland e.V. (VOD e.V.) Deutsche Gesellschaft für Osteopathische Medizin (DGOM) e.V.

**TEACHING PALPATION WITHIN A SYSTEMIC OSTEOPATHIC APPROACH**

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**OSeAN**  
Osteopathic European Academic Network

**CIDO**  
Centre International D'Ostéopathie

**OIA**

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**INTRODUCTION**

A previous observation and approach:  
“cutting the body into pieces”

Risk of a symptomatic based practice of osteopathy

“The whole being more than the sum of its parts”

A systemic, global educational academic program  
incorporating from the very first steps, general  
body and gestural handling classes

Since 2003

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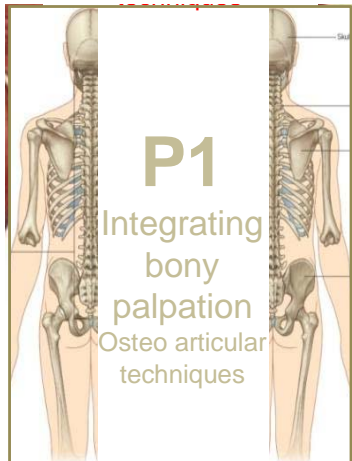
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## A SYSTEMIC OSTEOPATHIC APPROACH

at any level of the academic program



**P1**  
Integrating  
bony  
palpation  
Osteo articular  
techniques

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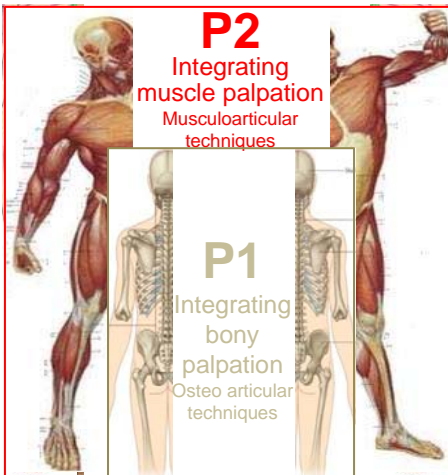
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## A SYSTEMIC OSTEOPATHIC APPROACH

at any level of the academic program



**P2**  
Integrating  
muscle palpation  
Musculoarticular  
techniques

**P1**  
Integrating  
bony  
palpation  
Osteo articular  
techniques

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## A SYSTEMIC OSTEOPATHIC APPROACH

at any level of the academic program

The diagram illustrates a systemic osteopathic approach through three levels of integration, represented by overlapping anatomical illustrations of the human body:

- P3 Integrating visceral palpation**  
Myofascial techniques thorax abdomen
- P2 Integrating muscle palpation**  
Musculoarticular techniques
- P1 Integrating bony palpation**  
Osteo articular techniques

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## A SYSTEMIC OSTEOPATHIC APPROACH

at any level of the academic program

The diagram illustrates a systemic osteopathic approach through four levels of integration, represented by overlapping anatomical illustrations of the human body:

- D1 - D2 Integration of skills and knowledge within a systemic osteopathic approach**
- P3 Integrating visceral palpation**  
Myofascial techniques thorax abdomen
- P2 Integrating muscle palpation**  
Musculoarticular techniques
- P1 Integrating bony palpation**  
Osteo articular techniques

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**YEAR 1:** Palpation and sensitivity skills: a specific class

14 hours

Physiology of mecanosensitivity and presentation

« START »

Differentiation of density, texture, temperature, mobility: bony palpation



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**YEAR 1:** Palpation and sensitivity skills: a specific class

**Aims for beginners**

- Presentation of adequate vocabulary
- Expression of students' sensations
- Compare and contrast
- Use of practitioner and patient's body
- Trust in palpation: validation for each student
- Communicate with your patient
- Cutaneous and haptic sensitivity

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**YEAR 2:** Palpation and sensitivity skills: a specific class

12 hours

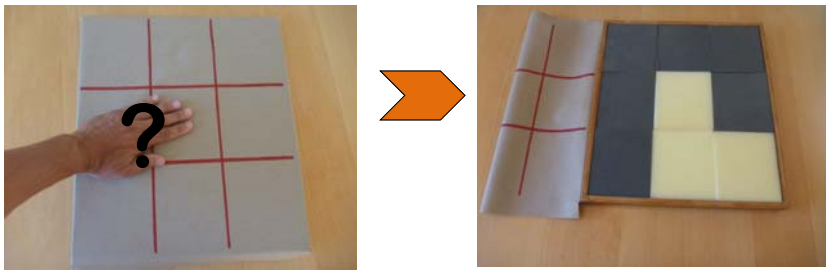
Differentiation of density, texture, temperature, mobility: layers of soft tissue

Elasticity

Muscle tone

Scar tissue

Recognizing angles



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**YEAR 2:** Palpation and sensitivity skills: a specific class

**Aims for year 2**

Efficiency for the practitioner

Convergence of different clinical times: case history, examination, diagnosis, treatment, prognosis, advice

Techniques vs. global vision

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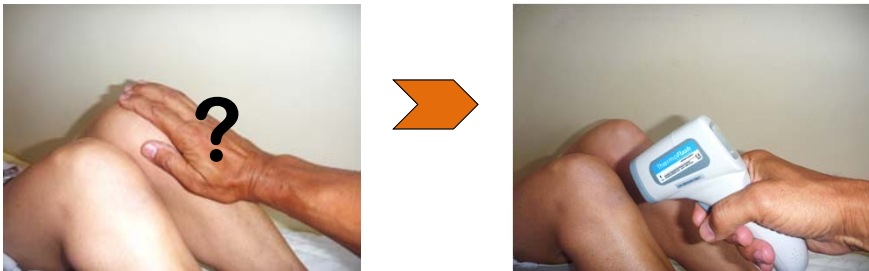
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**YEAR 3:** Palpation and sensitivity skills: a specific class

10 hours

Fascial tissue  
Use of patient and practitioner's fulcra  
Temperature sensitivity  
Intention and patient/practitioner interactions through palpation



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**YEAR 2:** Palpation and sensitivity skills: a specific class

**Aims for year 3**

Understanding patient/practitioner interactions  
Convergence of different clinical times: case history, examination, diagnosis,  
treatment, prognosis, advice  
Final assessment on students progression regarding palpation and tissue  
differentiation

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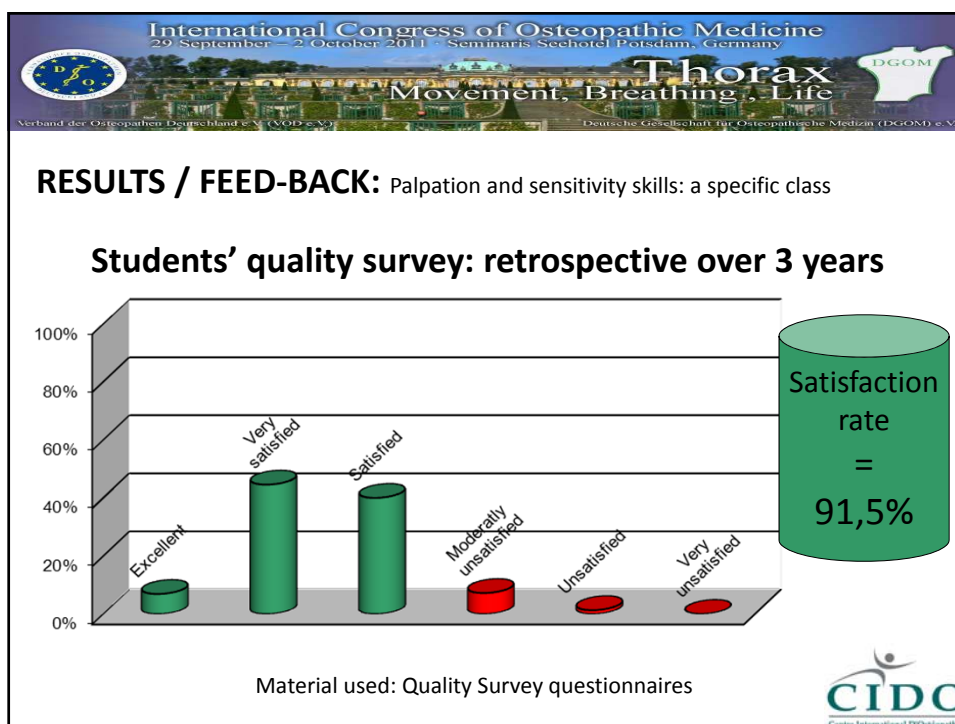
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**YEAR 4 and 5:** Palpation and sensitivity skills: synthesis

Synthesis through treatment protocols  
Integration of learnt techniques: precision  
Clinic tutoring on patients: enlarged experience of tissues, adaptation to real clinic situations, long-term treatment plans, evolution of tissue quality with continuing patients

**synthesis**





**RESULTS / FEED-BACK:** Palpation and sensitivity skills: a specific class

**Teachers' quality survey: retrospective over 3 years**

- 330 students followed the complete systemic educational program
- Faster and easier integration and learning process of all students
- More homogeneous and highly skilled classes
- Improvement in perception and sensitivity: highly skilled students

Material used: Questionnaires

**CONCLUSION:** Palpation and sensitivity skills: a specific class

**Better quality in students' sensitivity and perception**

**More effective learning process**

**Integration of a global vision of the patient from the very first steps of this systemic educational program**

**Limits and improvement perspectives:**

Seeking pedagogic teaching excellence, we need to better objectively evaluate our program through a longer retrospective period and an improvement in our evaluation tools, like the ones presented earlier

