Private Osteopathic Education Model in Quebec
Outline

- Evolution of osteopathic education in Quebec
  1. History of Osteopathic Education in Quebec.
  2. Influence of WHO Benchmarks
  3. Evolution of Programs
     1. Quality Assurance Standards
     2. Competency based programs
     3. Clinical education
  4. Full time public programs
  5. Moving forward - Future of osteopathic education in Quebec
Osteopathy in Québec

- Zeller Institute in Montréal
- No osteopathic medical or manual schools in Canada in 1980
First Osteopathic School in Quebec

- Collège d’études ostéopathiques de Montréal
- Philippe Druelle, D.O.
  - french osteopath
  - ATMAN
  - Europeen School
- 1981
European Model

- Part time
  - Physicians, Physiotherapists, Occupational Therapists, Athletic Therapists, Chiropractors, Nurses. Midwifes, Veterinarians
  - Use of osteopathic techniques within their existing professions
  - Varied entrance requirements across schools
Traditional Foundations of Osteopathy

- History and philosophy of osteopathy
- Principles of osteopathy
Expanding eligibility

- Preparatory programs
- D.E.C.
  - Réadaptation physique
  - Sciences infirmières
  - Acupuncture
- Entrance requirements variable
- Anatomy
- Physiology/Neurophysiology
- Palpation
- Embryology
- Orthopaedic and Neurological Assessment
- Biomechanics
Benchmarks - WHO

- **Type II programs** – those with proper training as health care professionals
  - 1000 hours

- **Type I programs** – High school or equivalent
  - 4 year
  - Full time
  - 4200 hour
    - Minimum of 1000 supervised clinical hours
  - Thesis of project

« En l’absence de réglementation officielle au Québec, les formations peuvent varier beaucoup d’une école à l’autre. Dans le but de procurer aux futurs ostéopathes une reconnaissance à l’échelle canadienne, l’AOM a donc décidé d’harmoniser sa formation en conformant son plan de cours aux Principes directeurs pour la formation en ostéopathie énoncés par l’OMS. »

Académie d’ostéopathie de Montréal (http://www.aomtl.ca/)
Basic Principles of Osteopathy

- The human body is a dynamic functional unit, whose state of health is influenced by the body, mind and spirit
- The body processes self-regulatory mechanisms and is naturally self-healing.
- Structure and function are interrelated at all levels of the human body.
- Patient centered vs disease/illness centered
- Therapeutic relationship between practitioner and patient

Structure-Function Relationship Models

- Biomechanical structure-function model
- Respiratory/circulatory structure-function model
- Neurological structure-function model
- Biopsychosocial structure-function model
- Bioenergetic structure function model

Osteopathic Schools

Quebec
- > 20
- Private and not for profit
- Direct costs between 10 and 75K
- Vary in length between 1-6 years

Full time programs
- CEO (6 years)
- Institut de l’enseignement de l’ostéopathie du Québec (1 year)
- National Academy of Osteopathy (6 months-2 years)
Since 2002, the CEO offers a full time program that was validated by the University of Wales:
- B.Sc. (hons) Osteopathy
- 1200 hour clinical hours under supervision
- 240 paraclinic hours
- Post graduate program 1.5 years
  - Thesis or clinical program
- Total 6 years
- Total cost approx. $75 000
Context

- No public funding for schools or students
- No public financial aid for students
- Programs not recognized by the Ministry of Education
Evolution

Students

Skills

Knowledge

Attitudes

Beliefs

Schools
External Quality Assurance

- External validation
  - Sofeduc
    - Several schools (see http://www.sofeduc.ca/fr/member/membres_actuels.php)
  - University of Wales (CEO)
- «...members meet the quality criteria, both educational and administrative, which are based on those of IACET (International Association for Continuing Education and Training) in the United States. »
- «Demanding excellence by focusing on quality assurance and appraisal mechanisms alongside regard for appropriate course content, whilst maintaining a workable and flexible approach to potential partners. »
Pedagogy

- Learning style, seat preference, and past profession: Predicting traditional osteopathic student achievement. Drew, Tara M., Ph.D., Capella University, 2014, 263; 3646840

- Past profession, learning style and seat preference all influenced success in post graduate osteopathic education
Pedagogy

Different pedagogical activities

- Lectures
- Problem based learning
- Presentations
- Para-clinical
- Clinical
- Research

Attitudes and Skills
Different learning styles
Adaptive to change
Complexity
Innovation
Critical Thinking
Evidence Based
Social Dimension
Twenty-one Competencies for the Twenty-First Century (Chapter IV)

1. Embrace a personal ethic of **social responsibility** and service.
2. Exhibit **ethical behavior in all professional activities**.
3. Provide **evidence-based, clinically competent care**.
4. Incorporate the multiple determinants of health in clinical care.
5. Apply knowledge of the new sciences.
6. Demonstrate critical thinking, reflection, and problem-solving skills.
7. Understand the role of primary care.
8. Rigorously **practice preventive health care**.
9. Integrate population-based care and services into practice.
10. **Improve access to health care for those with unmet health needs**.
11. Practice **relationship-centered care** with individuals and families.
12. Provide **culturally sensitive** care to a diverse society.
13. Partner with communities in health care decisions.
14. Use communication and information technology effectively and appropriately.
15. Work in interdisciplinary teams.
16. Ensure care that balances individual, professional, system and societal needs.
17. Practice leadership.
18. Take responsibility for quality of care and health outcomes at all levels.
19. Contribute to continuous improvement of the health care system.
20. **Advocate for public policy that promotes and protects the health of the public**.
21. Continue to learn and help others learn
“Problem-based learning during medical school has positive effects on physician competency after graduation, mainly in social and cognitive dimensions.” (Koh et al, 2008).
Skills, Knowledge, Attitudes and Beliefs required for secure, ethical, professional practice of osteopathy in the social context of today and the future
“All healthcare professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.”

Clinical Education

- Core component of osteopathic education
- Gain independence required to react to the complexity encountered in practice.
- Progressive acquisition of skills, abilities and attitudes
Figure 1. Frequencies of primary reason of consultation for all patients (n = 14002).

- Other (prevention)
- General
- Visceral
- Head
- Perinatal/paediatric
- Upper limb
- Lower limb
- Spine and pelvis

http://127.0.0.1:8081/plosone/article?id=info:doi/10.1371/journal.pone.0106259
In 2008 the CEO and University of Laval began on the elaboration of a full time program

- Commission des études
- Conseil administratif
- CREPUQ (Bureau de coopération interuniversitaire)
- Ministry of Education
Proposed CEO-UL Program

- 5 year BSC-MSc continuum in Osteopathy
- Comparable to programs offered in the UK, Australia, and New Zealand
- Consistent with WHO Benchmark Guidelines for Type 1 programs
  - Benchmarks for Training in Osteopathy
  - OIA
  - EFSOET
L'Université Laval ferme la porte à l'ostéopathie

University of Sherbrooke

- 3 year program
- Master of Science
- BSc in Health Related Fields
- Problem based learning
Future Challenges

- “pursuit of evidence based medicine and best practice has been embraced as a basic tenet for the practice of osteopathy”

- “… osteopathic philosophy is exemplified by the current terminology of a biopsychosocial approach to health care …”

Osteopathy and Osteopathic Medicine: A Global View of Practice, Patients, Education and the Contribution to Healthcare Delivery, Osteopathic International Alliance 2015
“Robust scientific research into the efficacy of other osteopathic techniques has been limited, and in many areas, remains inconclusive.” OIA, 2015

Post graduate training
- Funding
- Resources
  - Programs
  - PhD
Publications

- Drew, T. (2014). Learning style, seat preference, and past profession: Predicting traditional osteopathic student achievement, Capella University, 263; 3646840
Thank you!