

Osteopathic Care of Children

“Regulatory and practice issues related to the acquisition of practical osteopathic skills for paediatric care”

Research Thesis

Masters in Education

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Osteopathic Care of Children

Background:

- Paediatric Osteopathy Review in NZ (OCNZ, 2016; Stone, 2015)
- Osteopathic Council of New Zealand (OCNZ, 2017)
- New requirements for all Registered Osteopaths:

Theoretically based recertification

- New vocational scope of practice in Paediatric Osteopathy:

Post-Graduate Diploma in Child Health

- Theoretical and generic knowledge addressed.

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- majority of osteopaths treat children, even if not as a special interest (KPMG, 2011)

Research Problem:

What is the role of practical, clinical, manual skills in competency for paediatric osteopathy?

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Literature Review:

- competency and safety in a manually oriented discipline also requires practical skills in both diagnostic and therapeutic modes (WHO, 2010)
- practical skills require instruction (Forum for Osteopathic Regulation in Europe, 2008)
- The relationship of practical skills to competence in osteopathy is not clear (Forum for Osteopathic Regulation in Europe, 2007; General Osteopathic Council, 2012)
- Little is known about how osteopaths best acquire practical skills (Gibbons and Tehan, 2010; Browning, 2014)
- little research available on osteopathic paediatric education (Osteopathic Council of New Zealand, 2015b)

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Curriculum, Standards and Accreditation (initial review)

- **mention of child health in respect of obtaining appropriate consent for treatment** (British Standards Institution, 2015; General Osteopathic Council, 2015; Osteopathic Council of New Zealand, 2015a)
- **importance of understanding and / or implementing child protection principles** (General Osteopathic Council, 2015; Osteopathic Council of New Zealand, 2015a; The Quality Assurance Agency for Higher Education, 2015)
- **“practice that covers the life span”** (OCNZ 2015a, p. 9)
- **Curriculum subject: special interest field** (FORE, 2008)
- **paediatrics and osteopathic care of children should occupy 116 hours of tuition in total, with the bulk at the early clinical phase** (WHO, 2010)

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Methodology – Qualitative Research

An interpretative approach employing a social constructivist viewpoint.

- Data is in participants minds
- Osteopathic profession is renowned for multiple and differing viewpoints

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Research Methodology

1. Focus Group Interviews

3 groups:

Practitioners, Educators, Regulators (UK, Aus, NZ)

Validity, Triangulation

2. Documentary Analysis (UK, Aus, NZ)

Curriculum Documentation

Accreditation Standards

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- Focus Group Themes:
- What skills?
- How best acquired?
- Education required?
- Learning theories?
- Relationship to competency
- When?

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Sincere thanks to those who have agreed to participate.

Parnell Room

Educators 17:00 Sat 9th

Regulators 8:15 Sun 10th

Practitioners 12:45 10th

Appreciating Prof Dawn Carnes, Antony Nicholas and Jonathan Lloyd-Payne

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