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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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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- References: