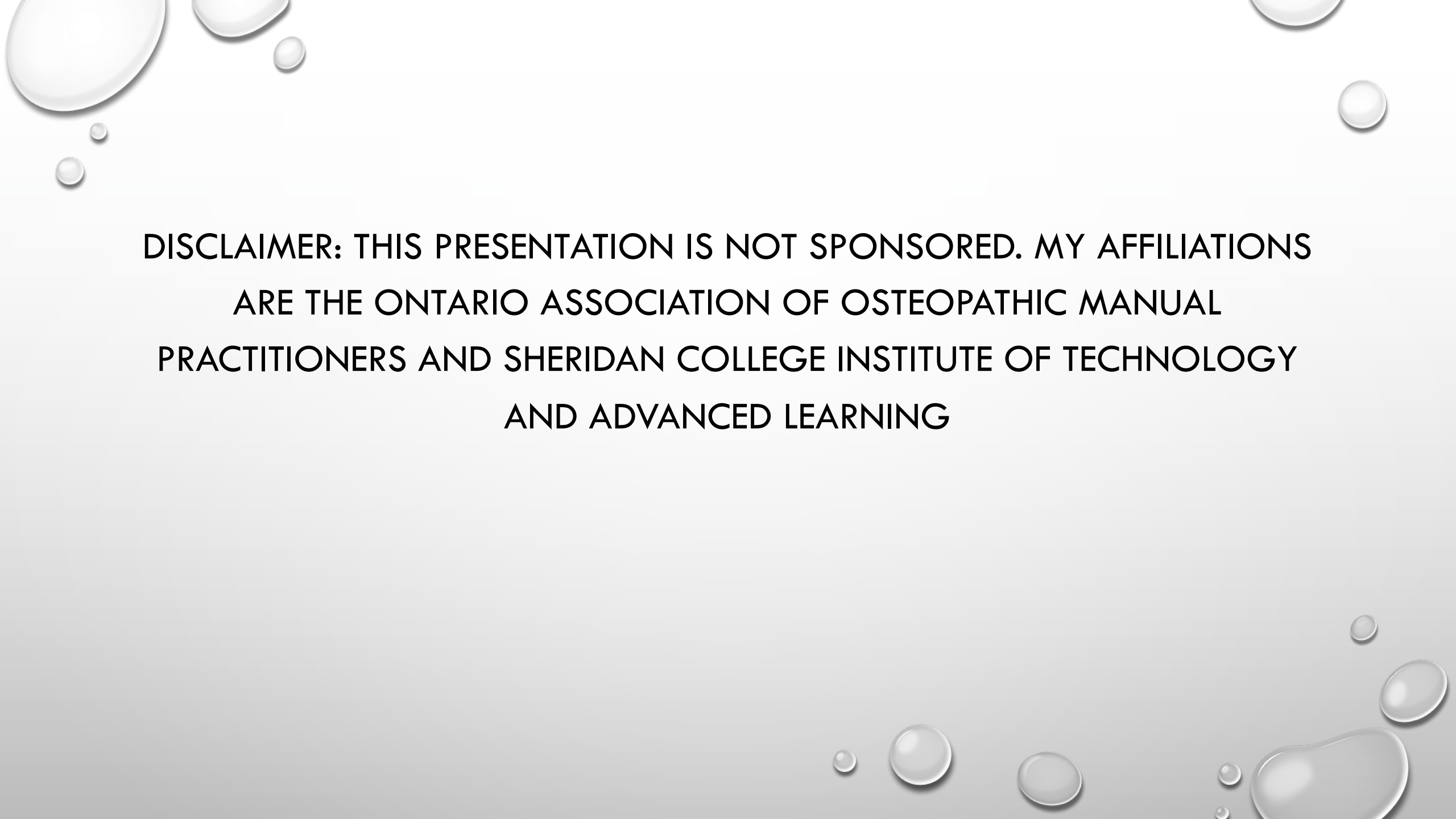


# Developing Bachelor and Master Degrees in Osteopathy in Canada – A Review of the Process



Catherine Cabral-Marotta  
DOMP, CATC, RMT RKin, ATC, CSCS



DISCLAIMER: THIS PRESENTATION IS NOT SPONSORED. MY AFFILIATIONS  
ARE THE ONTARIO ASSOCIATION OF OSTEOPATHIC MANUAL  
PRACTITIONERS AND SHERIDAN COLLEGE INSTITUTE OF TECHNOLOGY  
AND ADVANCED LEARNING

# CATHERINE CABRAL-MAROTTA

- **HBSC HUMAN KINETICS - UNIVERSITY OF GUELPH, 2004**
- **HBAHSC SPORTS INJURY MANAGEMENT - SITAL, 2004**
  - *CERTIFIED ATHLETIC THERAPIST (CANADA) - CAT(C), 2004*
  - *CERTIFIED STRENGTH & CONDITIONING SPECIALIST - CSCS, 2004*
  - *NATIONAL ATHLETIC TRAINERS ASSOCIATION - ATC (USA), 2004*
- **DIP MASSAGE THERAPY - ONTARIO COLLEGE OF HEALTH AND TECHNOLOGY, 2011**
  - *REGISTERED MASSAGE THERAPIST - RMT, 2011*
- **DIP OSTEOPATHIC MANUAL PRACTICE - CANADIAN COLLEGE OF OSTEOPATHY, 2011**
  - *OSTEOPATHIC MANUAL PRACTITIONER - DOMP, 2011*
- **BSC OSTEOPATHIC MEDICINE - BRITISH COLLEGE OF OSTEOPATHIC MEDICINE, 2013**
- **REGISTERED KINESIOLOGIST - CKO, 2016**
- **MASTER OF SCIENCE, HEALTH SCIENCE EDUCATION**
  - *PRESENT STUDIES, PROJECTED GRADUATION 2025*



Identify Some of the challenges the osteopathic community in Canada is currently facing

Describe the existing educational models

Explain the new Bachelor Of Science Osteopathy and Master of Osteopathy Degrees

Describe the process we followed in pursuit of these degrees



# OSTEOPATHY IN CANADA TODAY

- CANADA IS COMPRISED OF 10 PROVINCES AND 3 TERRITORIES
- REGULATION IS DETERMINED PROVINCIAALLY/TERRITORIAALLY
- CURRENTLY UNREGULATED ACROSS CANADA
- MINISTRY OF HEALTH & LOG-TERM CARE REGULATES MEDICAL AND ALLIED HEALTH PROFESSIONS IN ONTARIO



# CHALLENGES



Lack of awareness about osteopathy amongst allied health professions



Lack of awareness about osteopathy amongst the public



Lack of awareness at the Provincial and federal levels of government



Currently no universal set of professional competencies driving curriculum development



New set of National standards that is not yet integrated into educational institutions or professional practice

The image features a light gray gradient background with several realistic water droplets of various sizes scattered in the corners. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered in the middle of the page.

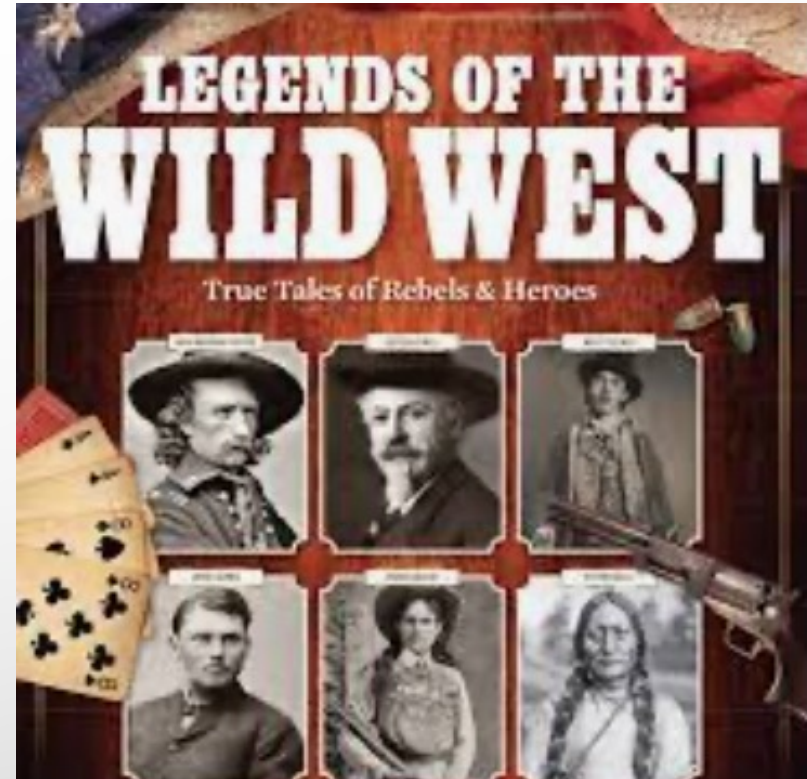
**HOW ARE OSTEOPATHIC PRACTITIONERS  
CURRENTLY BEING EDUCATED IN CANADA?**





# CURRENT LANDSCAPE OF EDUCATION

- NON-REGISTERED PRIVATE CAREER COLLEGES
  - NO OVERSIGHT OF BUSINESS PRACTICES
  - NO OVERSIGHT OF CURRICULUM OR DELIVERY
- REGISTERED PRIVATE CAREER COLLEGES
  - OVERSIGHT OF SOME BUSINESS PRACTICES
  - NO OVERSIGHT OF CURRICULUM OR DELIVERY



# CURRENT LANDSCAPE OF EDUCATION

No guidelines for quality of development and delivery of curriculum

Evaluation of students

Faculty teaching

Confer a “diploma” – not same as credential as defined by Ontario Qualifications Framework (Ministry of Education)

Range from 6-months online to 5-year part-time hybrid

Many, if not all, do not meet supervised clinical hours as defined by WHO

# WHAT IS ON THE HORIZON

The logo for Sheridan College, featuring the word "Sheridan" in a large, blue, serif font. A small grey box with the text "Header logo" is positioned over the bottom left of the word.

- Ontario
- English-speaking
- 3 campuses
- 140+ full-time programs
- Diploma, Bachelor, Graduate Certificate

- Quebec
- French-speaking
- 2 campuses + satellite campus for Faculty of Medicine and Health Sciences
- Bachelor > PhD

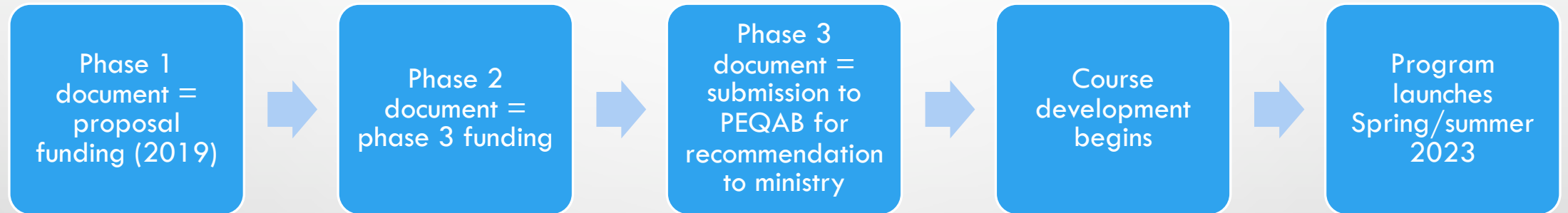


# BSC OSTEOPATHY

## QUICK SUMMARY:

- DELIVERED THROUGH FACULTY OF APPLIED HEALTH AND COMMUNITY STUDIES
- 4-YEAR BSC IN OSTEOPATHY + 1 SEMESTER WORK PLACEMENT
- COMPETENCY-BASED EDUCATION (CBE)
- 50% OF CURRICULUM WILL BE TAUGHT BY PHD LEVEL, OSTEOPATHIC CORE CONTENT BY EXPERIENCED OMPS, MASTER'S DEGREE PREFERRED
- SUPPORTS EVIDENCE-INFORMED PRACTICE AND UNDERPINNED BY SCHOLARSHIP AND EMERGING RESEARCH
- EMPHASIS ON INTER-PROFESSIONAL INTERACTION
- PATHWAYS FOR EXISTING HEALTH CARE PROFESSIONALS
- PATHWAYS INTO GRADUATE STUDIES


# NEW PROGRAM DEVELOPMENT



# YEAR 1

<p><b>YEAR 1 SEM. 2</b></p> <p><b>CR.17 HR 322</b></p>	<p><b>CLINICAL METHODOLOGY</b> 3 CR. (28 HRS THEORY, 14 HRS LAB)</p>	<p><b>STRUCTURE &amp; FUNCTION 1 – LUMBAR SPINE, PELVIS AND LOWER EXTREMITY</b> 3 CR. (42 HRS. THEORY)</p>	<p><b>HUMAN PHYSIOLOGY 2</b> 3 CR. (42 HRS THEORY)</p>	<p><b>INTRODUCTION TO EXERCISE PHYSIOLOGY</b> 3 CR. (42 HRS THEORY)</p>	<p><b>APPLIED CLINICAL PRACTICE 1</b> 1 CR. (42 HRS PRACTICAL IN LAB)</p>	<p><b>CLINICAL EXPERIENCE 1</b> 1 CR. (56 PRACTICUM HRS., 14 SEMINAR HRS. (SEMINAR IS BOTH IN-CLINIC AND ONLINE))</p>	<p><b><u>BREADTH ELECTIVE</u></b> 3 CR. (42 HRS. THEORY)</p>
<p><b>YEAR 1 SEM. 1</b></p> <p><b>CR 19 HR 266</b></p>	<p><b>INTRODUCTION TO OSTEOPATHY</b> 3 CR. (42 HRS THEORY)</p>	<p><b>INTRODUCTION TO ANATOMY</b> 3 CR. (42 HRS THEORY)</p>	<p><b>HUMAN PHYSIOLOGY 1</b> 3 CR. (42 HRS <u>THEORY</u>)</p>	<p><b>INTRODUCTION TO NUTRITION</b> 1 CR. (14 HRS THEORY)</p>	<p><b>INTRODUCTION TO BIOMECHANICS</b> 3 CR. (42 HRS THEORY)</p>	<p><b>ETHICAL PRACTICE FOR CLINICIANS</b> 3 CR. (42 HRS. THEORY) HYBRID/ONLINE ONLY?</p>	<p><b><u>ENGL17889GD</u></b> <b>INTRO TO COMPOSITION &amp; RHETORIC</b> 3 CR. (42 HRS THEORY)</p>

# YEAR 2

<b>YEAR 2 SEM. 4</b>  <b>CR.15 HR 336</b>	<b>STRUCTURE &amp; FUNCTION 3 – CRANIO-FACIAL &amp; UPPER CERVICAL SPINE</b> 4 CR. (56 HRS. THEORY)		<u><b>PHILOSOPHY AND SCIENCE OF PAIN</b></u> 3 CR. (42 HRS. THEORY) HYBRID	<b>EMBRYOLOGY</b> 3 CR. (42 HRS THEORY)	<b>APPLIED CLINICAL PRACTICE 3</b> 1 CR. (42 HRS. PRACTICAL IN LAB)	<b>CLINICAL EXPERIENCE 3</b> 1 CR. (98 HRS. PRACTICAL, 14 HRS. SEMINAR)	<u><b>BREADTH ELECTIVE</b></u> 3 CR. (42 HRS. THEORY)
<b>YEAR 2 SEM. 3</b>  <b>CR.17 HR 329</b>	<b>STRUCTURE &amp; FUNCTION 2 – LOWER CERVICALS, THORAX &amp; UPPER EXTREMITY</b> 3 CR. (42 HRS. THEORY)	<b>CRITICAL THINKING IN OSTEOPATHY</b> 3 CR. (42 HRS THEORY) HYBRID	<b>PATHOPHYSIOLOGY I</b> 3 CR. (42 HRS THEORY)	<b>NEUROLOGY</b> 3 CR. (42 HRS. THEORY)	<b>APPLIED CLINICAL PRACTICE 2</b> 1 CR. (42 HRS. PRACTICAL IN LAB)	<b>CLINICAL EXPERIENCE 2</b> 1 CR. (70 HRS. PRACTICAL; 14 HRS. SEMINAR)	<u><b>BREADTH ELECTIVE</b></u> 3 CR. (42 HRS. THEORY)



# YEAR 3

<b>YEAR 3 SEM. 6</b>  <b>CR.17 HR 364</b>	<b>STRUCTURE &amp; FUNCTION 5 – VISCERAL 2</b> 3 CR. (42 HRS. THEORY)	<b>ASSESSMENT AND TREATMENT OF SPECIAL POPULATIONS</b> 3 CR. (28 HRS. THEORY AND 14 HRS LAB)	<b>INTRO TO PHARMACOLOGY FOR CLINICAL PRACTITIONERS</b> 2 CR. (28 HRS THEORY) HYBRID	<b>STATISTICAL METHODS IN HEALTH SCIENCES</b> 3 CR. (42 HRS. THEORY)	<b>APPLIED CLINICAL PRACTICE 5</b> 1 CR. (42 HRS. PRACTICAL IN LAB)	<b>CLINICAL EXPERIENCE 5 - SPECIAL POPULATIONS</b> 1 CR. (98 PRACTICUM HRS EXTERNALLY -, 14 SEMINAR HRS. (SEMINAR IS BOTH IN-CLINIC AND ONLINE)	<b><u>BREADTH ELECTIVE</u></b> 3 CR. (42 HRS. THEORY)
<b>YEAR 3 SEM. 5</b>  <b>CR.14 HR 287</b>	<b>STRUCTURE &amp; FUNCTION 4 – VISCERAL 1</b> 3 CR. (42 HRS. THEORY)	<b>INTRO TO DIAGNOSTIC IMAGING FOR CLINICAL PRACTITIONERS</b> 1 CR. (14 HRS. THEORY)	<b>PATHOPHYSIOLOGY 2 – SYSTEMIC INTERACTIONS</b> 3 CR. (42 HRS. THEORY)	<b>RESEARCH METHODOLOGY</b> 3 CR. (42 HRS. THEORY)	<b>APPLIED CLINICAL PRACTICE 4</b> 1 CR. (42 HRS. PRACTICAL IN LAB)	<b>CLINICAL EXPERIENCE 4</b> 1 CR. (70 HRS. PRACTICAL, 14 HRS. SEMINAR)	<b><u>BREADTH ELECTIVE</u></b> 3 CR. (42 HRS. THEORY)

# YEAR 4

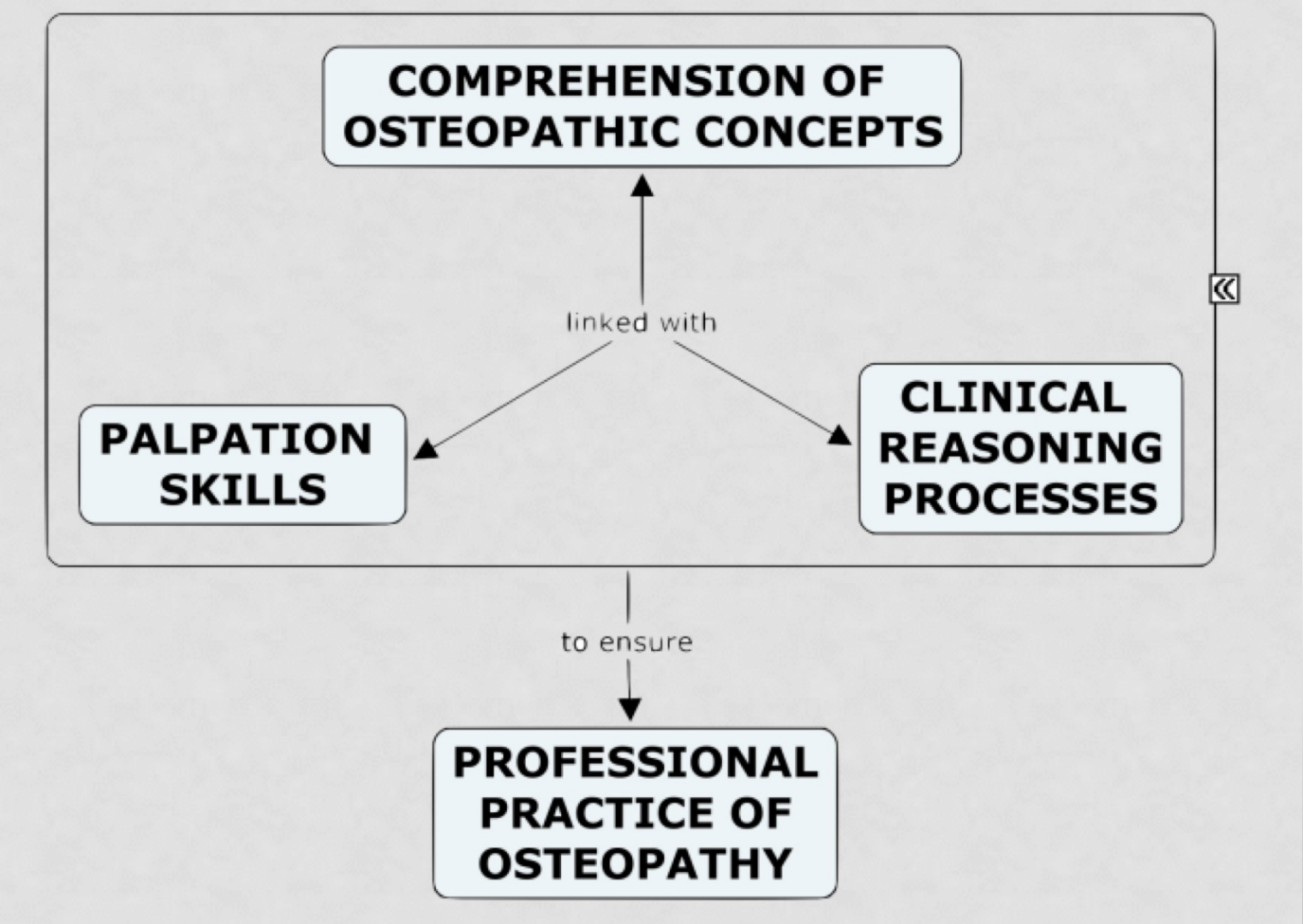
	<u>OSTEOPATHY</u>		<u>BIOMED SCI/SCIENCE</u>	<u>APPLIED RESEARCH</u>	<u>PRACTICUM</u>		<u>BREADTH</u>
<b>YEAR 4 SEM. 8</b>  <b>CR.16 HR 322</b>	<b>INTRODUCTION TO OBSTETRICS &amp; PAEDIATRICS</b> 3 CR. (28 HRS. THEORY AND IN 14 HRS. IN LAB)	<b>ADVANCED OSTEOPATHIC TECHNIQUES AND INTER-RELATIONSHIPS</b> 3 CR. (42 HRS. THEORY)		<b>INDEPENDENT RESEARCH</b> 3 CR. (42 HRS. THEORY - CASE BASE AND PROBLEM BASE) HYBRID	<b>BUSINESS ENTREPRENEURSHIP FOR CLINICAL PRACTITIONERS</b> 3 CR. (42 HRS THEORY)	<b>CLINICAL EXPERIENCE 7</b> 1 CR. (98 PRACTICUM HRS., 14 SEMINAR HRS. (SEMINAR IS BOTH IN-CLINIC AND ONLINE))	<b>BREADTH ELECTIVE</b> 3 CR. (42 HRS. THEORY)
<b>INTERNSHIP 14 WEEK WORK TERM</b>							
<b>YEAR 4 SEM. 7</b>  <b>CR.11 HR 252</b>		<b>ADVANCED THERAPEUTIC TECHNIQUE &amp; CURRENT TRENDS IN REHABILITATION</b> 3 CR. (42 HRS. PRACTICAL & THEORY IN LAB)	<b>ADVANCED CONCEPTS IN IMMUNOLOGY AND ENDOCRINOLOGY</b> 3 CR. (42 HRS THEORY) HYBRID	<b>INTERNSHIP PREP</b> 1 CR. (14 HRS. THEORY)		<b>CLINICAL EXPERIENCE 6</b> 1 CR. (98 PRACTICUM HRS., 14 SEMINAR HRS. (SEMINAR IS BOTH IN-CLINIC AND ONLINE))	<b>BREADTH ELECTIVE</b> 3 CR. (42 HRS. THEORY)

- [HTTP://WWW.PEQAB.CA/CAATS/SHERIDAN/SHERIDAN%20COLLEGE%20-%20HONOURS%20BACHELOR%20OF%20SCIENCE%20-%20OSTEOPATHY%20WEB%20SUBMISSION%20UPDATED.PDF](http://www.peqab.ca/caats/sheridan/sheridan%20college%20-%20honours%20bachelor%20of%20science%20-%20osteopathy%20web%20submission%20updated.pdf)

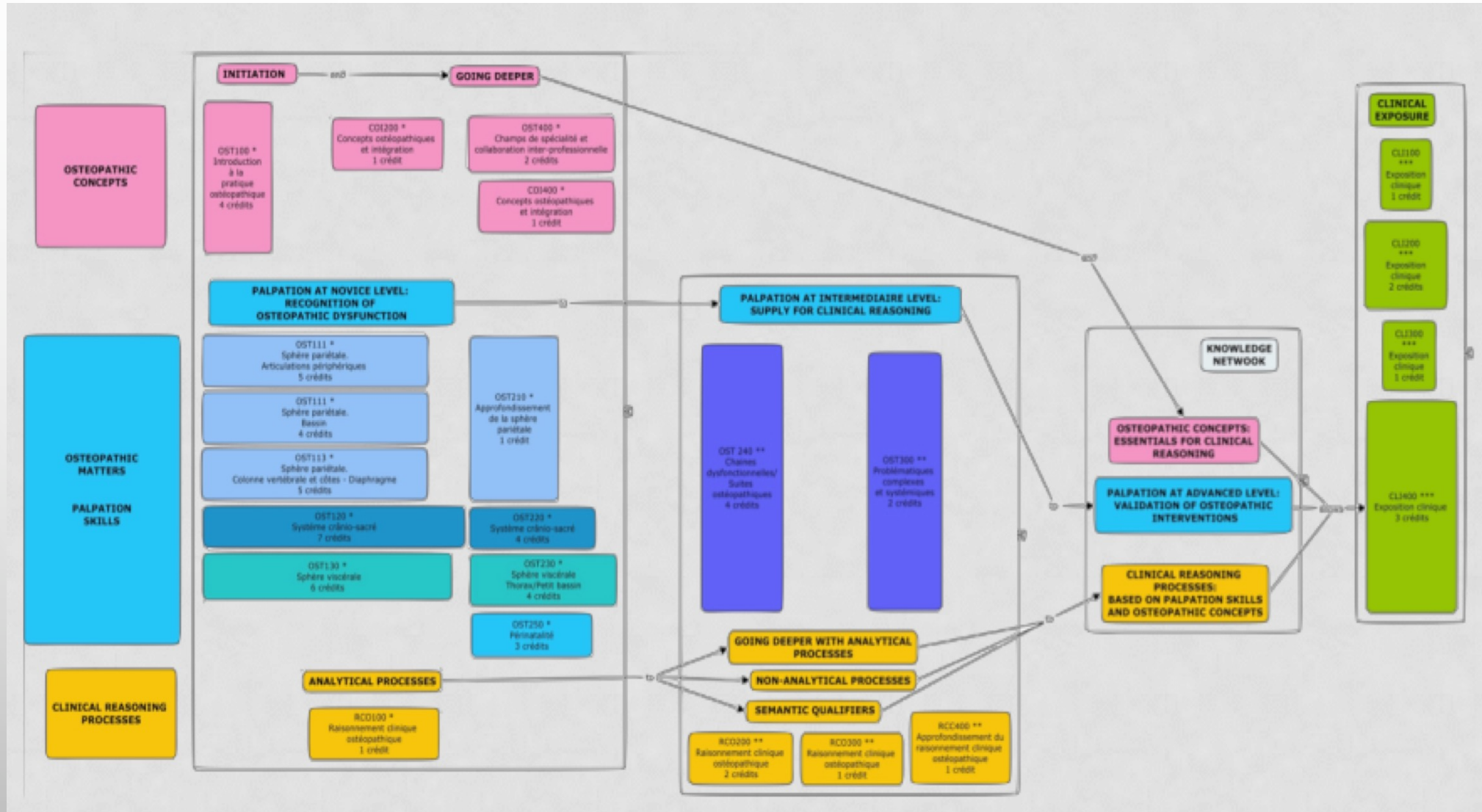
# MASTER OSTEOPATHY

- USE A PROFESSIONALIZATION PATH
- FURTHER A PATIENT-CENTERED APPROACH
- PROMOTE DEEP LEARNING
- ENABLE SCIENTIFIC CONTRIBUTION TO THE OSTEOPATHIC FIELD
- FOCUSES ON PRACTICAL ASPECT (ABOUT 730 PRACTICAL HOURS VS ABOUT 525 THEORY HOURS)
- INCLUDES THREE OSTEOPATHIC FIELDS: MSK, CRANIOSACRAL, VISCERAL\*

# DEEP LEARNING & KNOWLEDGE ORGANIZATION



# PROGRAM LAYOUT



# LIMITATIONS

## ONTARIO

- DELIVERY FROM COLLEGE AND CREATION OF MASTER'S DEGREE
- DIRECT ENTRY HIGH SCHOOL – DEBATED
- NO CADAVER LAB ASSOCIATED WITH SHERIDAN

## QUEBEC

- TIMELINE IS DEPENDENT UPON REGULATION DUE TO CONTROLLED ACTS
- FUNDING ALSO ASSOCIATED DEPENDENT UPON REGULATION
- ORIGINALLY PROPOSED AS TYPE 2 BUT ARE CONSIDERING EVENTUAL CONVERSION TO TYPE 1

# FUTURE GOALS

- POST-GRADUATE AREAS OF FOCUS
- MINIMUM STANDARD FOR OSTEOPATHIC EDUCATION IS A MASTER DEGREE
- PATHWAY FROM BSC TO QUEBEC'S MASTER'S PROGRAM OR INTERNATIONAL MASTER'S PROGRAMS
  - CHALLENGE = CONTROLLED ACTS







# WHAT WE LEARNED FROM OTHER COUNTRIES AND HOW DID OIA CONTRIBUTE

