

College of  
Non Musculoskeletal  
Osteopathy

## CANADA COURSE OPTIONS 2019

Caroline Stone D.O.(Hons), MSc(Ost), MEd,  
MClined, Principal.

### **PAEDIATRICS, OBSTETRICS. POST PARTUM**

Webinars / practical days / or online units as well – do unassessed for CPD or be assessed and gain a qualification!

NEW FOR 2019 – 2 BLOCKS OF 4 DAYS OF PRACTICAL LECTURES IN TORONTO

AUGUST 15-16-17-18 – OBSTETRICS AND POST PARTUM CARE FOR OSTEOPATHS

AUGUST 22-23-24-25 – PAEDIATRICS – INFANT TO PRESCHOOL

***HUGE DISCOUNTS IF PAID IN FULL BY 18 APRIL 2019 = COSTS ON LAST PAGE!***

Each block can be bought on its own, and if you wish you can take additional online units and gain a Post Graduate Certificate in Obstetrics, Post-Partum and Paediatric Care.

**Can't come? Book to view as webinar recording.** Broadcast recording will be available within 24 hours of the course day itself.

Want to do the ONLINE version – additional units plus the webinar recordings? You can – and you can do it with or without assessments.

Doing it with assessments gets you the ONLINE PGAward or PGCert.

**CCMH TORONTO CAMPUS**  
250 Davisville Ave. Suite 225, Toronto, ON, M4S 1H2  
9-5pm each day, tea / coffee facilities, please bring own lunch.

Keep reading for all the information about content – hope to see you there!



**<http://www.cnmo.co.uk/canada-courses-options>**

**Below is information about the course options and content. If you go to the College website – [www.cnmo.co.uk](http://www.cnmo.co.uk) there is a special page for the Canada options, and there is an FAQ booklet there to download, plus a mini video to watch to help you see what you can get / what the options are.**

The website also has the pay now buttons – in Canadian dollars – best discounts are if you pay in full by 18 April, but there are lots of other deposit / pay balance later options (see general notes at end for booking conditions).

CAROLINE'S COURSES ARE OSTEOPATHIC THROUGH AND THROUGH, FULL OF INFORMATION, EVIDENCE, CASE COMMENTARIES AND DISCUSSIONS ABOUT UNDERLYING THEORIES, HYPOTHESES AND THE RATIONAL BASIS FOR PRACTICE. Covers consenting, interprofessional dynamics, risk and lots of approaches for osteopathic care of the patient. These are not simple technique classes, and the CNMO Awards have extensive learning opportunities and will further your practice to an advanced level. Critical appraisal, reflection and discrimination in practice are key skills that are utilised within these programmes. Caroline's approach in paediatrics includes many gentle, general and autonomic / visceral-vascular approaches, and includes work to the CNS, cranial cavity, sinuses, intraosseous strain, moulding and CSF WITHOUT reference to the involuntary mechanism Paediatrics does not equal 'IVM cranial' and you can help patients with osteopathy without utilising this concept if you don't want to.

Obstetrics Content: - AUGUST 15-16-17-18. 9am-5pm. Bring own refreshments.

- 1) **Obstetrics, biomechanics, tissue changes, and pain problems in pregnancy** - Covers how people move in pregnancy, how gravity changes the cavities, and how shoulders, pelvis legs and gait all alter to help mum continue moving. The changes over time lead to strain on different areas, and this can lead to a variety of painful problems which are explored in this course. Symphysis pubis, ligament pain, diastasis etc all reviewed. Evidence updates, theory and practical. Includes external pelvic floor contact.
- 2) **Optimum foetal positioning, materno-foetal interaction, later pregnancy dynamics and preparation for labour and delivery** - This course covers the movement relationship between mother and child - and looks at how this impacts on maternal biomechanical pain, the materno-foetal affective domain, and the infants developing sense of sense and autonomic maturity. This relationship pervades all the osteopathic concepts for pregnancy management and leads directly into discussions about breech, OP babies, preparation for labour and delivery and so on. Discusses the dynamics and mechanics of late pregnancy and the labour / delivery processes and possible impacts on mum during this time. Evidence updates, theory and practical.
- 3) **Peripartum issues, labour and its consequences, initial recovery for mum, bonding and breastfeeding commentary** - Considers the unfolding issues during the birth process and how mum can be injured or suffer distress. Considers how this can impact on maternal mental health, on bonding, feeding and so on, and how this relates to initial feeding success with baby. Looks at shock in the tissues, and considers initial 'first aid' for scars e.g. caesarean or pelvic floor, but considers the thoracic inlet and upper back and neck in detail, plus cranial endocrine system, so consider hormonal balances etc. Covers maternal breastfeeding issues. Includes contact around the breast. Evidence review, theory and practical.
- 4) **Post-partum recovery for mum, scars, pelvic floor, restoration of gynaecological function** - This course covers the restoration of the body cavities post-partum in detail, and regardless of type of birth looks at visceral, myofascial, vascular and fluidic factors, and how all these then impact / inter-relate with maternal biomechanics. Looks at restoration of gynaecological balance and function, includes some urodynamics and bladder issues and looks at diaphragms, fascia and innervation factors too. Includes external pelvic floor contact. Evidence update, theory and practical.

Paeds content: August 22-23-24-25. 9am-5pm. Bring own refreshments.

- 1) **Initial settling, pain, tissue stress and issues from the birth process, sleep dynamics, initial assessment routines** - Discusses issues from the inside out! Start with a recap on intrauterine issues, and the birth process. Reminds us that birth is good and undoes as much as it causes. Looks at birth trauma and relates it via the developing autonomic nervous system and how myofascial pain impacts on autonomic state and steady balance / maturity. Looks at infant settling, crying and sleep issues from this sense of arousal and hyper irritability on a stress myofascial person. Considers how this might impact on sensory integration and therefore movement. Reviews initial assessment routines. Does not recap on the involuntary mechanisms - this the 'voluntary cranial course'! Still relevant for those inclined to the OCF concepts though :-). Don't forget this paed series is about common conditions, it is not going to cover every pathological situation, but does recap on important red flags and gives you insights into the approaches for common presentations with infants. Evidence review, theory and practical on toy dolls (some videos too).
- 2) **Respiratory and suck integration, primitive reflexes and osseous strain and sensory integration, head and face function and assessment routines** - This lecture still starts out in the infant's first few hours and days, and now considers how breathing comes into play, how this has to mature, and how the complex interplay between suck-swallow-breathe can be interrupted or distorted by stress and strain and myofascial etc tensions in the baby. Considers the ongoing effects of the materno-foetal affective domain, and how the concept of the fourth trimester and the invisible umbilical cord still plays a role. Looks in particular at some primitive reflexes, and assessment routines for the head, neck and face and well as the chest and mediastinum. Challenges you to think if you really know where a baby diaphragm is! Finally reviews the concept of periosteum and its innervation. Gives some assessment routines to consider. Evidence recap, theory and practical on toy babies (some videos too).
- 3) **Plagio, global movements, hips, age related patterns, development over time, and assessment routines** - This day gets down to the nitty gritty of bones, myofascial structures and movement. Goes from intra-uterine strain in a myofascial sense, looks at the incremental advancement of ossification and why here this occurs is interesting for practice. Looks at head shapes - and how it is definitely not all down to the birth presentation. Considers torso, pelvis and overall movement patterns and continues the theme of sensory, proprioceptive, visual, auditory etc integration and how this impacts on musculoskeletal coordination and motor patterning development. Discusses why that baby is not on its front more! Gives a variety of assessment routines. Evidence summary, theory and practical on toy babies (some videos too).
- 4) **Gait and orthopaedics, issues for the older child, and assessment routines** - Finally this day gets into the more complex story of gait, hips and legs, and then torso integration, the changing body cavity shape as the child continues to move and grow, and sets up the story of the second series of paed lectures which is all about the visceral and systemic factors. This day focuses on orthopaedic factors, revisits the osseous strain story and looks at how motor patterning is still related to auditory, visual and 'social communication' integration. You walk to talk, and this course explains how. Brings back into play the primitive reflexes and their integration. Gives a variety of assessment routines. Evidence recap, theory and practical (might include hands on with participants, as some techniques can be done on the adults in the room!). Some videos too.

**SEE BELOW FOR THE POST GRADUATE QUALIFICAITONS DETAILS**

Courses and options offered by the College



# MODULES OVERVIEW – PAEDS (COMMON CONDITIONS MSK) AWARD / COMBINE WITH THE OBSTETRICS AWARD, FOR A MOTHER AND BABY POST GRADUATE CERTIFICATE

*300 hours of fantastic learning experiences, evidence frameworks and critical appraisal of osteopathic practice perspectives.* Buy the full programme versions via: [www.cnmo.co.uk](http://www.cnmo.co.uk)

THE AWARD IS ALL OF THE OPTIONS BELOW.

REPLACE THE PRACTICAL DAYS WITH WEBINARS TO ACHIEVE AN ONLINE-ONLY AWARD.

OMIT EMODULE A, AND ALL ASSESSMENTS IN ALL THE MODULES (save mini quizzes and tasks in emodules), TO ACHIEVE A CPD CERTIFICATE OF COMPLETION.

Just want to pick and mix some of the elements? – buy individual items listed below on [www.caroline-stone.com](http://www.caroline-stone.com)



## MODULES OVERVIEW

P MSK- EMA: Paeds MSK Emodule A

“Integrated practice, learning and evidence”. Runs throughout the whole programme. Considers learning and assessment strategies for evidence informed practice. No Unit / practical day.

P MSK – EM B: Paeds MSK Emodule B

“Considerations for general paediatric osteopathic practice in regard to common conditions in younger babies”. Includes: Case history, role boundaries, red flags and risks relating to common paediatric conditions, and communication in paediatric osteopathic practice. No Unit / practical day.

MODULE ONE – P MSK M1 - “Initial settling, pain, tissue stress and issues from the birth process, sleep dynamics, initial assessment routines”

*P MSK M1-PM1:* Practical Unit 2: Initial settling, pain, tissue stress and issues from the birth process, sleep dynamics, initial assessment routines

*P MSK – M1-EM1:* The perinatal period and first weeks.

MODULE TWO – P MSK – M2 - “Respiratory and suck integration, primitive reflexes and osseous strain and sensory integration, head and face function and assessment routines”

*P MSK-M2-PM2:* Practical Unit 2: Respiratory and suck integration, primitive reflexes and osseous strain and sensory integration, head and face function and assessment routines

*P MSK M2 EM2:* Physiological adaptation to individual functioning, the transition period, establishing independence. How the MSS system interacts with infant physiology and function.

MODULE THREE – P MSK M3 - “Plagio, global movements, hips, age related patterns, development over time, and assessment routines.”

*P MSK – M3 – PM3:* Practical Unit 3: Plagio / headshapes, global movements, hips, age related patterns, development over time, and assessment routines.

*P MSK – M3 – EM3:* Movement, development and structure.

MODULE FOUR – P MSK – M4 - “Gait and orthopaedics, issues for the older child, and assessment routines.”

*P MSK – M4-PM4:* Practical Unit 4: Gait and orthopaedics, issues for the older child, and assessment routines

*P MSK – M4 – EM4:* Locomotion and global movement, and coordination. Integration of motor sensory development with social, emotional and physiological development.

## CHART FOR THE PAEDIATRIC (COMMON CONDITIONS MSK) OPTIONS

PMSK - EM-A: Integrated practice, learning and evidence

PMSK - EM-B: Functions and physiology within the head, neck and chest.

- PMSK-M1 MODULE
- PMSK-M1 - PM1 PRACTICAL DAY LECTURE
- ALSO INCLUDES EMODULE:
- PMSK-M1 - EM1:
- The cranio-facial structures and their function.
- Neonatal and transitional physiology.

PM1: INITIAL SETTLING, PAIN, TISSUE STRESS

PM2: HEAD, FACE AND THROAT FUNCTION AND ASSESSMENT ROUTINES

- **PMSK-M2 MODULE**
- PMSK-M2 - PM2 PRACTICAL LECTURE DAY
- ALSO INCLUDES EMODULE:
- PMSK-M2 - EM2: Musculoskeletal and skeletal interactions with the autonomics and pain processing, IMPACTS FOR FEEDING

PM3: PLAGIO, GLOBAL MOVEMENTS, HIPS, AGE RELATED PATTERNS

PM4: GAIT AND ORTHOPAEDICS, ISSUES FOR THE OLDER CHILD, AND ASSESSMENT ROUTINES.

### • **PMSK-M3 - MODULE**

- PMSK-M3 - PM3:
- PRACTICAL DAY
- LECTURE
- ALSO INCLUDES EMODULE:
- 
- PMSK-M3 - EM3: Shape, form and function in paediatrics.

- **PMSK-M4 - MODULE**
- PMSK-M4 - PM4 PRACTICAL DAY LECTURE
- ALSO INCLUDES EMODULE:
- PMSK-M4 - EM4: Bony cavity and spinal changes over time.

## Content summary – PAEDIATRICS AWARD: MORE INFORMATION AND DETAIL IN THE FULL PROGRAMME HANDBOOK

P MSK- EMA: Paeds MSK Emodule A “Integrated practice, learning and evidence”.

Objectives	<ul style="list-style-type: none"> <li>To revisit how to learn, what approaches there are to self-assessment of learning and competence,</li> <li>Review how to orient a learning needs analysis to one’s own personal professional situation and how to monitor learning outcomes</li> <li>To review different types of evidence used to inform practice</li> <li>To discuss literature based evidence and consider how to review a journal article</li> <li>To reflect on how journal articles and different written forms of case analysis, case report, commentary or research report etcetera, are constructed and what are the aims of each type of evidence</li> <li>To review the concepts of communities of practice and other social theories relevant to healthcare groups and group dynamics</li> <li>To discuss issues of communication in an integrated healthcare setting or situation</li> <li>To review development of assessment tools for clinical practice and how to undertake standard setting processes</li> <li>To enable an effective self-assessment and appraisal of competence in this programme’s topics, and to develop a personal professional approach guided by best practice principles</li> </ul>
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P MSK – EM B: Paeds MSK Emodule B - “Considerations for general paediatric osteopathic practice in regard to common conditions in younger babies”

Objectives	<ul style="list-style-type: none"> <li>To review aspects of paediatric anatomy, physiology and pathology</li> <li>To review the concepts of risk for manual therapy and assessment in paediatric care</li> <li>To develop effective and informative examination and assessment strategies to review an osteopathic approach to paediatric practice for variously aged children</li> <li>To review and develop appropriate clinical history and clinical screening strategies in osteopathic care relevant to the paediatric patient</li> <li>To develop effective biomechanical and symptom related assessment protocols suitable for osteopathic practice, for different ages of child <ul style="list-style-type: none"> <li>To critically appraise a range of healthcare issues and management relevant to women during pregnancy and the peri-partum period.</li> </ul> </li> <li>To discuss a range of orthodox and complementary / other manual medicine approaches to care in paediatric care.</li> </ul>
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MODULE ONE – P MSK M1 - “Initial settling, pain, tissue stress and issues from the birth process, sleep dynamics, initial assessment routines”

Objectives (of practical and emodule combined)	<ul style="list-style-type: none"> <li>To review physiology of the neonatal period and transition to independent living – with reference to the way the musculoskeletal system is involved with this</li> <li>To discuss the role and relevance of periosteum and ossification in sensory motor and pain presentations</li> <li>To develop effective and informative examination and assessment techniques to review an osteopathic approach to pain and movement disorders in babies and children, relevant to osteopathic practice</li> <li>To review the paediatric biomechanical impacts from labour and delivery from an osteopathic perspective</li> <li>To identify biomechanical issues for the infant arising from different modes of delivery, obstetric trauma and peri-partum complications, and their relevance for osteopathic practice</li> <li>To identify standard approaches in medical management of different birth outcomes and impacts from caesareans, or various assisted vaginal deliveries, and how to engage with these care protocols as an osteopath.</li> </ul>
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MODULE TWO – P MSK – M2 - “Respiratory and suck integration, primitive reflexes and osseous strain and sensory integration, head and face function and assessment routines”

Objectives (from the practical module and the emodule combined).	<ul style="list-style-type: none"> <li>• To review the contribution of osteopathy to the management of perinatal problems, function and complications</li> <li>• To develop effective and informative examination and assessment techniques to review an osteopathic approach to the perinatal period, relevant to osteopathic practice</li> <li>• To discuss issues around concepts of infant feeding strategies used by different healthcare professionals and systems, and the interaction of osteopathy with these concepts</li> <li>• To understand the development of neuro-sensory functions, development of autonomic balance and maturity, and primitive reflexes and their integration</li> <li>• To discuss issues around concepts of movement and function in babies used by different healthcare professionals and systems, and the interaction of osteopathy with these concepts</li> <li>• To discuss a range of orthodox and complementary / other manual medicine approaches to movement and function in babies and children.</li> <li>• To identify and practice a range of manual medicine and osteopathic approaches to general health and function, as well as movement disorders and common biomechanical disorders in babies, and appraise their risks and benefits</li> </ul>
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MODULE THREE – P MSK M3 - “Plagio, global movements, hips, age related patterns, development over time, and assessment routines.”

Objectives (from the practical module and the emodule combined).	<ul style="list-style-type: none"> <li>• To identify biomechanical issues arising from the different types of skeleton origins and the development and increasing function and physiology of the bones.</li> <li>• To consider interactions between bones, autonomics, endocrine maturation and immune system functionality, and their relevance for osteopathic practice</li> <li>• To review the types of moulding issues, congenital, deformational and other, and how these impact on sensory functions, and on infant and child development as a whole,</li> <li>• To consider neuromotor and musculoskeletal changes, and how various common conditions can impact on growth, tissue function, innervation and coordination</li> <li>• considers the osteopathic contribution to managing problems in these areas with respect to common conditions</li> <li>• To identify ways osteopathic approaches can help restoration of effective function for hips, trunk and head.</li> </ul>
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MODULE FOUR – P MSK – M4 - “Gait and orthopaedics, issues for the older child, and assessment routines.”

Objectives (from the practical module and the emodule combined).	<ul style="list-style-type: none"> <li>• To identify biomechanical issues arising from growth and use dynamics in the paediatric skeleton -preschool to adolescence</li> <li>• To review common pathologies and disorders affecting the musculoskeletal system in children</li> <li>• To review mental health issues for children as it relates to body image and posture and anatomical changes over time.</li> <li>• Considers longer terms implications of neuromotor and musculoskeletal development issues or pathologies / birth injury / premature sequelae later in life.</li> <li>• considers the osteopathic contribution to managing problems in these areas with respect to common conditions</li> <li>• To identify ways osteopathic approaches can help restoration of effective function for hips, trunk and head.</li> <li>• Discusses risks, communication, evidence and objectives for paediatric MSK osteopathic care.</li> </ul>
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## MODULES OVERVIEW – OBSTETRICS AND POST PARTUM AWARD / CPD UNITS OR AS PART OF WOMEN'S HEALTH CERTIFICATE / MOTHER AND BABY CERTIFICATE.

*300 hours of fantastic learning experiences, evidence frameworks and critical appraisal of osteopathic practice perspectives.* Buy the full programme versions via: [www.cnmo.co.uk](http://www.cnmo.co.uk)

THE AWARD IS ALL OF THE OPTIONS BELOW.

REPLACE THE PRACTICAL DAYS WITH WEBINARS TO ACHIEVE AN ONLINE-ONLY AWARD.

OMIT EMODULE A, AND ALL ASSESSMENTS IN ALL THE MODULES (save mini quizzes and tasks in emodules), TO ACHIEVE A CPD CERTIFICATE OF COMPLETION.

Just want to pick and mix some of the elements? – buy individual packages (emodules or practical days) below on [www.caroline-stone.com](http://www.caroline-stone.com)

O-EM A: Obstetrics Emodule A - **“Integrated practice, learning and evidence”**. Runs throughout the whole programme. Considers learning and assessment strategies for evidence informed practice. No Unit / practical day.

O-EM B: Obstetrics Emodule B - **“Normal and high risk pregnancy – materno-foetal interaction during pregnancy”** Includes: Physiology and tissue changes in pregnancy, materno-foetal physiological interactions, risks and care frameworks through pregnancy. No Unit / practical day. 45 hours distance / online learning.

**MODULE ONE – OM1 - “Movement and function throughout pregnancy: Mechanical-emotional materno-foetal interactions in pregnancy. Looking forwards to birth.”**

*OM1-PM1:* Practical Unit 1: Assessment routines in pregnancy. 8 hours.

*OM1-EM1:* Biomechanics, posture changes, load bearing in pregnant tissues, effects on maternal tissues. Differences between singleton and multiple babies, differences between first and subsequent pregnancies. Vulnerabilities around first trimester. 45 hours distance / online learning.

**MODULE TWO – OM2 - “Later pregnancy dynamics, and preparation for labour and delivery” Includes mechanical-emotional materno-foetal interactions in pregnancy. Looking forwards to birth.**

*OM2-PM2:* Practical Unit 2: Optimum Foetal Positioning, materno-foetal interactions. Assessment for later pregnancy. 8 hours.

*OM2-EM2:* Foetal positioning and alignment; late pregnancy dynamics, labour and delivery, peripartum changes. Can be done before or after the associated practical module. Concepts regarding triggers for labour. 45 hours distance / online learning.

**MODULE THREE – OM3 - “Peripartum issues, labour and its consequences, initial recovery for mum, bonding and breastfeeding commentary– the new family unit”**

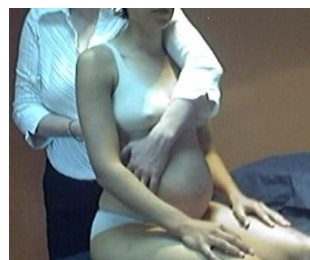
*OM3-PM3:* Practical Unit 3: Labour and its consequences, Peri-partum and Post-partum / 4<sup>th</sup> trimester issues. 8 hours.

*OM3-EM3:* Risks, boundaries and care frameworks for the peripartum period. Breastfeeding, initial recovery and interprofessional liaison. 45 hours distance / online learning.

**MODULE FOUR – OM4 - “Maternal restoration and recovery. Moving forwards as a mother and a woman.”**

*OM4-PM4:* Post-partum maternal recovery, restoration of non-pregnancy dynamics. 8 hours.

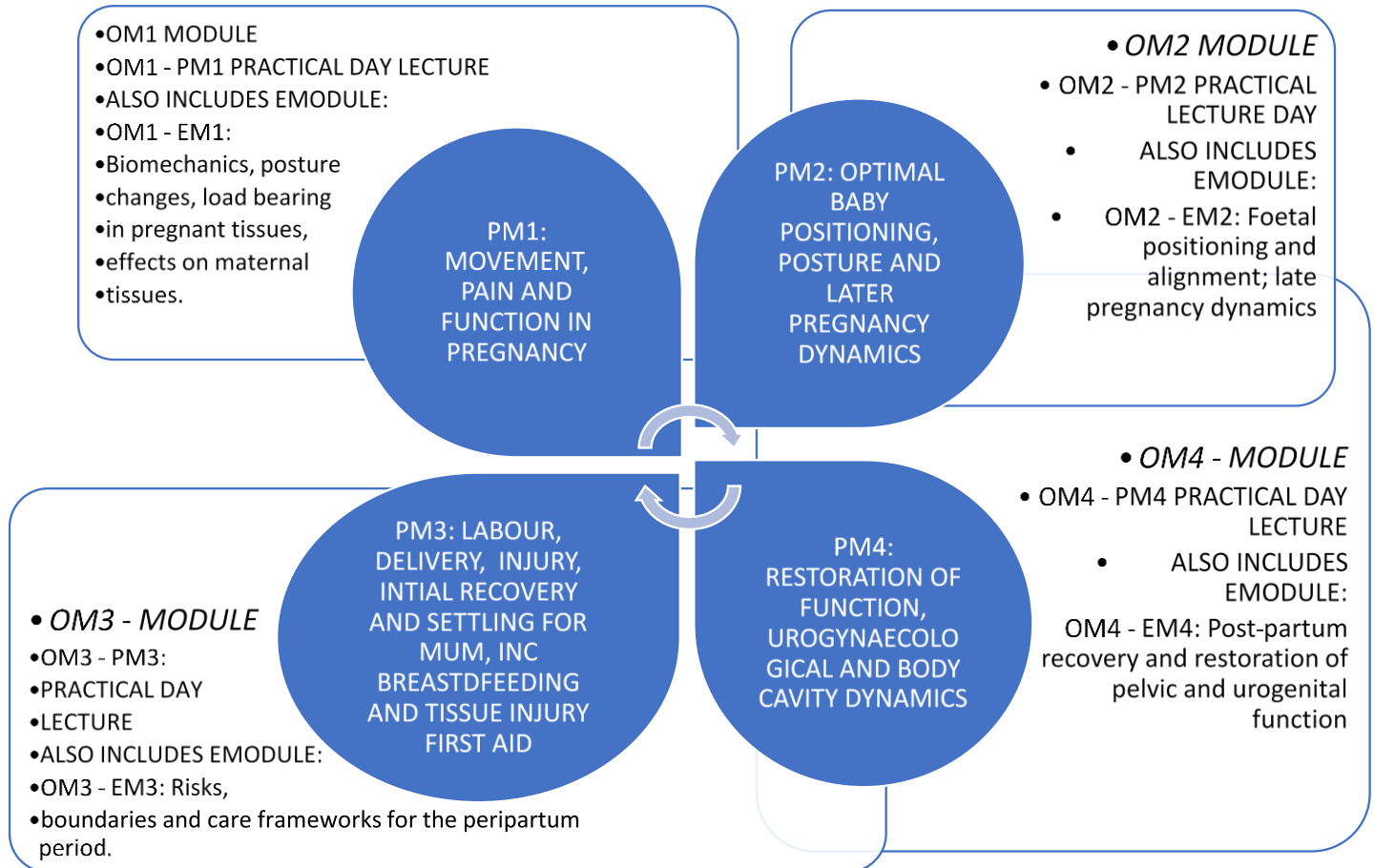
*OM4-EM4:* Post-partum recovery and restoration of pelvic and urogenital function; Communication / consenting for various clinical presentations. 45 hours distance / online learning.



## CHART FOR THE OBSTETRICS OPTIONS

OEM-A: Integrated practice, learning and evidence

OEM-B: Normal and high risk pregnancy – materno-foetal interaction during pregnancy



## Content summary – MORE INFORMATION AND DETAIL IN THE FULL PROGRAMME HANDBOOK

### O-EM A: Obstetrics Emodule A - “Integrated practice, learning and evidence”.

Objectives	<ul style="list-style-type: none"><li>• To revisit how to learn, what approaches there are to self-assessment of learning and competence,</li><li>• Review how to orient a learning needs analysis to one’s own personal professional situation and how to monitor learning outcomes</li><li>• To review different types of evidence used to inform practice</li><li>• To discuss literature based evidence and consider how to review a journal article</li><li>• To reflect on how journal articles and different written forms of case analysis, case report, commentary or research report etcetera, are constructed and what are the aims of each type of evidence</li><li>• To review the concepts of communities of practice and other social theories relevant to healthcare groups and group dynamics</li><li>• To discuss issues of communication in an integrated healthcare setting or situation</li><li>• To review development of assessment tools for clinical practice and how to undertake standard setting processes</li><li>• To enable an effective self-assessment and appraisal of competence in this programme’s topics, and to develop a personal professional approach guided by best practice principles</li></ul>
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### O-EM B: Obstetrics Emodule B - “Normal and high risk pregnancy – materno-foetal interaction during pregnancy”

Objectives	<ul style="list-style-type: none"><li>• To review obstetric physiology and pathology</li><li>• To review the concepts of normal and high risk in obstetrics and the peripartum period</li><li>• To develop effective and informative examination and assessment techniques to review an osteopathic approach to obstetrics, relevant to osteopathic practice</li><li>• To review and develop appropriate clinical history and clinical screening strategies in osteopathic care relevant to the pregnant patient</li><li>• To develop effective biomechanical and symptom related assessment protocols suitable for osteopathic practice, through the stages of pregnancy.</li><li>• To critically appraise a range of healthcare issues and management relevant to women during pregnancy and the peri-partum period.</li><li>• To discuss a range of orthodox and complementary / other manual medicine approaches to care in women’s general health during pregnancy.</li></ul>
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**MODULE ONE – OM1 - “Movement and function throughout pregnancy: Mechanical-emotional materno-foetal interactions in pregnancy. Looking forwards to birth.”**

Objectives (of practical and emodule combined)	<ul style="list-style-type: none"> <li>• To review biomechanics of pregnancy and its impacts on maternal function</li> <li>• To review pathology relevant to orthopaedic and rheumatologic function in pregnancy</li> <li>• To review posture in pregnancy and changes throughout the pregnancy</li> <li>• To discuss the role and relevance of fascia in pregnancy, labour and delivery</li> <li>• To develop effective and informative examination and assessment techniques to review an osteopathic approach to pain and movement disorders in pregnancy, relevant to osteopathic practice</li> <li>• To discuss issues around concepts of movement and function in pregnancy used by different healthcare professionals and systems, and the interaction of osteopathy with these concepts</li> <li>• To discuss a range of orthodox and complementary / other manual medicine approaches to movement and function in pregnancy.</li> <li>•</li> </ul>
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**MODULE TWO – OM2 - “Later pregnancy dynamics, and preparation for labour and delivery” Includes mechanical-emotional materno-foetal interactions in pregnancy. Looking forwards to birth.**

Objectives (from the practical module and the emodule combined).	<ul style="list-style-type: none"> <li>• To develop effective and informative examination and assessment techniques to review an osteopathic approach to the later pregnant woman, relevant to osteopathic practice</li> <li>• To discuss issues around concepts of foetal positioning used by different healthcare professionals and systems, and the interaction of osteopathy with these concepts</li> <li>• To review the concepts of foetal positioning from an osteopathic perspective</li> <li>• To review and have effective strategies for the resolution of biomechanical factors in the later pregnant woman</li> <li>• To discuss issues of risk in relation to manual approaches in the later pregnant woman.</li> </ul>
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**MODULE THREE – OM3 - “Peripartum issues, labour and its consequences, initial recovery for mum, bonding and breastfeeding commentary– the new family unit”**

Objectives (from the practical module and the emodule combined).	<ul style="list-style-type: none"> <li>• To identify biomechanical issues arising from different modes of delivery, obstetric trauma and peri-partum complications relating to upper body, arms, and breastfeeding, and their relevance for osteopathic practice</li> <li>• To understand the changing nature of the family unit, and the roles, contributions and boundaries of its members</li> <li>• To review breast feeding and other feeding practices, and the osteopathic contribution to managing problems in these areas</li> <li>• To review the resolution of biomechanical factors in the post partum period – relating to scars eg abdominal / caesarean and also pelvic floor.</li> <li>• To identify ways osteopathic approaches can help restoration to effective non pregnancy function for the upper body, chest and breast.</li> <li>• To understand emotional and mental health issues relating to bonding and the dynamics of the new family unit.</li> </ul>
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**MODULE FOUR – OM4 - “Maternal restoration and recovery. Moving forwards as a mother and a woman.”**

Objectives (from the practical module and the emodule combined).	<ul style="list-style-type: none"><li>• To review reproductive and gynaecological physiology and pathology, FROM A TISSUE MOVEMENT, TENSION AND TONE PERSEPCTIVE</li><li>• To develop effective and informative examination and assessment techniques relevant to women’s reproductive / gynaecological health</li><li>• to review an osteopathic approach to women’s reproductive / PELVIC health</li><li>• To discuss a range of orthodox and complementary / other manual medicine approaches to care in women’s reproductive health.</li><li>• To critically appraise an osteopathic role in the restoration of pelvic, pelvic floor and other sensitive areas work related to post partum consequences for normal function.</li><li>• To review communication and consenting issues related to this work.</li></ul>
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## COSTS

- 1) NORMAL PRICE OF A 4 DAY LECTURE - \$900 CANADIAN.
- 2) NORMAL PRICE OF THE WEBINAR / RECORDINGS PACKAGE PER 4 DAYS: \$600 CANADIAN.
- 3) NORMAL PRICE OF THE ONLINE VERSION OF THE CNMO AWARD / QUALIFICATION: \$850. (INCLUDES WEBINAR RECORDINGS AND EMODULES AS EXTRA)
- 4) NORMAL PRICE OF THE PRACTICAL VERSION (INCLUDES PRACTICAL LECTURE DAY ATTENDANCE) PER AWARD / QUALIFICATION: \$1350. (INCLUDES LECTURES PLUS EMODULES AS EXTRAS)

COMBINE THE 2 AWARDS FOR THE POST GRADUATE CERTIFICATE (INTERNALLY VALIDATED).

## DISCOUNTS

There are various options for discounts, depending on when you want to pay in full by, and what option you want.

There is more information on the College website, there are programme handbooks you can download – and for the CNMO Qualifications it is essential that you read the handbook first to ensure you can meet the commitments. These are designed to be 30 credit style equivalent level 7 (Masters level) courses, requiring up to 300 hours per award. So, they are much more extensive than a typical CPD / short online course. The CNMO awards are assessed and are internally validated by the College. The aim is to orient you to advanced level practice not just run through a few theories and techniques.

### DISCOUNT FOR PRACTICAL LECTURES ONLY:

OBS PRACTICAL BLOCK- AUG 15-16-17-18

OBS BLOCK - EARLY BIRD PAY IN FULL BY 18 APRIL 2019, \$750

OBS BLOCK - PAY DEP OF 200 BY 18 APRIL, BAL OF 600 BY 30 APR, (\$800 TOTAL)

OBS BLOCK - PAY DEP OF 200 BY 30 APR, BAL OF 700 BY 31 MAY, (\$900 TOTAL)

OBS BLOCK - PAY 200 BY 18 MAY AND PAY BALANCE OF 800 BY 30 JUN (\$1000 TOTAL)

PAEDS BLOCK – SAME PATTERN AS ABOVE.

### DISCOUNTS FOR CNMO PRACTICAL AWARDS:

PAEDS PRACTICAL AWARD EARLYBIRD PAY IN FULL BY 18 APRIL, \$1000

PAEDS PRACTICAL AWARD PAY IN FULL AFTER 19 APRIL, \$1350

OBS AND PP PRACTICAL AWARD EARLYBIRD PAY IN FULL BY 18 APRIL, \$1000

OBS AND PP PRACTICAL AWARD PAY IN FULL AFTER 19 APRIL, \$1350

### OBS AND POST PARTUM WEBINAR BLOCK:

OBS WEBINAR BLOCK EARLYBIRD DISCOUNT PAID IN FULL BY 30 APRIL, \$450

OBS WEBINAR BLOCK PAID IN FULL BUT PURCHASED AFTER 1 MAY \$600

### PAEDS WEBINAR BLOCK:

PAEDS WEBINAR BLOCK EARLYBIRD DISCOUNT PAID IN FULL BY 30 APRIL, \$450

PAEDS WEBINAR BLOCK PAID IN FULL BUT PURCHASED AFTER 1 MAY \$600

PAEDIATRICS ONLINE AWARD - FULL PRICE, ONE PAYMENT OPTION ONLY – NO DISCOUNT \$850

PAEDIATRICS ONLINE AWARD - FULL PRICE, ONE PAYMENT OPTION ONLY – NO DISCOUNT \$850

### General notes:

There must be sufficient numbers by 31 May that have either paid in full for the practicals or have put down a deposit to attend and then have paid balance by 31 May, for course to go ahead (so my flights can be booked and so on!)

Course will there be confirmed or not by 31 May and any payments made prior to this is not enough numbers will be refunded in full. When the course is full, the payment buttons / shopping cart will be switched off on the website.

You can cancel without penalty by 15 June, but any cancellation for the practical after that incurs a 50% surcharge (of monies paid till that point) which will be retained. Any cancellation after 12 July will incur the full fee – i.e. no refund unless you find a replacement student or there are special circumstances.

Any cancellation after 30 June 2019 will incur the full fee – so no refund in that instance.

If I am sick / can't travel / have to cancel the course for any reason, up to and including the start date itself, then your course fees for the practical components will be repaid in full, but no claim or allowance will be made for any other expenses or inconvenience you might have incurred such as your own flights / travel / accommodation / loss of earnings costs – these are undertaken at your own risk and the College has no liability for these.