

Osteopathy as Relational Clinical Practice

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Statement of interests

- Doctoral work
- Interest in evidence and practice
- Research funding
- Educators
- Clinicians
- Co-authored papers
- No funding for this work

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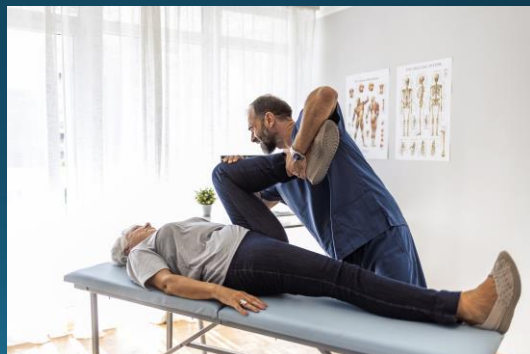
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Osteopathic Epistemologies - How we know things

Empiricist



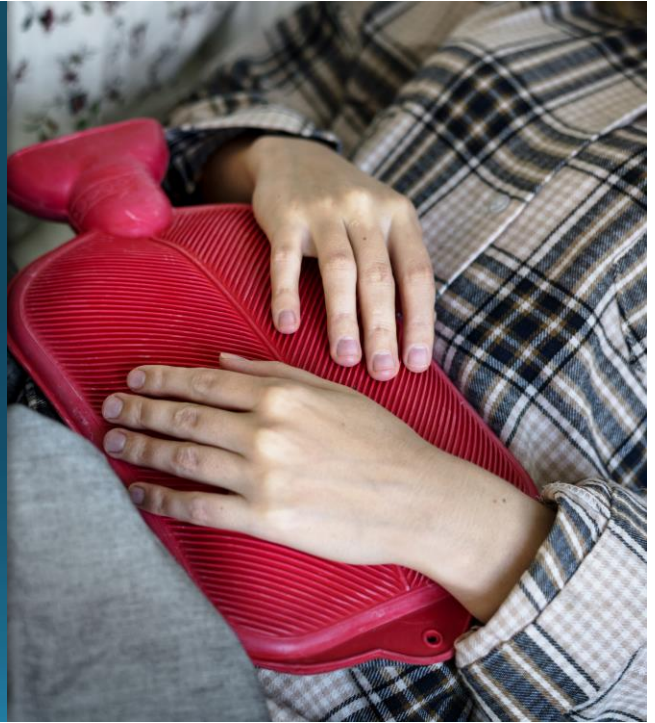
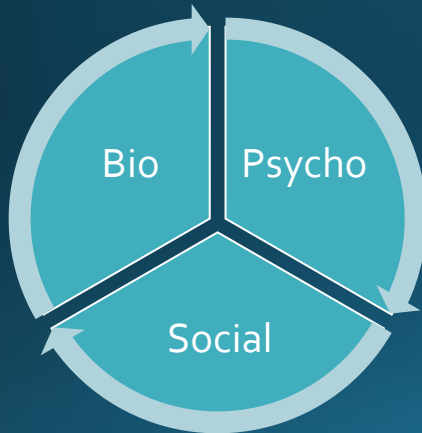
Pragmatist



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Biopsychosocial Frame



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Contextual Drivers of Poor Health



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Osteopathic Flourishing

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Osteopathy as Relational Practice



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Osteopathy as Relational Practice

- Not just intersubjective therapeutic relationship
- Person in the world – organic, nonlinear complex system
- Consideration of connectedness of person in their lived world
 - More than connections of the body, or person, but the person-in-their-lived-world
- Foregrounds interpretative, empathetic, reflexive mind-set
 - More than mechanical or problem solving approach



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Principles of Relational Practice

Themes that run through education, research and practice:

- Reflexivity
- Criticality
- Creativity
- Empathy
- Philosophical pluralism



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Principles of Relational Practice

- Reflexivity: reflective learning, reflexivity in research, reflective practice – authentic use of metacognition in and on practice
- Criticality: critical theory (a political stance focussed on the promotion of social justice), learning literacy, critical understanding of research and its methods



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Principles of Relational Practice

- Creativity: exploring the aesthetics of practice, using creative enquiry as a research method, and to deliver the curriculum, through, e.g., creative arts (poetry, performance, music, visual arts, sculpture)
- Empathy: cultivating epistemic humility, putting the patient's experience at the centre of the curriculum, and their voice at the heart of research

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Principles of Relational Practice

- Philosophical pluralism: a commitment to “checking our privilege” and positionality;
 - Accepting that our unique patients may have cosmologies, realities, and belief systems that are entirely different from our own;
 - Committing to developing shared horizons of understanding with our patients and students
 - Catalyst to developing new questions and research methodologies, to fit the complexity of contemporary osteopathic case-loads and practice.

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Philosophical Pluralism



Banton, A., & Vogel, S. (2024) *Relational clinical practice: A hermeneutic, enactive, intersubjective model of osteopathy* – ScienceDirect: <https://doi.org/10.1016/j.ijosm.2023.100707>

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Relational Practice

- Human-scale practice
- Patient at the heart of care
- Model that takes account of the lived experience of our patients
- Creative research methodologies
- Currency to converse with other disciplines



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The New Curriculum

Developing
osteopaths
who are

reflective

critical

creative

empathic



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What next?



- A working group to explore osteopathic curricular innovations?
- Collaboration with other allied health and physical health professionals
- A review of existing social science, humanities and creative healthcare educational provision in medical and allied health schools

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Contact us . . .

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Selective References

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