

The OsMoSys Project

Osteopathic Models

Synthesis

Dr Jerry Draper-Rodi

Associate Professor

Head of Research and Knowledge Exchange





- Independent clinician with interest in promoting osteopathy to provide care for patients.



- Associate Professor at HSU UCO SoO with interests in promoting research and evidence informed practice.



- Received funds from the Osteopathic Foundation (UK Charity)
- Receive income from an e-learning at HSU CPD



- Interest in promoting research
 - Director of NCOR
 - Fellow of SOLAR (Strengthening Osteopathic Leadership And Research) programme in Sydney

Why this project?

- Osteopathic models: crucial to education
- Current challenge: poor evidence base
- Growing need for alignment with evidence
- Common challenge in allied health professions
- Need for tools and data to support evolution



What emerged?

Common themes

1. Need for evolution/paradigm shift
2. Professional identity concerns
3. Person-centred care
4. Educational challenges

Notable national differences

1. Regulatory status
2. Educational approaches
3. Practice models
4. Research culture

Multiple frameworks shape our education

International Level:

- WHO Benchmark Statement
- European Committee for Standardisation

National Level:

- UK: GOsC & QAA Standards
- Australia: Osteopathic Accreditation Standards
- New Zealand: Practice Competencies
- Switzerland: LPSan & OCPSan



Current challenges

- Lack of consensus on existing models
- Range of benchmarks and regulatory documents
- Need to balance:
 - National differences
 - Evidence-based practice
 - Professional identity
- Transfer of evidence into education

Understanding regional variations & model application

NATIONAL VARIATIONS

- Legal frameworks
- Regulatory requirements
- Social & political context
- Economic environment
- Scope of practice differences



OSTEOPATHIC MODELS AS TOOLS

- Support educational competencies
- Guide clinical practice
- Inform patient care decisions
- Bridge theory and practice



KEY SUCCESS FACTORS

- Model coherence
- Implementation efficiency
- Adaptability to national context
- Achievement of competencies
 - Educational outcomes
 - Clinical outcomes

Possible ways forward

CURRENT CHALLENGE

- Long-standing effort to define professional identity
- Traditional focus on practitioners' perspectives
- Limited by internal biases from theories and history

TWO ALTERNATIVE APPROACHES

SERVICE USER PERSPECTIVE

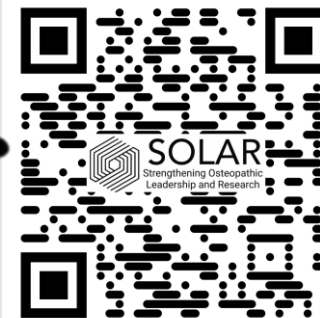
- Unbiased observations of service value
- Direct experience of benefits
- Reasons for choosing osteopathy
- Not influenced by osteopathy's theories and history

PRACTICE-BASED EVIDENCE

- Direct observation of clinical practice
- Qualitative research on practice styles
- Complex clinical reasoning analysis
- Focus on actions rather than self-reported behavior

ONGOING RESEARCH

- Dr Thomson's work on practice styles
- SOLAR programme collaboration on complex clinical reasoning in osteopathy



OsMoSys goals



Primary Questions:

1. What models are used in OEPs internationally?
2. How important are they in curricula?
3. What are educators' views on strengths/weaknesses?
4. How do practitioners use these models?

How will we do this?

Phase 1: Review & List

- Existing education documents
- Literature review
- Expert consultation

Phase 2: Global Feedback

- Programme Leaders (15-20 countries)
- Ensure comprehensive model listing

Please rate the importance of the following General Models or Concepts within your institution's programme.

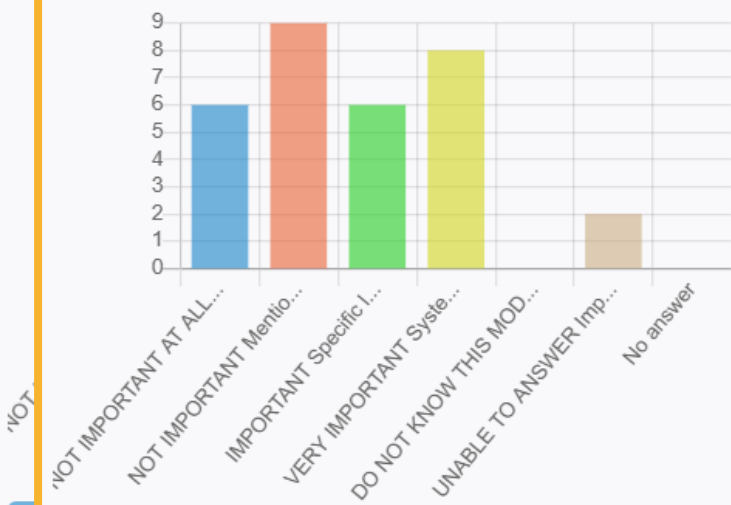
[Chapman reflexes]



- NOT IMPORTANT AT ALL Not taught
- NOT IMPORTANT Mentioned within program without a specific learning objective
- IMPORTANT Specific learning objective transferrable to clinical practice
- VERY IMPORTANT Systematically assessed within clinical exams
- DO NOT KNOW THIS MODEL Unknown model within the institution
- UNABLE TO ANSWER Impossible to determine

Please rate the importance of the following models in the cranial domain within your institution's programme.

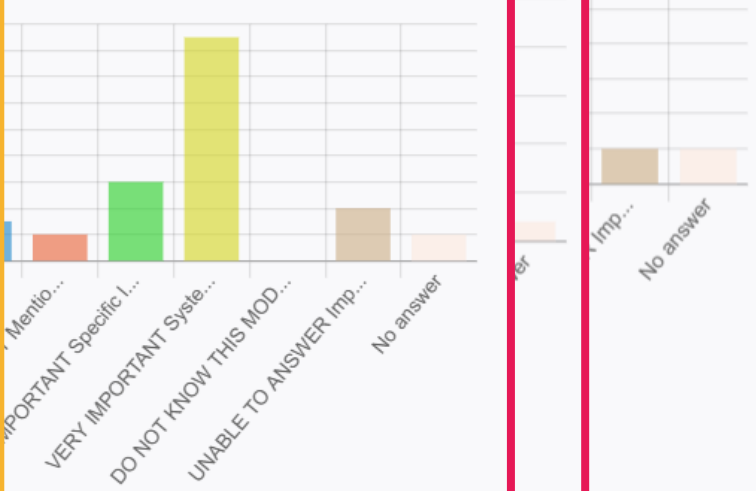
[Intra-osseous lesion]



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- UNABLE TO ANSWER Impossible to determine
- No answer

Please rate the importance of the following models in the cranial domain within your institution's programme.

[Intra-osseous lesion]



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Parallel surveys

1. Educators' Survey

- Views on models
- Implementation challenges
- Evidence assessment

2. Practitioners' Survey

- Clinical application
- Practical strengths / weaknesses
- Implementation challenges

What this project is **NOT**

- Not making judgements on models
- Not recommending model elimination
- Not creating a 'one-size-fits-all' approach

What This Project IS

- Mapping current practice
- Understanding implementation
- Supporting evidence-informed education

Project deliverables

- Comprehensive model mapping
- Open access report
- Peer-reviewed publication
- Conference presentations
- Educational resources

Long-term benefits

- Support curriculum development
- Framework for reflective practice
- Foundation for future research:
 - Student perspectives
 - Patient views
 - Educational toolkit development

Research team



**Dr Jerry
Draper-Rodi**
UCO School of
Osteopathy,
Health
Sciences
University



**Prof Paul
Vaucher**
COME
collaboration



**Mr Raimund
Engel**
Vienna School
of Osteopathy



**Ms Mia
Macdonald**



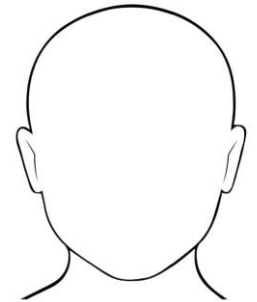
**Ms Sandra
Rinne**
Metropolia
University of
Applied
Sciences



**Dr Brett
Vaughan**
University of
Melbourne



**Prof Steven
Vogel**
Health Sciences
University



**Research
Associate**

Funding partners



The team has been successful in obtaining grants for this project from the SOSF (Switzerland) and the Osteopathic Foundation (UK).

Project timeline

- Phase 1: Model identification (3 months)
- Phase 2: Programme leader feedback (3 months)
- Phase 3 & 4: Parallel surveys (3 months)
- Phase 5: Analysis and reporting (3 months)

Get Involved!

Thank you for your attention

