

Roots and Blooms: *Navigating the Landscape of Osteopathic Education through the Lens of Liminality*

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In the dynamic landscape of osteopathic education, a delicate dance unfolds between tradition and modernism, embodying a liminal state that demands exploration. Liminality, a concept rooted in anthropology (1) and now applied to various study fields (2), refers to an in-between situational moment - a spatio-temporal threshold - where a rupture of the sense of self is followed by the reconstruction of a new identity (3).

The traditional foundations of osteopathic education, rooted in principles enshrined in practice, have provided a fruitful framework, fostering a lineage of procedural knowledge (4) (knowledge-how). Simultaneously, societal and scientific evolution introduce modern developments that challenge and reshape propositional knowledge (knowledge-that) within the osteopathic educational landscape (5).

This commentary navigates this nuanced terrain, viewing osteopathic education as a liminal space at a liminal time - a transformative journey wherein individuals and institutions undergo a metamorphosis exemplified by the pivotal struggle to meld long-established hands-on diagnostic and therapeutic procedures with the integration of updated theoretical knowledge and models. Challenges arise as resistance to change contends with the impetus of professional identity (6). However, within this tension lies an array of opportunities. The concept of liminality inherently encompasses both a sense of uncertainty and a world of potentiality, where conventional practices and ideas can be pushed in new directions (7) such as through the recent CITE framework (8).

To conclude, embracing the concept of liminality allows us to value the richness of both tradition and modernism, fostering an educational landscape that inclusively integrates the roots of osteopathy with the blooming demands of the future.

References

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