



Education and Registration Standards Committee

2 October 2014

Professionalism – Update on data collection and plans for student presentations

Classification	Public
Purpose	For discussion
Issue	An update about the progress of the professionalism project and plans for student presentations.
Recommendations	To consider and provide advice and feedback on the progress of the professionalism project..
Financial and resourcing implications	The budget of the Professionalism project for 2014-15 is £8,000 which includes an allowance for a sample of patients and the public to complete our professionalism tools.
Equality and diversity implications	None at the present time. However we are collating information about protected characteristics to ensure that there is no adverse impact from this project.
Communications implications	Information about our professionalism project is available on our website.
Annexes	None
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Background

1. The General Osteopathic Council (GOsC) Corporate Plan 2013 to 2016 outlines our goal 'to ensure that initial education and training is of high-quality and is fit for purpose in an evolving healthcare and higher education environment.' It states that 'we will support high standards of professional behaviours in students through student fitness to practise guidance, evaluation and ongoing activity.'
2. The Corporate Plan also outlines our goal 'to embed the role of the *Osteopathic Practice Standards* as the core principles and values for good osteopathic practice and high standards of professionalism.'
3. The 2014-2015 Business Plan states that we will:
 - Continue collecting data for undergraduate professionalism surveys in partnership with the osteopathic educational institutions.
 - Feedback findings to osteopathic educational institutions either through data analysis or data analysis and feedback seminar in partnership with osteopathic educational institutions.
 - Evaluate outcomes from professionalism in osteopathy project and identify key findings for incorporation into other work streams, including guidance on pre-registration osteopathic education, continuing fitness to practise proposals and related activities.
 - Work in partnership with OEIs to support identification of good practice in relation to teaching and learning of professional behaviours and support sharing of knowledge about student fitness to practise.
 - Consider how any learning from our student professionalism project can be incorporated into wider osteopathic practice.
 - Working in partnership with stakeholders, develop appropriate CPD resources through our online support pages to assist in embedding the OPS, drawing on the OPS evaluation strategy.
4. Our professionalism project makes a contribution to all these aims – alongside other aspects of our activity. The project comprises two parts:
 - a. The pre-registration/undergraduate professionalism tools – these tools explore views about lapses of professional behaviour in students and enable students to calibrate their own views about lapses with those of their cohort, osteopathic and medical students in general, patients and faculty. The act of reflecting on the views of others can support students to learn more about factors influencing professional behaviours.
 - b. E-learning tools with automated feedback for the osteopaths – these tools explore a range of short and longer scenarios focussed around

communication and consent as well as other areas of the *Osteopathic Practice Standards*. Osteopaths are asked to identify how unprofessional particular behaviours within the scenario are, identify relevant standards and guidance and then to consider again how unprofessional particular behaviours in the scenario are. The scenarios and questions aim to support awareness and understanding about the application of the *Osteopathic Practice Standards*.

5. This paper explains progress on the professionalism project and outlines next steps for the Committee to consider and provide feedback.

Discussion

Pre-registration / undergraduate professionalism tools (surveys)

6. During 2013, we were able to collect data from 5 of the 10 osteopathic educational institutions. This year we have made progress in adapting our osteopathic professionalism tools to collect directly comparable data from patients (rather than published data on other surveys). We are currently testing the inventory with our patient and public working group. So far, the survey appears to be working well and is providing discriminating responses to different questions. We plan to seek views from patients more widely – either initially through local advertising or through a sample of 100 members of the public. This will enable us to begin to feed back directly comparable and current views from patients to students to inform comparison between their own views and those of patients and faculty.
7. Work is also underway to adapt a survey for faculty and data is planned for collection during October 2014.
8. We have successfully published an article in the International Journal of Osteopathic Medicine confirming the adaptation and feasibility of the osteopathic professionalism tools (surveys) along with the opportunities for learning. The article is available at <http://www.sciencedirect.com/science/article/pii/S1746068914000662>. We also presented our work at the International Association of Medical Regulatory Authorities conference in London in 2014. Feedback about the work was very positive, with interest from members of other regulators. A copy of the presentation which shows the potential of data collected is available at: https://registration.livegroup.co.uk/Uploads/Event_764/Downloads/IAMRA%20professionalism%2020140815%20FINAL%20for%20IAMRA.pdf.
9. We have also completed a pilot feedback session with year one students in one osteopathic educational institution and we have completed an evaluation which shows that students changed their perceptions as a result of their session and that all would consider the views of another (e.g. patient, faculty, colleagues) before taking a view about a professional behaviour (feedback from this session is available on request from Fiona Browne at fbrowne@osteopathy.org.uk).

10. Such progress provided the opportunity to work more closely with all osteopathic educational institutions to feedback emerging findings to their cohorts.
11. On 17 September 2014, **all** OEIs agreed, in principle, to ask their students and faculty to complete the surveys and then invite us in (or to facilitate themselves) sessions feeding back the data from the individual student cohort, the collective osteopathic students, patients and faculty enabling discussion about differing lapses in professionalism and facilitating learning with and from peers. This is a major step forward for the work as it allows us to explore the issues with a greater number of students and others than we have to date. It provides us with the opportunity to understand more clearly (with much more data), where there is dissonance between student or tutor views and those of patients – thus more clearly enabling findings to be taken into account in both our own work (e.g. through producing guidance, targeted communications or e-learning etc) and that of OEIs (through targeted sessions, changes to curricula, specific guidance, seminars etc).
12. As part of this discussion, the OEIs reviewed our existing second year presentations, which focus on the *Osteopathic Practice Standards*. OEIs felt that it would be better for the GOsC to visit at the earliest opportunity in year 1 to embed the role of the General Osteopathic Council, to explore professionalism and professional behaviours and expectations of healthcare students and professionals and also to highlight the importance of the *Osteopathic Practice Standards*.

Professionalism tools for osteopaths

13. We now have the following e-learning scenarios launched:
 - Exploring Professional Dilemmas in Osteopathy – part one (launched 7 December 2013)
 - Exploring Professional Dilemmas in Osteopathy – part two exploring matters of patient partnership and communication (launched 22 September 2014)
 - Exploring Professional Dilemmas in Osteopathy – part three (launched 22 September 2014)
 - Exploring Professional Dilemmas in Osteopathy (1 Feb 2014) – This is a pilot module which enabled us to refine and enhance parts 2 and 3 above.
 - Osteopathic Practice Standards – (30 April 2012) – This is general revision short quiz.
14. The e-learning modules provide osteopaths with different ways to explore the *Osteopathic Practice Standards* using both short and more complex situational judgement scenarios. The most recent launched modules include one focussing on patient partnership, communication and consent and provide osteopaths with a way of undertaking CPD in the area of communication and consent which forms a part of our draft continuing fitness to practise framework.

15. Over time, we will collect data to explore how review of the Osteopathic Practice Standards affected people's views about the professionalism or otherwise of particular actions.

Next steps

16. The key focus for our work now is to:

- Increase data collection in both our pre-registration and post-registration modules to identify areas where views about lapses in professionalism are very different to those expected of other stakeholders and
- To facilitate discussions about the appropriate responses with key bodies in the osteopathic community and more widely to explore with all what roles we can take to better align views about lapses and to enhance professional behaviours.

Draft timetable

Date	Activity
Winter 2014	Survey for all students in OEIs to increase data about views.
Winter 2014	Increase data from patients and the public
Winter 2014	Targeted responses for individual cohorts and faculty fed back to cohorts in a facilitated learning session.
Winter 2014	Publicise registrant e-learning and analyse findings to explore effectiveness.
Spring 2014	Explore areas of dissonance with the wider osteopathic community to explore appropriate responses
Spring 2014	Evaluation

Recommendation: to consider and provide advice and feedback on the progress of the professionalism project.