

Development of professionalism learning tools in osteopathy

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Objective

- To support understanding of views about professional behaviour within and between Osteopathic Educational Institutions (OEs) and more widely
- To develop e-learning tools to 'support students to learn professional behaviours, including appropriate knowledge, skills, attitudes and values' – a regulatory requirement

Methods

- Recruitment of 11 OEs into pilot
- Consensus methods (face to face meetings of all 11 OEs, followed by online refinement and review by the GOsC) to determine inventory items using expertise drawn from the OEs and the regulator
- Ethical review completed for four OEs, others in progress

Results

- Two inventories developed:
 - Professionalism in Osteopathy (Academic) – with 34 items
 - Professionalism in Osteopathy (Clinical) – with 45 items
- Analysis in late 2012
- Comparisons should be possible with medical, dental and nursing respondents to the Dundee Professionalism Inventories

31. A fellow student asks you to help cover up a mistake in patient record keeping/care. (Optional)

a. How wrong do you think this behaviour/attitude is? (1 = not very wrong, 5 = very wrong) (Optional)

1 2 3 4 5

b. If a student becomes aware of this behaviour/attitude should they in the first instance: (Optional)

Ignore it

Challenge the person about the behaviour/attitude

Discuss the person's behaviour/attitude with peers to find a way of addressing it

Report the person's behaviour/attitude to a more senior person without trying to address it oneself or with peers

Take another course of action

If you selected 'Take another course of action', please specify: (Optional)

c. How frequently do you think this behaviour/attitude occurs among osteopathy students? (1 = not at all frequently, 5 = very frequently) (Optional)

1 2 3 4 5

d. How frequently do you think this behaviour / attitude occurs among qualified osteopaths? (not relevant or 1 = not at all frequently, 5 = very frequently) (Optional)

not relevant

1

2

3

4

5

31. Please suggest 3 to 5 items for anatomy / cadaver professionalism in the box below.

[View all responses](#) – There are too many responses to display on this page and so all the responses to this question are available on a separate page.

32. Please suggest 3 to 5 items for Social Media Professionalism.

[View all responses](#) – There are too many responses to display on this page and so all the responses to this question are available on a separate page.

33. Are there any other areas of professionalism that you would like to see included in the Osteopathy instrument?

Yes:		41.7%	5
No:		58.3%	7

Take home messages

- Embedding professional guidance is important. Few tools exist to support learning of professional behaviours in osteopathy
- These tools may help to identify differences within and between OEs and across the profession
- Comparisons may be possible with other healthcare students
- This gives potential to trace a learning curve for professionalism in osteopathic students in the UK



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Background

In March 2012, the UK General Osteopathic Council published student fitness to practise guidance for Osteopathic Educational Institutions. The guidance requires 'continual dialogue about professionalism which runs throughout osteopathic pre-registration education. Students should be supported to learn professional behaviours.'

The guidance must now be implemented to explore its effectiveness.

Summary of work

Two electronic inventories currently being used in UK and international medical schools are being customised by a consensus group recruited from the 10 UK Osteopathic Educational Institutions. One inventory encompasses academic integrity and the other early clinical professionalism.

Respondents to the inventories are asked to engage in judgements around the appropriate sanctions and responses to observed lapses in professionalism in order to help them learn the standards expected of them in preparation for autonomous clinical practice.

Summary of results

Data collected at the end of the current academic year will be reported and preliminary results explored for using the approach to trace the learning curve of osteopathic pre-registrant professionalism and compared with published data from medical students and faculty. The validity and reliability of the tools will be analysed to assess their value for learning and self-assessment.

Conclusions

Take – home message: impact and implementation of regulatory guidance.