

# New vision of soft skills education

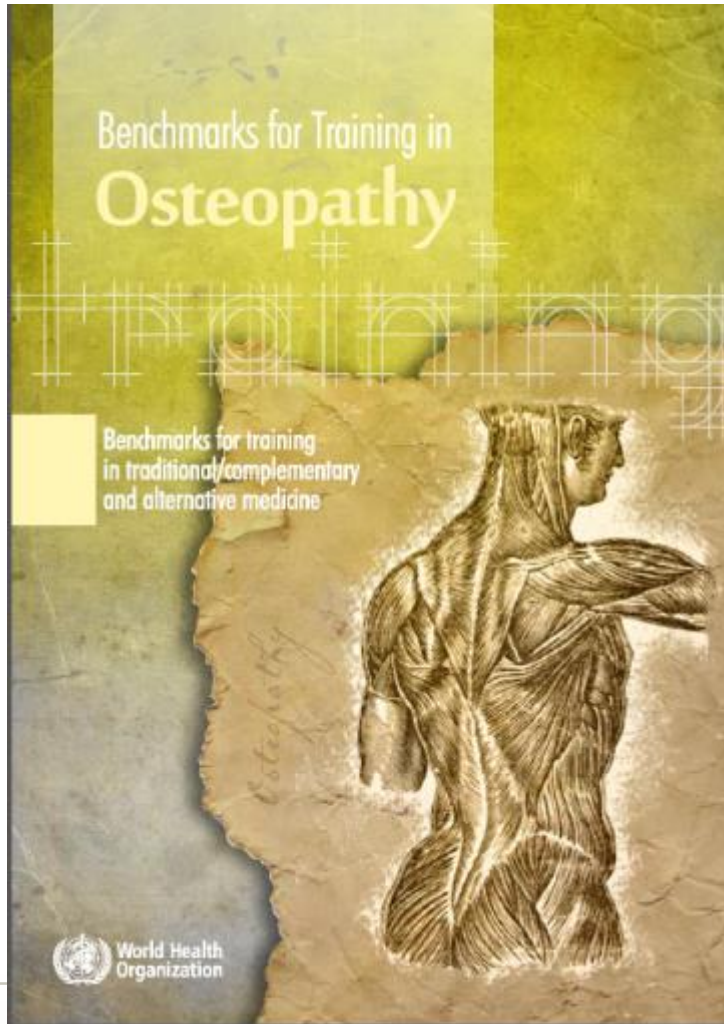
How to put competencies at  
the core of the osteopathic professional situation  
in regards to clinical practice and scientific  
development of students

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# AGENDA

1. Program design : Professional path
2. What is professionalism?
3. Teaching and assessment of soft competencies
  - In clinical situation
  - In scientific situation
4. Future

# UNIVERSITY PROGRAM



## The university program:

- Will follow one of the WHO's<sup>1</sup> recommended paths by targeting working health professionals and requiring the completion of at least 1000 hours
- Will lead to a Professional Science Master's degree

# PROFESSIONALIZATION PATH

- A different type of curriculum that intertwines the competency approach into a professionalization-oriented curriculum<sup>2</sup>
- Puts competencies at the core of the professional situation in regards to clinical practice and scientific development
- Learning progression according to the complexity of the reason for consultation
  - Phase 1: Local problems
  - Phase 2: Regional problems
  - Phase 3: Complex or systemic problems
  - Phase 4: Integration of all types of reason for consultation
- Insists on the necessity of a well-established learning progression, the importance of reflexive thinking and the usefulness of collaborative teaching

# PROFESSIONALIZATION PATH

## Un programme développé sous la forme de parcours de professionnalisation



# PROFESSIONALIZATION PATH/OSTEOPATHY: two professional situations

- **Clinical situation:**

- Conducting an osteopathic consultation for all types of clientele, featuring a broad range of functional disorders

Clinical, professional, interpersonal, ethical and continuous education competencies in traditional osteopathic competencies framework are all considered **in the evaluation criteria of the professional situations**

- **Scientific situation:**

- Documenting our professional practice of osteopathy to contribute to our own professional development, as well as to the development or enhancement of the scope of practice and the recognition and promotion of the profession

# PROFESSIONALISM

Hilton & Southgate, 2007

- “**Professional**” and “**professionalism**” have different meanings
- **Aristotele’ model:**
  - **Episteme** - the knowledge required for practice;
  - **Techne** - the skills or craftsmanship required;
  - **Phronesis** – “prudence” or “practical wisdom”; This is the application of judgement to address complex problems and conflicting interests. The concept of phronesis is important to describe the actions of the effective, mature professional.

# PROFESSIONALISM

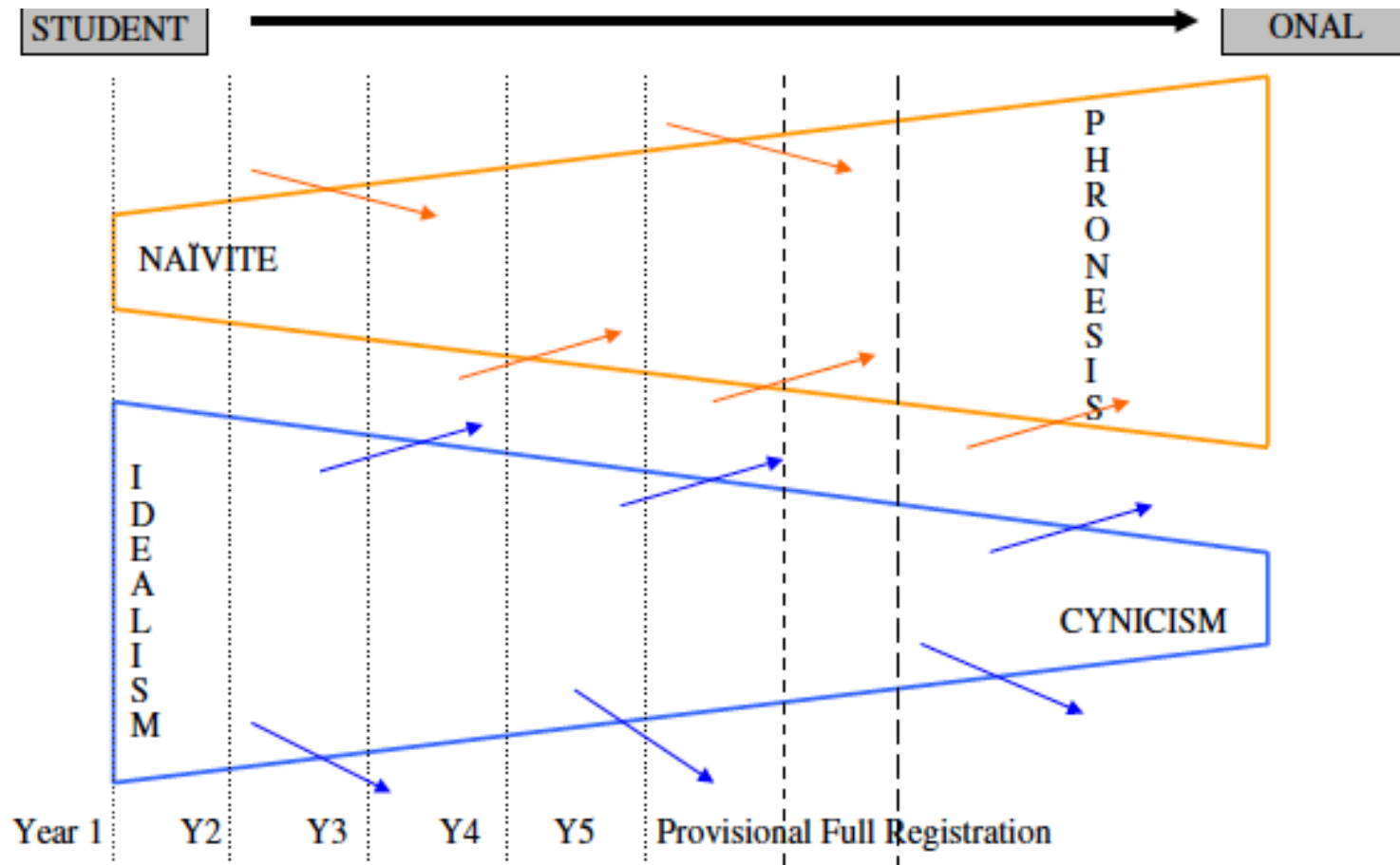
## An evolution, four stages <sup>3</sup>

<b>Stages of acquisition of professionalism</b>	<b>Levels of : Episteme (E) Techne (T) Phronesis (P)</b>	<b>Clinical example: 42-year old patient continues to smoke despite recurrent bronchitis</b>
1: Junior students	E + T	“The experts know that smoking is damaging for him. The man is a fool.”
2: Advanced students	E + T	“There is little doubt that smoking is damaging him. He is no fool, so other pressures mean he keeps smoking—or he is addicted.”
3: Young professional	E + T + P	“The evidence for harmful effects of smoking is overwhelming. There are social pressures or addiction issues to be addressed before he will quit. »
4: Mature professional	E + T + P	“Smoking cessation is a complex matter—balancing future longevity against current enjoyment. I need to help this patient to make his own decision by presenting him with clear information and choices. I have a duty to advise him, but also to respect his autonomy. I need to revise my approach to this problem.”



# PROFESSIONALISM

## An evolution



# TEACHING AND ASSESSMENT

Conceptual Framework of Hodges & al., Ottawa 2010 Conference

- Professionalism is difficult to teach and to assess
- Three interdependent levels :
  - **Individual:** Inherent? Or to be learned?
  - **Interpersonal process:** Interactions with others, and with contexts
  - **Macro-societal**
    - Social responsibility and morality
    - Institutional: political agendas and economic imperatives

# ASSESSMENT

Conceptual Framework of Hodges & al., Ottawa 2010 Conference

- **Individual level: Assessment of competencies before and after learning**
  - Written exams on concepts/knowledge basis, discussions, feedback and ability to display professional behaviours in real practice settings
  - **Triangulation:** several kinds of measures, by multiple observers, over multiple time periods, data gathered in multiple, complex and challenging contexts, in safe climate and with rich feedback : follow-up of behaviour change over time
  - **Matters of consideration:**
    - Not always reflecting contextual aspects
    - Tools created for specific contexts
    - Generational issues

# ASSESSMENT

Conceptual Framework of Hodges & al., Ottawa 2010 Conference

- **Interpersonal process: Formative assessments during learning and practice**
  - Student-teacher/ student-student/ student-patient/ student-health professional relationships, in different contexts
  - For example, could involve exposing students to dilemmas and having them bring up a resolution, observing and scoring the process they use, the values and principles involved and the decisions made
  - **Matters of consideration:**
    - Assessing students alone, without other members of the system and a context : the risk of missing important forces that shape and determine behaviours
    - While complete consensus on what are appropriate professional responses to complex problems and situations may not always be achieved completely, assessment and feedback should represent a collective perspective where possible

# ELEMENTS OF PROFESSIONALISM

Definition of Hilton & Southgate, 2007

- Respect for patients \* :
  - Biopsychosocial model (*WHO, 2010*)<sup>1</sup>:
    - Integrates the psychological, emotional, social and environmental aspects of a patient with pain or functional problem;
    - Recognizes the importance of a balanced therapeutic relation between patients and therapists regarding decision making process
- Ethical practice \* and \*\*
- Reflection/Self-awareness \* and \*\*
- Responsibility-Commitment to excellence/Lifelong learning \* and \*\*
- Teamwork and inter-professional collaboration \* and \*\*
- Social responsibility
- **\* Integrated in the program of University of Sherbrooke, in clinical\* and/or scientific situations\*\***

# CLINICAL SITUATION

## General situation and its four-phases declination

- **Conducting an osteopathic consultation for all types of clientele, featuring a broad range of functional disorders affecting one or many body tissues, in order to improve the client's condition and autonomy in regards to his reason for consultation and his initial health condition.**
  - Note: **Reflection and critical reflection** included in all phases mean the use of a deep learning approach with increasing levels while leveraging personal meaning to facilitate assimilation
- **PHASE 1:** the clinical approach includes the **elements of professionalism, is centered on the patient and his needs**, respects the field of practice and detects conditions pertaining to the structure limiting osteopathic practices (relative contraindications) and emergency conditions (absolute contraindications);
- **PHASE 2:** the clinical approach includes the **elements of professionalism, is centered on the patient and his needs**, respects the field of practice by integrating the general prevention role of osteopathy, especially for perinatal, and allows for the **management of uncertainty pertaining to the clinical reasoning's limits**;
- **PHASE 3:** the clinical approach includes the **elements of professionalism, is centered on the patient and his needs**, respects the field of practice and allows for the **management of uncertainty pertaining to possible impacts for the therapist** and for the **identification of ethical dilemmas**;
- **PHASE 4:** the clinical approach includes the **elements of professionalism, is centered on the patient and his needs**, respects the field of practice, integrates, if needed, the principles of **inter-professional collaboration** and allows for the **management of uncertainty pertaining to the therapeutic relation** and to the **solving of ethical dilemmas**.

# SCIENTIFIC SITUATION

General situation and it's three-phases declination

- **Documenting our professional practice of osteopathy to contribute to our own professional development, as well as to the development or enhancement of the scope of practice and the recognition and promotion of the profession**
  - **PHASE 1.** Isolate one aspect of the professional clinical practice that has limitations in knowledge or practice
  - **PHASE 2.** Collect data in order to document an intervention on a specific osteopathic topic
  - **PHASE 3.** Write a scientific document and disseminate the results of its study to different audiences

# SCIENTIFIC SITUATION

- **Elements of professionalism in scientific situation:**
  - **Ethical practice of research on humans:** By respecting the ethics of research on human
  - **Reflection/Self-awareness:** By positioning ourselves as researcher - practitioner and the profession's promoter
  - **Responsibility-Commitment to excellence/Lifelong learning:** By developing critical thinking about scientific information to incorporate into professional practice
  - **Teamwork:** By entering into a professional co-development approach with peers and clinicians as well as by effectively communicating in oral and written ways with peers, customers, the general public and other health professionals about the profession, specifically about the results of research activity and, generally, about evidences and best practices in the osteopathic field.

Two examples presented with the specific evaluation criteria of scientific situation

- **Respect for patients and ethical practice**
- **Responsibility-commitment to excellence/lifelong learning**



# SCIENTIFIC SITUATION

## Ethical practice of research on humans

- **PHASE 1.** Isolate one aspect of the professional clinical practice that has limitations in knowledge or practice
  - **By associating the relevant ethical practice with the research question**
- **PHASE 2.** Collect data in order to document an intervention on a specific osteopathic topic
  - **By respecting the ethics of research on humans in the relationships with the participants of the study**
- **PHASE 3.** Write a scientific document and disseminate the results of its study to different audiences
  - **Respecting the ethics of research on humans in the dissemination of results**

# SCIENTIFIC SITUATION

## Commitment to excellence/Lifelong learning

- **PHASE 1.** Isolate one aspect of the professional clinical practice that has limitations in knowledge or practice
  - **Performing a critical review of relevant literature**
  - Effectively using methodological and technological tools pertaining to information retrieval
- **PHASE 2.** Collect data in order to document an intervention on a specific osteopathic topic
  - Effectively using methodological and technological tools pertaining to the steps of data collection
  - **Developing critical thinking about the relevant scientific information included in the case study project**
- **PHASE 3.** Write a scientific document and disseminate the results of its study to different audiences
  - Effectively using methodological and technological tools pertaining to the analysis of scientific data
  - **Formulating criteria for the judgement of the information destined to introduction in clinical practice (evidences) and its development (addition, removal or transformation of the best practices)**

# FUTURE

- Since the project is underway, the results are yet to be validated but they will be so once the osteopathy program is set up and implemented.
- Indicators of success will be established for all the criteria, before the program is set up as well as during its implementation.

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