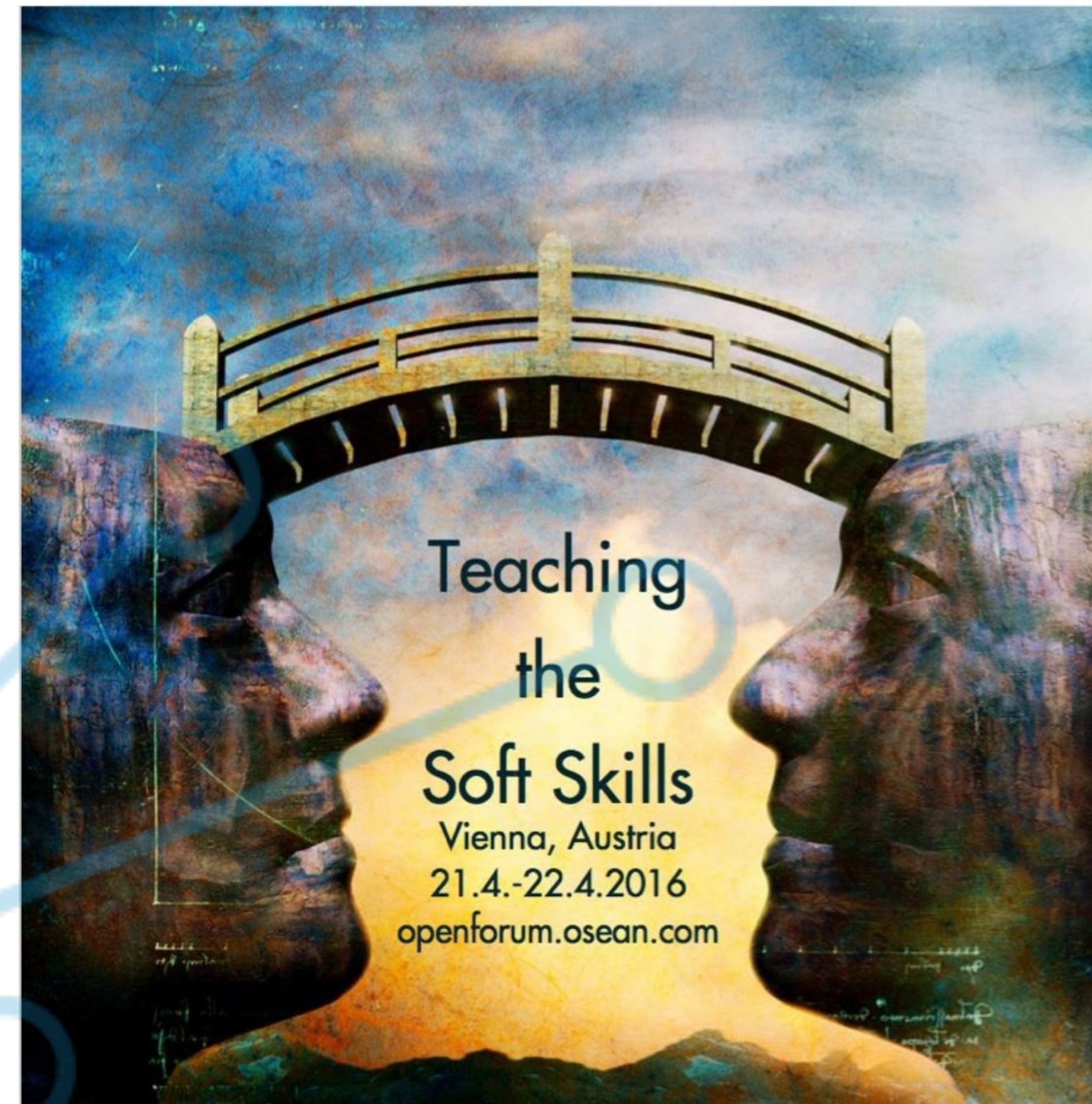
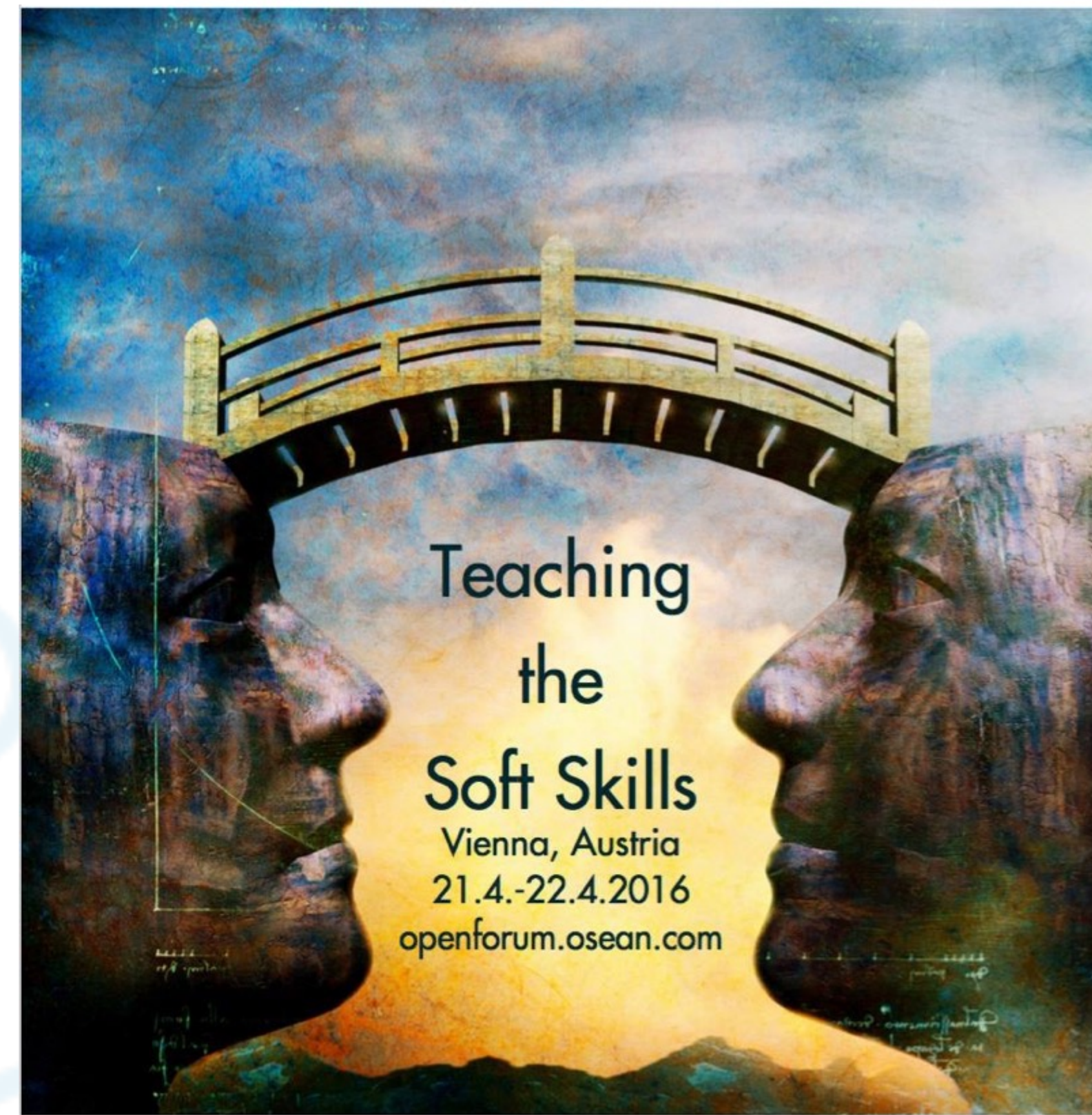
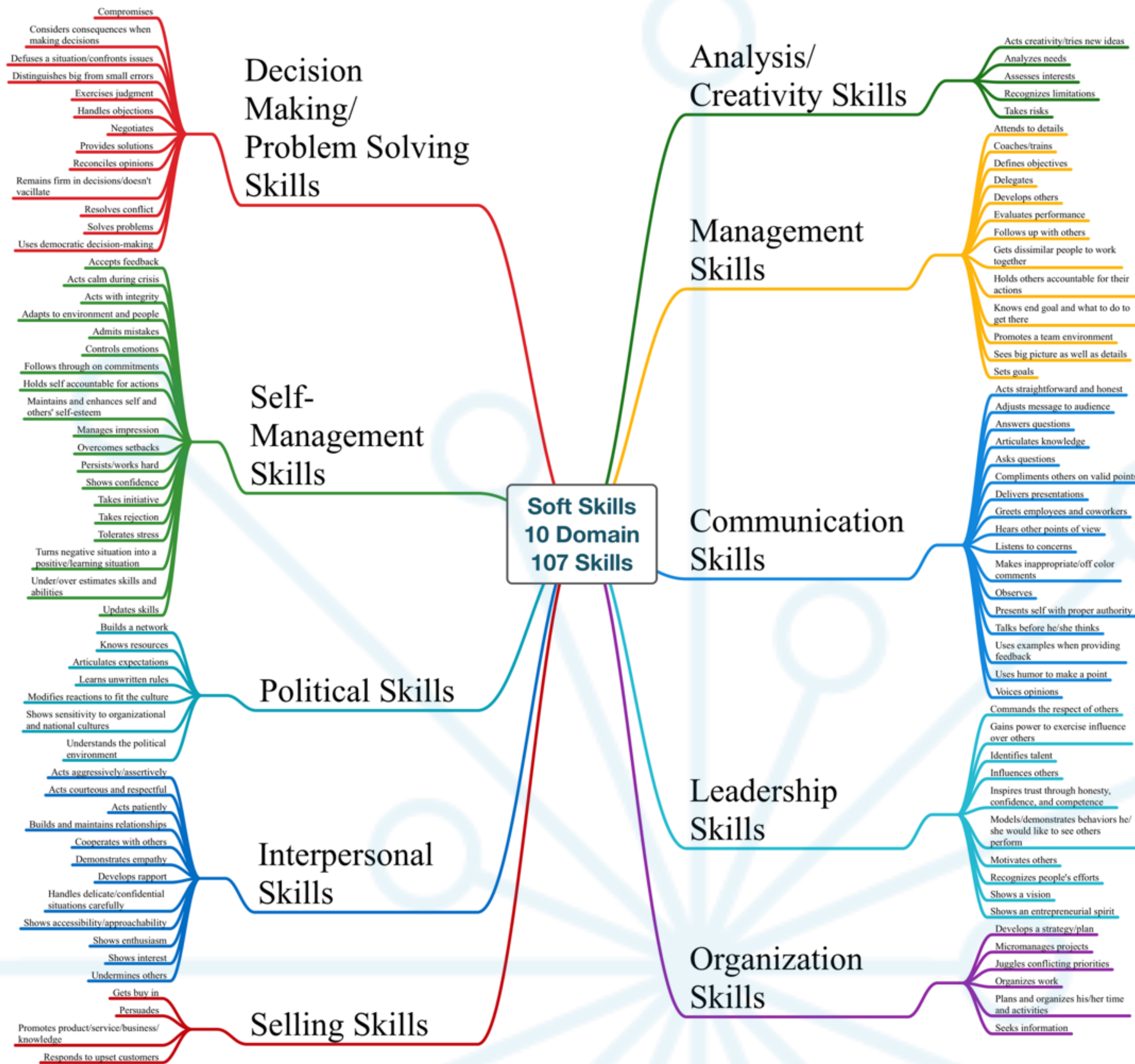


10 TIPS FOR “A GOOD OSTEOPATHIC EDUCATION”: TEACHING SOFT SKILLS THROUGH SOFT SKILLS



OPEN FORUM 2016

A review of the literature (from as far back as the earliest studies in 1952 to date) uncovered 107 soft skills. (Weber et al. 2009)



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The Evolution

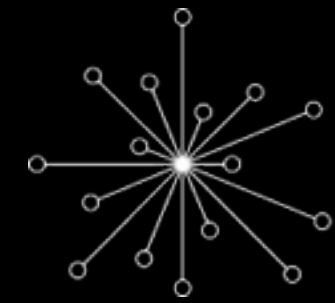
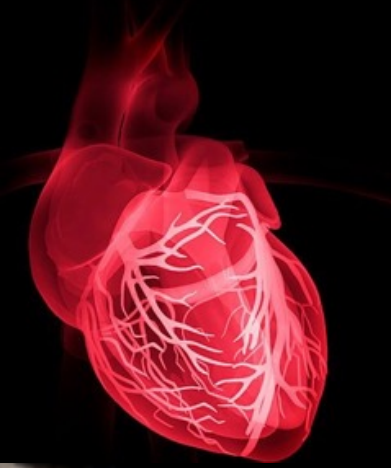
of

Osteopathic

Educational Paradigm

The

R **e** **v** **J** **u** **t** **i** **o** **n**



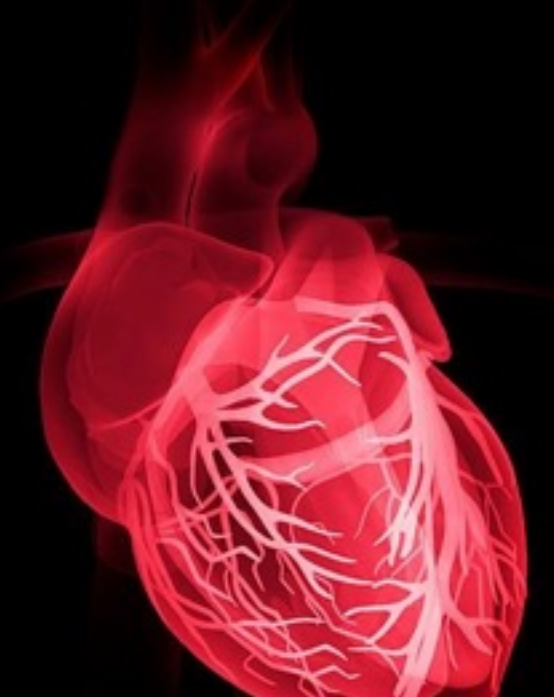
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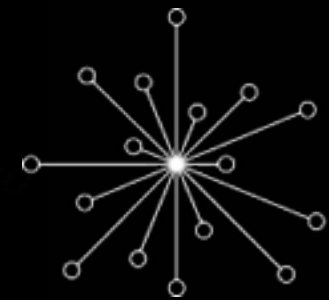


Osteopathic Educational

Institution



RevoJution



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OSTEOPATIA

Students

Assistants

Teachers/Tutors

Department Heads

Directors

Owners



Institution



T r a n s l a t e

From **Teaching** to **Education**

The rule of **Teacher** and of
Educator in **Osteopathic**
Teaching and **Education**

Kugel, P. 1993. How Professors Develop as Teacher.
Studies in Higher Educations, 18 (3), 315-328.

2

Ascertain and activate prior knowledge.

If learning is about building on existing knowledge then an effective teacher needs to be aware of the background knowledge of their students.

Dewey J. 1938. Logic: The theory of inquiry. New York: Holt.

VANni.K VL.KI rp.N, C.P.M., VIRWIJNKN, G.M., WIJKEN, W,H,F.W. (1996) Fifteen years of experience with progress testing via problem-based learning curriculum. Medical Teacher, 18(2), pp. 103-109

Festinger L. 1957. A theory of cognitive dissonance. Stanford: Stanford University Press.

3

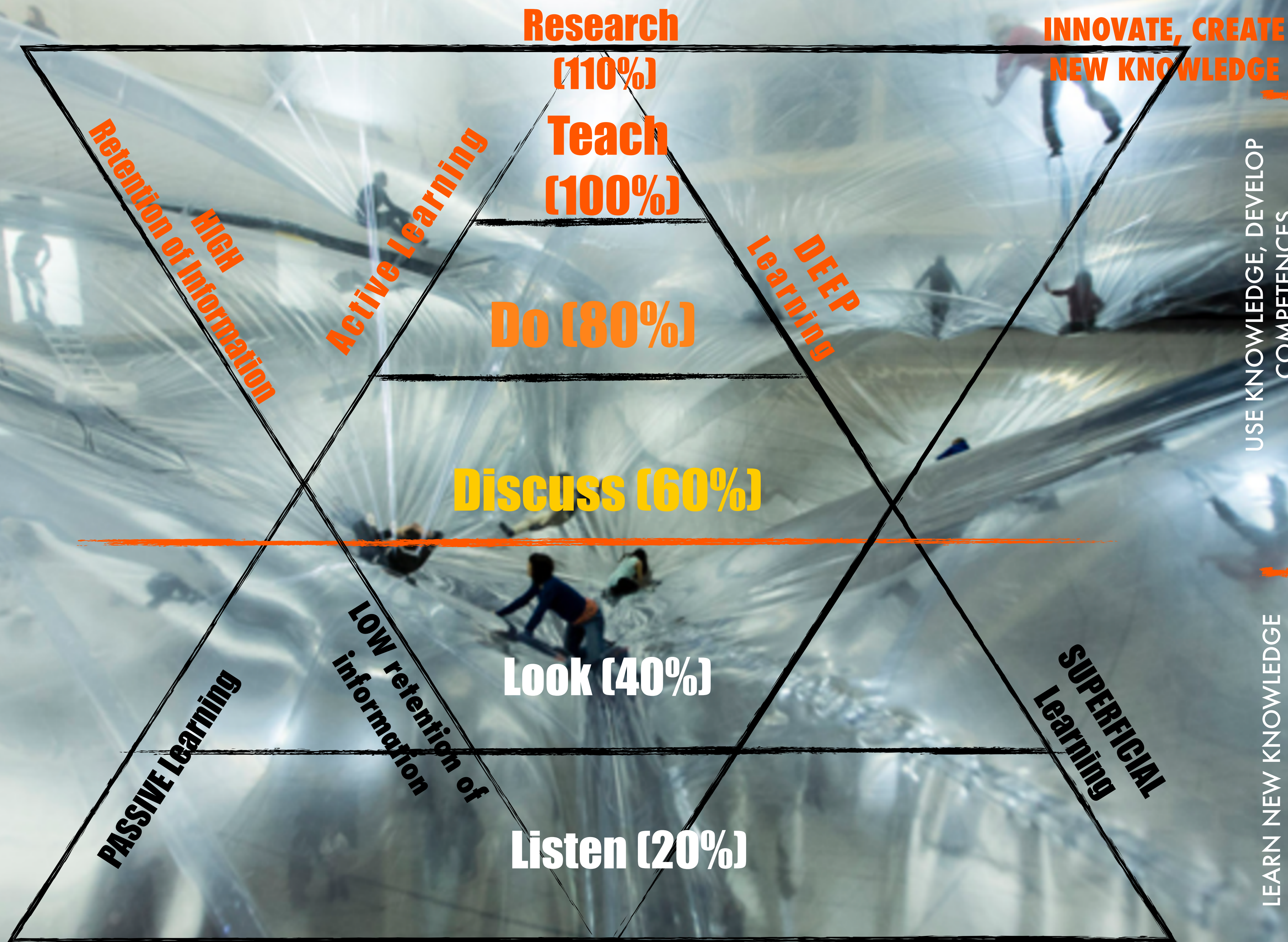
Use active learning techniques

By encouraging students to become aware of how they construct their own learning they can identify the environmental, social and personality factors that influence their learning

Encourage learners to think about how they learn and give to learners responsibility for their learning

Kolb DA. 1984. Experiential learning. Englewood Cliffs, NJ: Prentice-Hall.

Moon JA. 2004. A handbook of reflective and experiential learning: Theory and practice. London: Routledge Falmer.



4

Students should be actively involved in the learning process

Become “ACTORS” rather than “Spectators”

Dewey J. 1938. Logic: The theory of inquiry. New York: Holt.

Kolb DA. 1984. Experiential learning. Englewood Cliffs, NJ: Prentice-Hall.

Jarvis P. 2006. Towards a comprehensive theory of human learning. London: Routledge.

Illeris K. 2011. The fundamentals of workplace learning. London: Routledge.



Bloom's Taxonomy



Webb's Depth of Knowledge

Dewey J. 1938. Logic: The theory of inquiry. New York: Holt.

Kolb DA. 1984. Experiential learning. Englewood Cliffs, NJ: Prentice-Hall.

Jarvis P. 2006. Towards a comprehensive theory of human learning. London: Routledge.

Illeris K. 2011. The fundamentals of workplace learning. London: Routledge.

5

TEACHERS SHOULD BE AWARE OF THE BASIC THEORIES OF TEACHING AND LEARNING

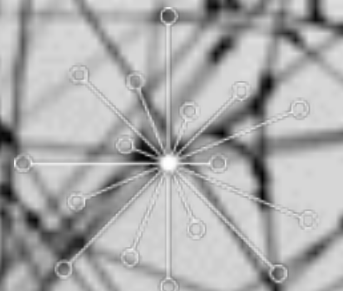
Constructivism

Socialization
learning through becoming

Cognitivism
learning through knowing

Andragogy
learning through experiencing

Behaviorism
learning through reinforcing



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A large blue number '6' is positioned on the left side of the slide. The background is a photograph of a water park slide with several people sliding down. The slide is made of white plastic and has a blue railing. The water is splashing as the people slide down. The overall color scheme is blue and white.

6

**Ensure physical,
psychological and
emotional needs are
taken care of**

**If students feel safe, motivated and
not judged on a personal level,
they will be more willing to get
involved and their learning will be
facilitated**

7

Take care of RESILIENCE


Resilience is the virtue that enables people to move through hardship and become better

Eric Greitens PhD

We need to train students to react to adverse circumstances or difficulties

Resilience is distinct from mere survival, and more than mere endurance. Resilience is often endurance with direction. And yes, resilient people do not bounce back from hard experiences; they find healthy ways to integrate those experiences into their lives.

Eric Greitens PhD

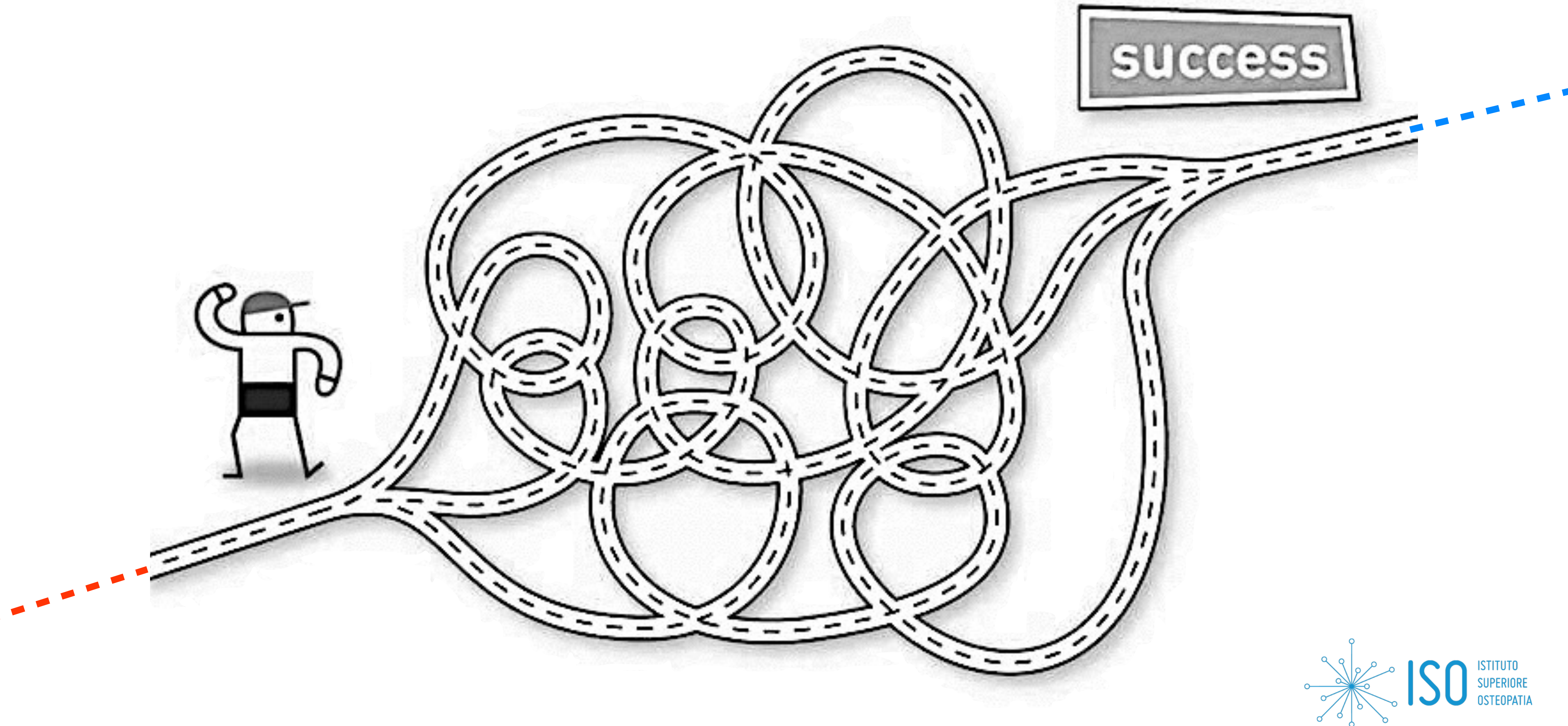
A photograph of Sir Ken Robinson, a man with glasses and a suit, speaking at a TED event. He is gesturing with his right hand raised. The background is dark with a large red circular light effect behind him.

**“If you’re not prepared to be wrong, you’ll
never come up with anything original.”**

– SIR KEN ROBINSON

TED

Embracing Messy Learning





8

USE **formative**
assessments as
didactic tools
to transform
Experience in
Learning through

Reflection

Hillier Y. 2002. Reflective teaching in further and adult education. London: Continuum.

Kolb DA. 1984. Experiential learning. Englewood Cliffs, NJ: Prentice-Hall.

Lave J, Wenger E. 1991. Situated learning: Legitimate peripheral participation. Cambridge: Cambridge University Press.

Moon JA. 1999. Reflection in learning and professional development. London: Kogan Page.

Schoön D. 1983. The reflective practitioner: How professionals think in practice. New York: Basic Books.



9

We all need more Feed-Back

Direct communication with students is the best way to facilitate and reinforce their learning; you need to make improvement areas clear and explicit.

Butler, R (1998) Enhancing and undermining intrinsic motivation; the effects of task involving and ego involving evaluation on interest and performance *British Journal of Educational Psychology*, 58, p1-14

Just Mark

Just Feed-Back

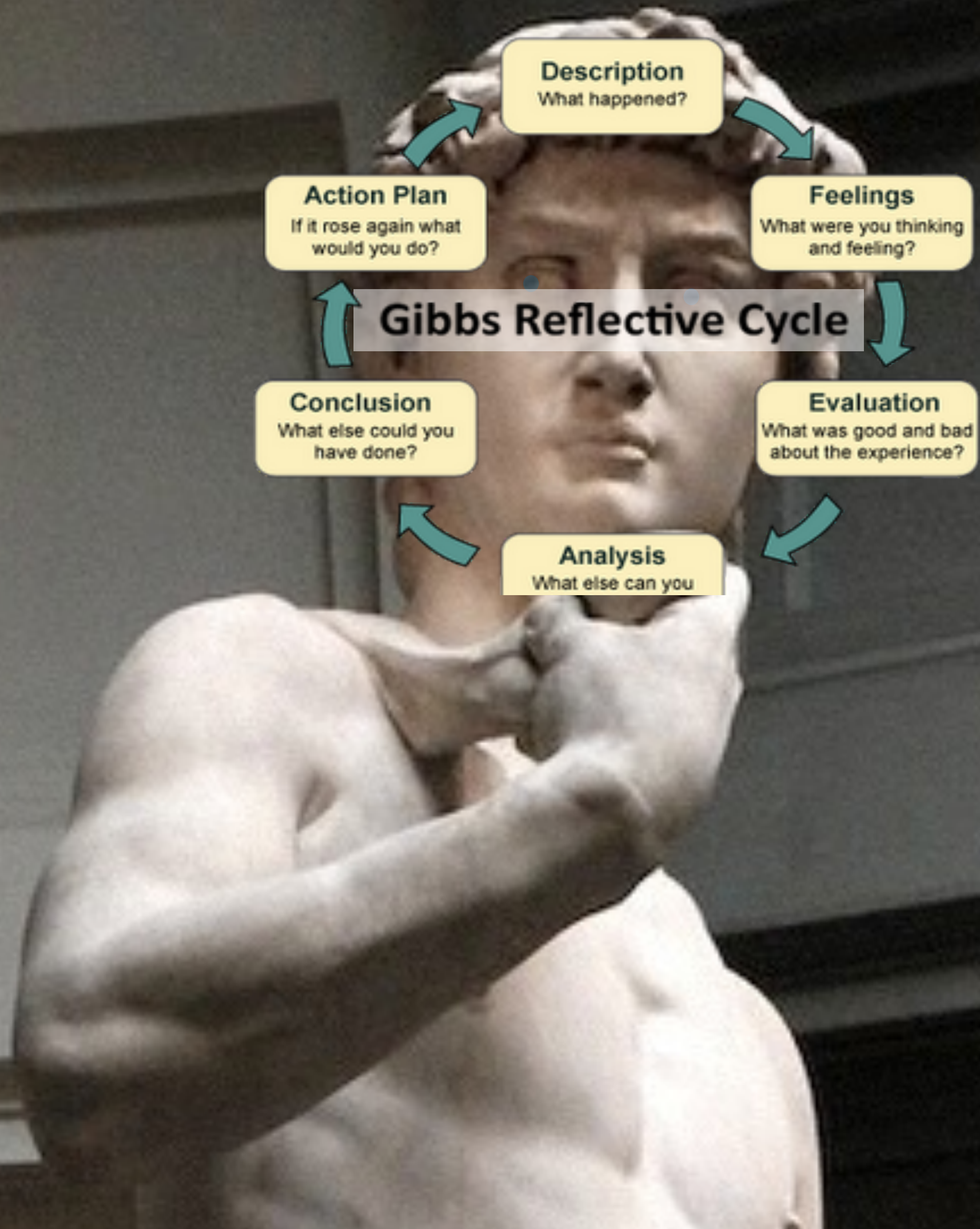
Both Mark and Feed-Back

Butler, R (1998) Enhancing and undermining intrinsic motivation; the effects of task involving and ego involving evaluation on interest and performance *British Journal of Educational Psychology*, 58, p1-14

10

We need to educate to Critical Thinking

Scho" n D. 1983. The reflective practitioner: How professionals think in practice. New York: Basic Books.

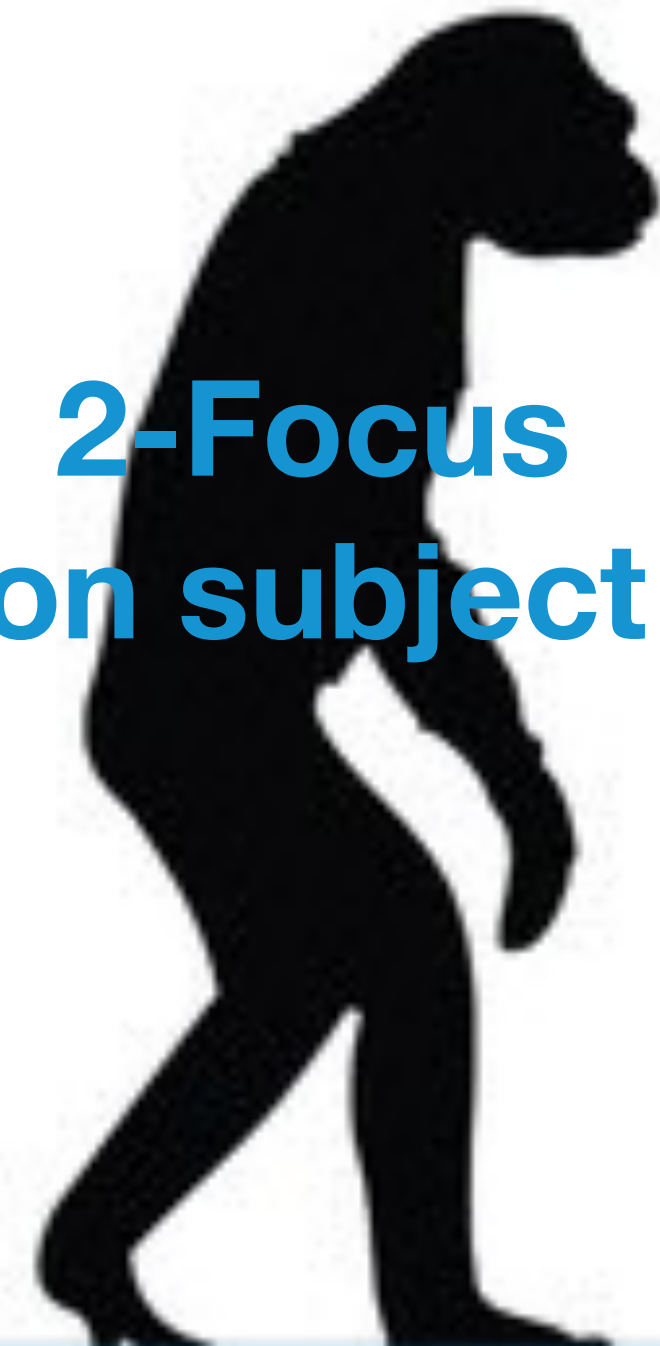




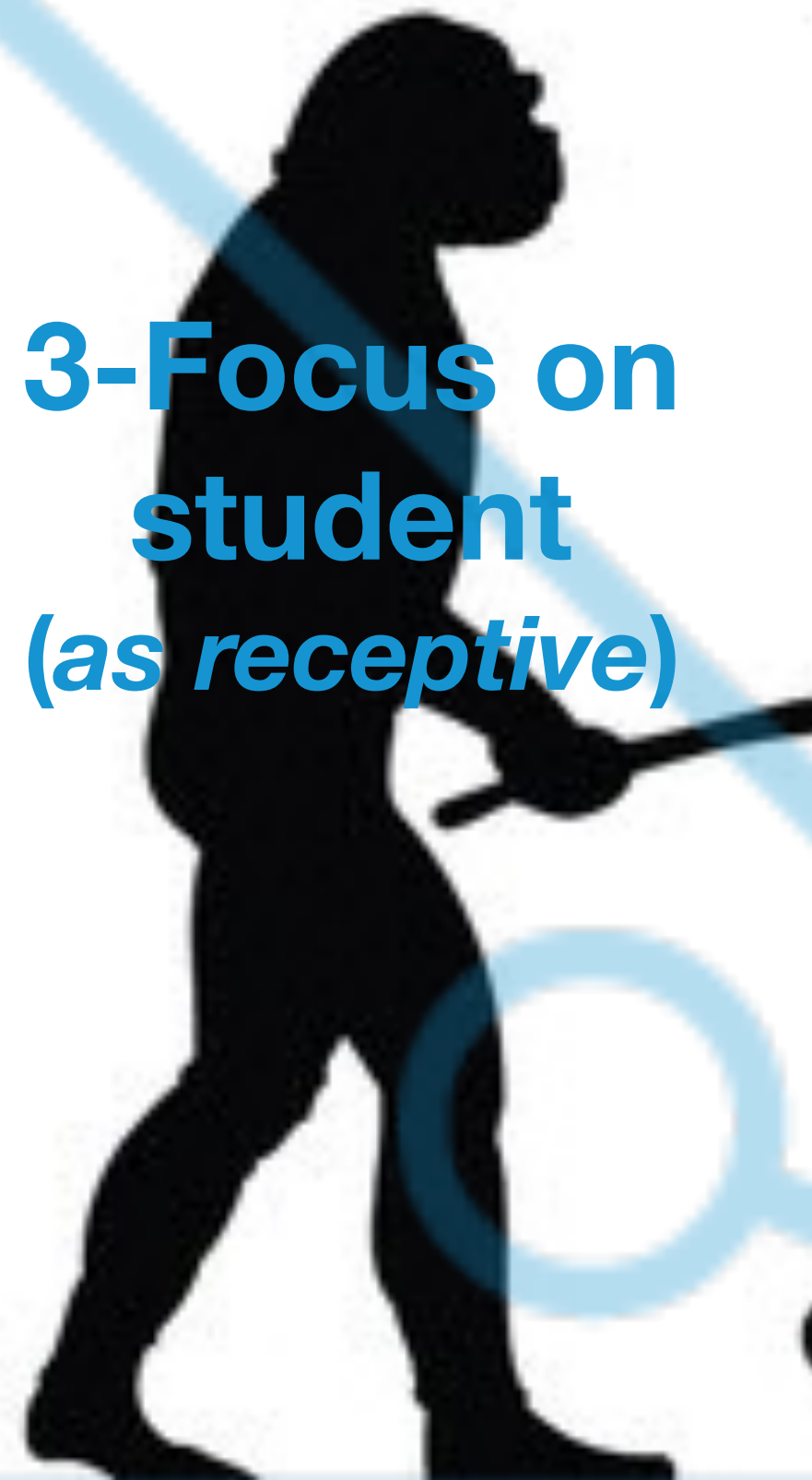
Evolution of TEACHER



**1-Focus
on self**



**2-Focus
on subject**



**3-Focus on
student
(as receptive)**



**4-Focus on
student
(as actor)**



**5-Focus on
student
(as independent)**

“So what's happening here?

I think what we need to look at is we need to look at learning as the product of educational self-organization. If you allow the educational process to self-organize, then learning emerges.

It's not about making learning happen. It's about letting it happen.

The teacher sets the process in motion and then she stands back in awe and watches as learning happens. I think that's what all this is pointing at”

Sugata Mitra

https://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud



**Fields where research on Soft Skills
was developed**

STUDENTS

Employers/Recruiters

**Accreditation
authorities/
ACADEMICS**

Employers/recruiters

Coetzee and Oberholzer (2009) conclude that the current education system may not be delivering “competent chartered accountants” and graduates who are unable to transfer the newly acquired knowledge and skills to the workplace.

A British study found that the most common requisite qualities are the ability to learn, intelligence, ideas and imagination and good communication skills (Williams & Owen 1997).

A study of employers’ demands in four different European countries found notable similarities in what employers see as the “core competencies for graduate employability: ... hard business related knowledge and skills; soft business-related skills and competencies and the need for prior work-experience” (Andrews & Higson 2008).

Accreditation authorities / **ACADEMICS**

South African Institute of Chartered Accountants (SAICA) and International Education Standards for Professional Accountants (IFAC) promote students' **“logical and analytical thinking, [and] powers of reasoning”** as well as intellectual skills: **“... the capacity for inquiry, research, logical and analytical thinking, powers of reasoning, and critical analysis”** (IFAC, 2003).

A **review of the positions adopted by some of the institutions** involved in establishing teaching standards and offering guidance on expected learning outcomes and curricula for accounting (e.g. AAA, AICPA, IFAC and AACSB) is consistent with the demand for **increased emphasis on soft skills** (Albrecht & Sack 2000; Arthur Andersen & Co. 1989; Beard et al. 2007; Cherney 1989).

STUDENTS

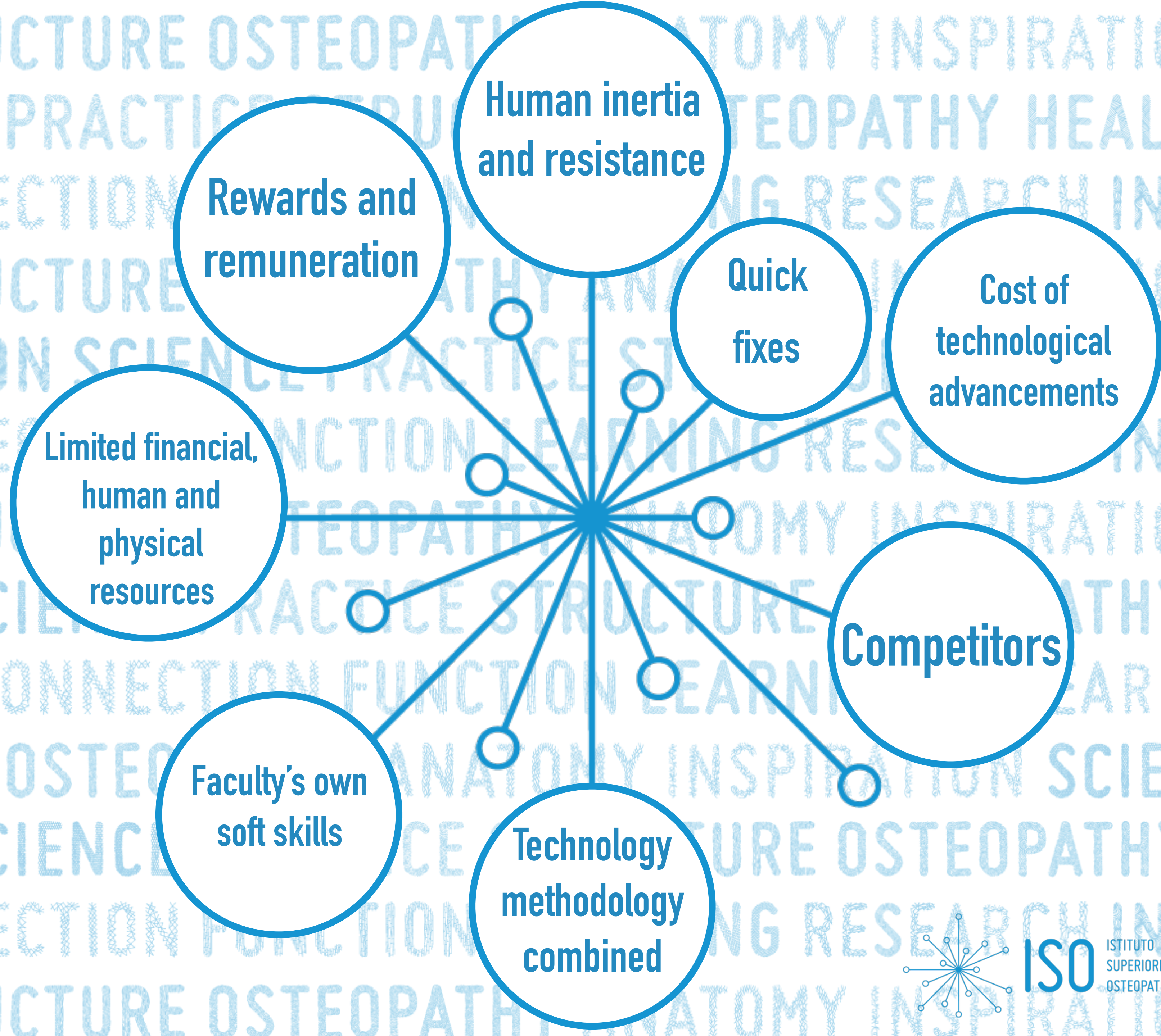
In a recent empirical study by **Kavanagh and Drennan (2008)** graduate students were asked to rank the following **top skills in order of importance**: “continuous learning (being up to date), decision making, oral communication, analytical and problem-solving skills, critical thinking, self-motivation/self-direction, professional attitude, teamwork, computer literacy and written communication

In 2000, **Gabric and McFadden (2000)** recorded students’ perception of marketable skills and found that most students ranked **verbal communication, problem solving and listening skills as the top three ”general skills necessary to obtain a position after graduation”**.

Students not only expect more from lecturers, and have “very different learning styles from those of previous generations” (Lee & Bisman 2006), but they also need more on account of the acculturation needs international students have before they can even attempt to learn the subject matter (Dobbins 2005; May, Windall, & Sylvestre 1995). **This means not only that the what, how, where and when of the delivery need to change, but also possibly the who.**

Barrier to change and reform

Pfeffer and Fong (2002)



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1. Limited financial, human and physical resources.

As previously discussed, not all faculty members agree on the need for change, or the scope and direction of suggested changes. With core hours already limited and the traditional focus on technical skills, coupled with natural human inertia, curriculum changes will probably be met with resistance. The development of new curricula will not only be resource intensive, but core hours offered by disciplines are well guarded and will not easily be traded. Buy-in and commitment by discipline chairs will be paramount to changes being implemented in future. The integration between business and academics is not well enough established to overcome the resistance of existing discipline power mongers. To overcome this barrier, lobbying and other persuasion techniques will have to be employed, even during the investigative and proposal stages. It is vital for all stakeholders who are affected by the process to be allowed to participate in all phases, from inception and planning to implementation and control.

2. Rewards and remuneration.

This is one possible way to achieve the required paradigm shift. Rewards in the academic environment, such as promotion, are mainly intended to recognise research output. Incentive schemes will have to include rewards for staying in touch with business reality (AACSB 1996) and working on curriculum re-engineering and redesign. An aging, change-resistant faculty limits the number of actors with both the power and the will to change the status quo (Walker & Black 2000). Active and demonstrated support will need to be provided in the form of financial and human resources to plan, implement and maintain the suggested changes. Ninety percent of accounting faculty surveyed in 1999 in the USA (May et al. 1995:28) indicated that the existing reward structure “does not reward teaching and curriculum development as favourably as other faculty pursuits”. In addition, 91.8% agreed that accounting programmes “should treat the development of innovative programs and materials by faculty as an important scholarly activity” (May et al. 1995:28). Unless the reward structure is substantially altered, faculty will not only resist investing time into these changes, but may also go out of their way to sabotage others’ attempts.

3. Human inertia and resistance.

“In too many respects accounting education is being delivered the same way today as it was 20 or 30 years ago” (Albrecht & Sack 2000:2). Most of the contemporary accounting programmes are mainly taught as a series of independent modules, lectures, workshops and tutorials, divorced from other disciplines, and thus divorced from the real workplace. In a discipline whose members are highly attuned to the cost impact of change, there seem to be few incentives to move away from the existing, cost-efficient, industrialised profitable programmes to less profitable programmes. Business schools and academic staff also have a vested interest in maintaining the status quo.

Smaller class sizes are required for more customised programmes in order to align corporate needs with academic rigour and focus. Although larger classes are often required because of reduced funding and other factors, these larger groups will clearly preclude tuition based mainly on group work, field work and clinical experiments, oral presentations and other practitioner- oriented pedagogy. Soft skills are imparted in small group format, but the cost of delivering tuition in this manner could be prohibitive. In addition to the natural inertia and the reported financial barriers to change, Howieson (2003:99) records issues of “pessimism and paralysis” as a result of faculty already experiencing heavy teaching loads and finding the university administration and government policies restrictive and unsympathetic to their efforts to implement the required changes.

4. Quick-fixes

Faculty therefore often prefer quick-fix programmes or stand-alone modules to achieve the demanded focus on soft skills development, with less than ideal results. Since habits and behavioural change happens over long periods of time, especially for adults, these expensive programmes often fail, leading to more resistance. A word of caution here for the reader and curricula engineers is that individual, once-off soft skills development interventions or courses are not enough to develop and assess behavioural changes. Such interventions require multidisciplinary teams to create complex real-life scenarios and simulations and course material needs to integrate a number of papers in order to achieve real and impactful results.

5. Technology–methodology combined

As previously discussed, not all faculty members agree on the need for change, or the scope and direction of suggested changes. With core hours already limited and the traditional focus on technical skills, coupled with natural human inertia, curriculum changes will probably be met with resistance. The development of new curricula will not only be resource intensive, but core hours offered by disciplines are well guarded and will not easily be traded. Buy-in and commitment by discipline chairs will be paramount to changes being implemented in future. The integration between business and academics is not well enough established to overcome the resistance of existing discipline power mongers. To overcome this barrier, lobbying and other persuasion techniques will have to be employed, even during the investigative and proposal stages. It is vital for all stakeholders who are affected by the process to be allowed to participate in all phases, from inception and planning to implementation and control.

6. Cost of technological advancements

A further serious consideration for most universities is the cost, maintenance and ever-growing demand for updates and upgraded technology and technological skills, especially the skills of the facilitators/faculty.

7. Faculty's own soft skills

Returning to the issues of faculty skills, most accounting faculty are experts in their discipline and the body of knowledge (BOK) of the technical skills they normally teach. A whole new set of soft skills will be required to deliver a comprehensive soft skills development programme as an integral part of the accounting curriculum. One possible solution could be to either reskill or upskill existing faculty or outsource the facilitation of these development interventions to faculty from other discipline areas or even external suppliers. Again, both these solutions are likely to be met with resistance (May et al. 1995; Riley et al. 2008).

8. Competitors

Regarding the issue of expert providers, it is notable that there is a growing number of in-house management development programmes and other competitors of business schools which offer faster, more practical and more economical development forums for graduate and experienced business professionals (Gaddis 2000). If business schools do not react quickly enough, these competitors may cause a shift in the preferred providers while the universities' tardy response to marketplace demands may lead to business schools losing the competitive battle.

There are obviously no guarantees that suggested curricula changes will be accepted, even if these barriers are overcome. However, re-engineered programmes, like all projects, are more likely to succeed if there is (1) buy-in of all stakeholders upfront, (2) the benefits are clear to all concerned, and (3) there is visible and ongoing support on the part of senior management.

How to implement the soft skills

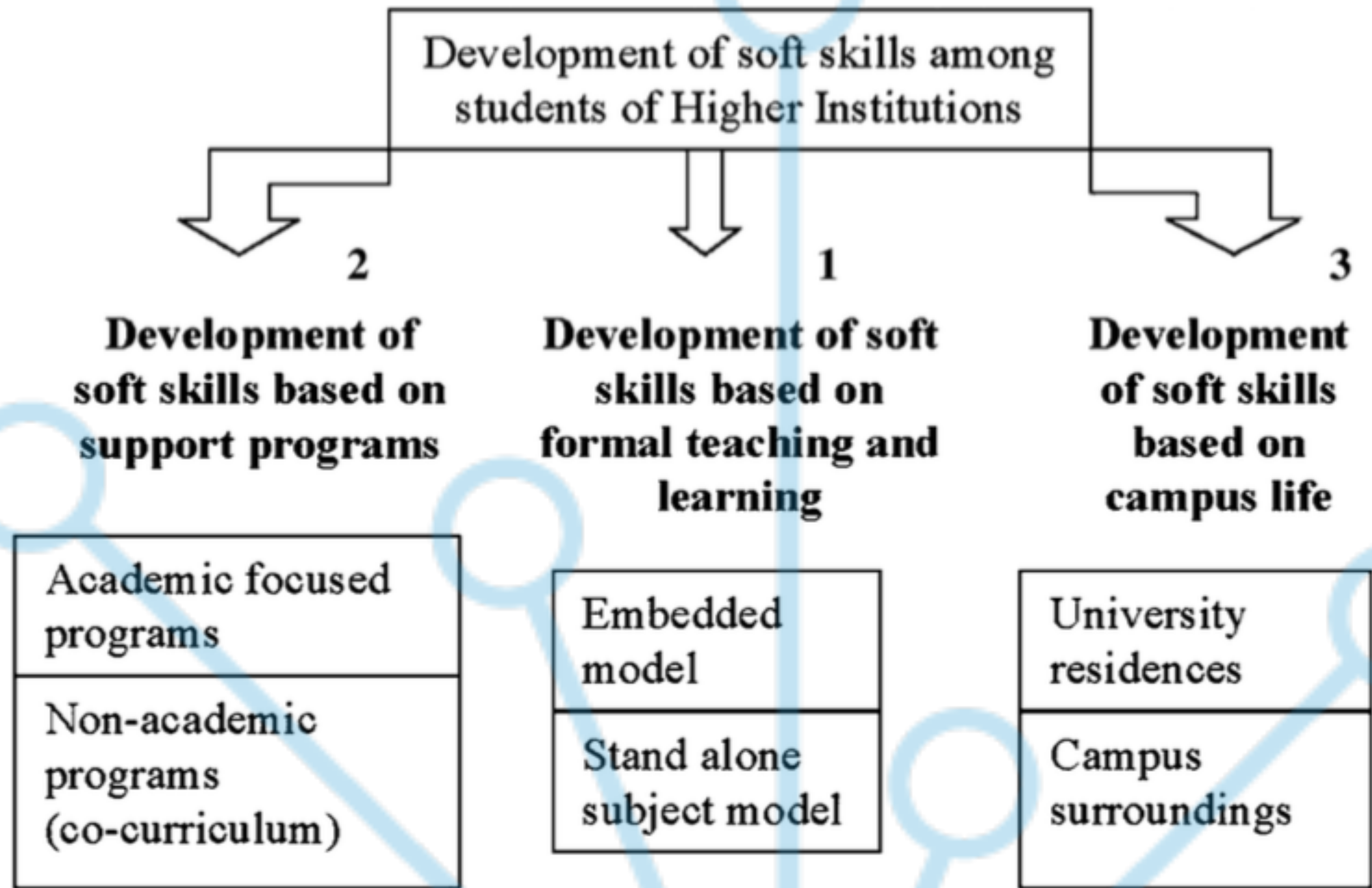


Fig. 1 Model for implementation of soft skills in Institute of Higher Learning. *Source* Ministry of Higher Education Malaysia (2006)

Curriculum Development



Faculty of Society and Health
School of Advanced Health Care

**BSc (Hons) in Osteopathic Principles
(non-practising)**



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Student Handbook
Academic Year 2014/2015



Faculty of Society and Health
School of Advanced and Continuing
Practice

MSc in Osteopathy



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Student Handbook
Academic Year 2015/2016



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Teach and Development



Post Graduate Certificate in Academic and Clinical Education

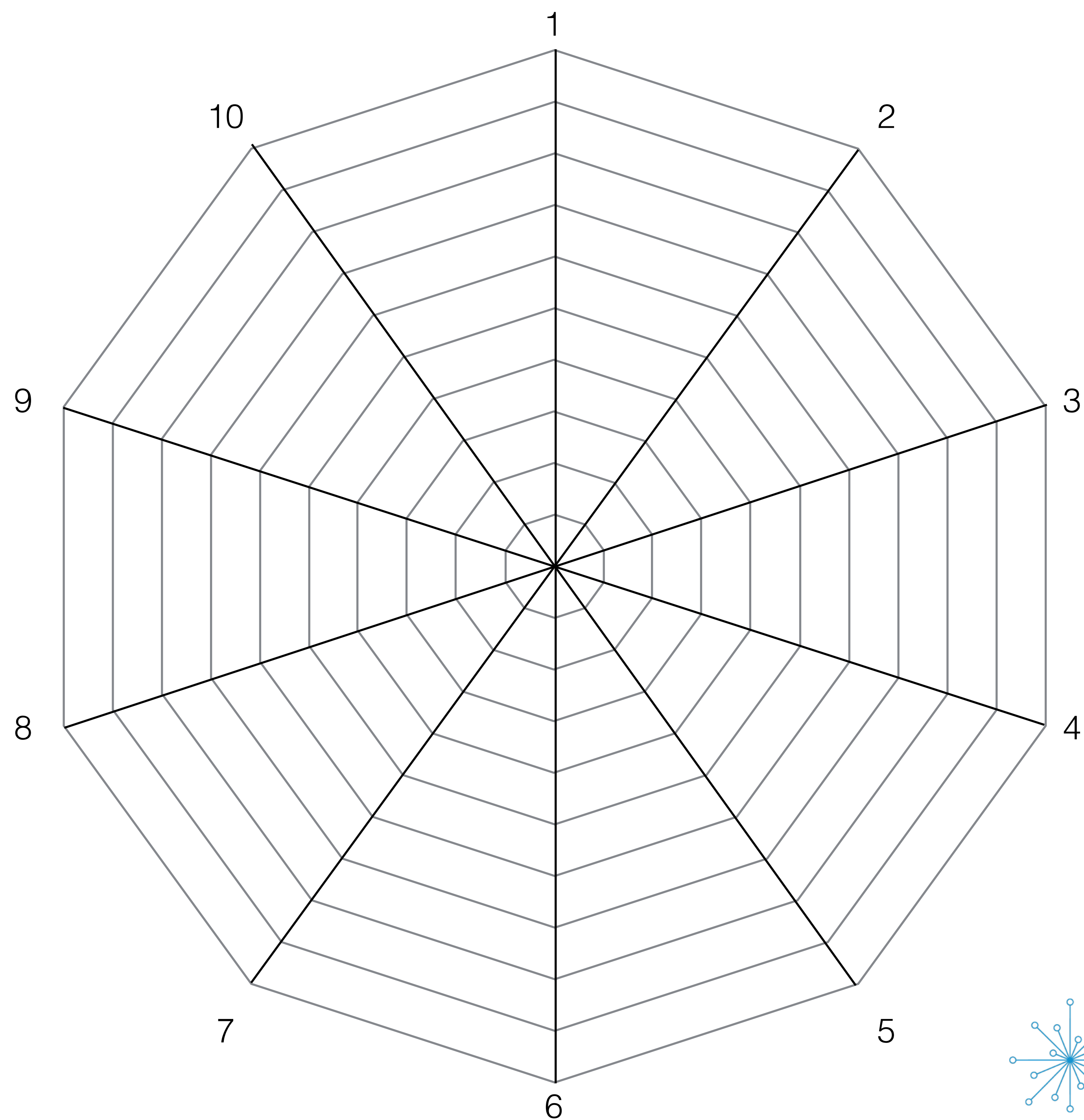
PGC ACE

31 gennaio / 1 febbraio 2015



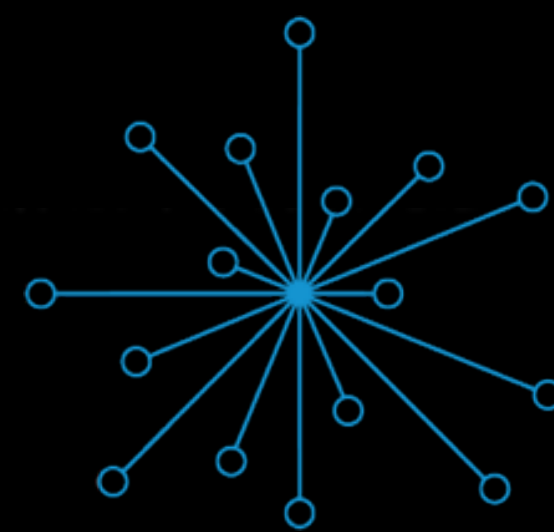
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1. Decision Making/
Problem Solving
2. Self Management
3. Political
4. Interpersonal
5. Selling
6. Analysis/Creativity
7. Management
8. Communication
9. Leadership
10. Organization



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Educational



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Nando Odorisio, Medico Radiologo
ed Osteopata Honoris Causa.

Come i veri pionieri apre la pista
laddove pista non c'è, sa vedere oltre
l'ombra, oltre il buio perché non
guarda con gli occhi ma con il cuore,
perché con il cuore sceglie la via, il
pioniere coraggioso.

La sua storia siamo noi, se non l'hai
conosciuto non preoccuparti stai
camminando sul sentiero che ha
aperto per te, per noi.

Ciao NanDO