



Accreditation Standards Review

Written submission form

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Review of the Osteopathic Accreditation Standards Consultation paper 1

Consultation questions

Interprofessional learning and collaboration

Question 1 How important is it that pre-registration programs of study in Osteopathy have learning objectives that relate to interprofessional learning?

Interprofessional learning is an important approach for preparing health professional students to work together and provide optimal patient care in a collaborative and contemporary healthcare environment. It is therefore very important to include interprofessional learning objectives in Osteopathy pre-registration programs of study.

Question 2 How can interdisciplinary collaboration be improved between Osteopathy and other health disciplines at the entry program level?

Inclusion of the interprofessional learning objectives as part of the Osteopathy program will be important to ensure that students understand the principles of interprofessional education and practice. Alignment of Osteopathy programs with other health disciplines is also essential to ensure optimal opportunities for students to work together and deliver person-centred care in a collaborative manner. This may include through shared undergraduate subjects, clinical workshops, simulation and alignment of clinical placements.

Evidence based curriculum included within undergraduate education and within osteopathic practice

Question 3 How can evidence-based practice be further developed and expanded within the pre-registration curriculum?

Evidence based practice is critical to delivering effective care. Referring to existing frameworks and guidelines that can be adapted and adopted will assist with alignment and consistency. Building the body of evidence to support practice through ongoing research and translating that evidence into practice should also be explicit within the standards.

Professional scope and pathways to advanced practice

Question 4 To what extent should educational pathways be included in pre-registration programs of study in preparation for areas of advanced practice?

Educational pathways within an undergraduate program should reflect the key components of study necessary to train safe and skilled graduates. Where there are clear pathways to advanced practice areas for osteopaths (e.g., gerontology, sports medicine), it would be beneficial to set the foundations within the undergraduate program.

Question 5 What are the key areas of advanced practice relevant to the profession?

It is important for the profession to define advanced practice and the core clinical practice and non-clinical competencies required. In line with national and international research, Queensland Health describes advanced practice as skills and competencies across the domains of clinical care, education, research and leadership.

Guidance on the use of evidence

Question 6 AOAC is considering the introduction of an evidence guide to assist education providers to supply the necessary documentation required for the accreditation assessment; would this be useful to education providers?

The development of an evidence guide to support accreditation standards is likely to be beneficial for education providers. Consistency with existing Accreditation Council evidence guides (as identified on p. 14 of the Consultation Paper) is recommended.

The Accreditation Standards Framework**Question 7 Please briefly give any feedback regarding the five-standard structure for the future accreditation standards.**

The Five Domain standard framework and supporting criteria is noted, including adoption by the Australian Nursing and Midwifery Accreditation Council, the Council on Chiropractic Education Australasia, and the Australian Dental Council/Dental Council (New Zealand) (DC(NZ)). Consistency with the approach taken by these Accreditation Councils is supported.

Aboriginal and Torres Strait Islander Health and Cultural Safety**Question 8 Is the cultural safety of Aboriginal and Torres Strait Islander peoples embedded within pre-registration programs and practices of osteopaths?**

Further review of pre-registration programs and practices for Osteopathy is required to provide further comment. The cultural safety of Aboriginal and Torres Strait Islander peoples is an integral component of the curricula for all health professional programs.

Question 9 How should the cultural safety of Aboriginal and Torres Strait Islander students within educational programs be supported?

A strong focus on the cultural safety of Aboriginal and Torres Strait Islander students and the communities that they work with within educational programs is strongly supported. The approach should align with and support the requirements of the Australian Health Practitioner Regulation Agency (AHPRA). Consistency with other health profession accreditation standards is recommended.

Question 10 How should the new accreditation standards demonstrate the inclusion of Aboriginals and Torres Strait Islander's history, culture, and health within the curriculum?

The inclusion of Aboriginal and Torres Strait Islander history, culture and health within the curriculum is strongly supported. The approach should support the AHPRA guidelines. Consistency with other health profession accreditation standards is recommended.

Impact of COVID-19 pandemic within undergraduate education, clinical placements and within osteopathic practice**Question 11 To what extent should other skills for non-contact care be included in the curricula (e.g. infection control)?**

Alternative ways to deliver care safely and effectively, including infection control and exploring alternative ways of working (e.g. telehealth), should be an integral component of the curricula.

Question 12 How should clinical placement and clinical hour attainment issues be overcome?

Health profession programs have undergone rapid innovation and adaptation of practices to ensure clinical placement requirements and hours are met during the COVID-19 pandemic. Learning from these practices, including flexibility in delivery and use of virtual clinics and simulation is strongly recommended.

Question 13 What are the long-term consequences of the pandemic influencing osteopathic practice?

All health professionals require the skills to deliver safe and effective care within sustainable, flexible and cost-efficient models of care. Flexibility and innovation within osteopathic practice will be integral to ensure models of care may be adapted to meet the needs of the community during and after the COVID-19 pandemic.

Question 14 Has COVID 19 influenced osteopathic practice in other ways that should be addresses in undergraduate curricula?

The COVID-19 pandemic has resulted in the need to deliver care in new, innovative and flexible ways. Training in the delivery of care via virtual technologies must be included in the undergraduate curricula.

Future directions**Question 15 What changes are likely to impact the osteopathic profession in the future?**

Rising costs and changing community demographics will impact the care and needs of consumers, along with the needs of osteopaths, as identified under 'influences on practice' (page 11) of the Consultation Paper. It is anticipated there will be a shift in how and where care is provided. A stronger emphasis on health and wellbeing will impact the profession into the future, as it will with all professions, along with consumer expectations.

Question 16 How can the accreditation standards guide the graduate osteopath and the broader profession of Osteopathy to meet the future health care requirements of individuals and communities?

As above, rising costs and changing community demographics will impact the care and needs of consumers, along with the needs of osteopaths, as identified under 'influences on practice' (page 11) of the Consultation Paper. It is anticipated there will be a shift in how and where care is provided. A stronger emphasis on health and wellbeing will impact the profession into the future, as it will with all professions, along with consumer expectations.

Question 17 Are there any other issues involving the accreditation standards that you would like to be considered that have not been presented in this consultation paper?

No further issues that require consideration.