Nurturing and supporting patient-centred professionalism:

Professional bodies’ role in achieving a shift of focus in how the physiotherapy profession is regulated

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Focuses

Pre-emptive activity

• To strengthen registrant engagement in patient-centred professionalism and regulatory requirements

Collaboration

• To foster and sustain professionalism and professional engagement in the interests of public and patient care
Particular considerations

- What does adopting a pre-emptive approach to regulation mean?
- How can we work collaboratively to achieve a more pre-emptive approach?
- What should be the benefits of a pre-emptive approach?
- What existing/emergent good practice can be shared?
- How can we measure the impact of pre-emptive approaches?
Some definitions and concepts

- Pre-emptive approaches
- Patient-centred professionalism
- Professional engagement
CSP principles of professionalism

CSP members take responsibility for their actions

CSP members deliver an effective service

Patient-centred professionalism

CSP members behave ethically

CSP members strive to achieve excellence
UK context

Mid-Staffordshire Inquiry & Francis report

Commissions on regulatory reform

Developments in education, CPD and revalidation

A focus on proportionate regulation

Key drivers
Areas of need

A profession that

• *Is responsive* to changing patient needs, models of care and roles
• *Delivers and leads* person-centred care (including supported patient self-management and behaviour change)
• *Takes responsibility* and is accountable for decisions and actions as autonomous practitioners (including in first-contact roles)
• *Demonstrates leadership*, including to improve service quality and efficiency
• *Questions, articulates and demonstrates* the value and impact of their care
• *Engages with the evidence* and contributes to its evolution and implementation
• *Is flexible and resilient*, able to manage uncertainty, complexity and change
The role of professional bodies in this context

Promoting

• **Professionalism, professional engagement and continuous learning** as integral to pre-registration education/students’ preparation for professional practice and career-long professional development

• **Patient-centred professionalism and evidence-based practice** as the cornerstones of professional activity and responsibilities (at all stages/in all occupational roles)

• **Structures and processes that support and enable professional engagement** (including continuous improvement and learning) and professional accountability/responsibility for decisions and actions
Examples of CSP activity

Developing and implementing
- CSP Code of Professional Values & Behaviour
- CSP Quality Assurance Standards for Service Delivery
- A quality enhancement approach to pre-registration education
- An outcomes-based approach to CPD
- Support for overseas-qualified physiotherapists’ preparation for practice in the UK
- Sharing lessons learned
- Supportive approaches to peer-to-peer learning and networking (including via mentorship and leadership development)
Areas in which professional bodies can support regulation in pre-emptive ways

Promoting and supporting

• Patient-centred professionalism
• CPD - including in areas that develop scope of practice/job roles and that address areas of need
• Students’ preparation for future practice
• Practitioners’ preparation for practice in different countries, and return to practice after a career break
• Structures and processes that underpin/enable professional engagement
Areas for stronger collaboration between regulators and professional bodies?

- Both contributing to positive, pre-emptive approaches that minimise problems arising
- Each promoting the fundamentals of patient-centred professionalism
- Jointly seeking to ensure practice environments/structures/processes enable the exercise of professionalism
- Each engaging in intelligence-sharing on developments relating to professional practice and regulation
Evaluating the impact of pre-emptive approaches

Measures of success?

• Professionalism more embedded and explicit in activity and structures (including in values-based recruitment)
• Fewer fitness to practise cases
• Professional engagement/continuous learning more evidently embedded in practice/organisational structures
• Learning more actively shared
References


