



New Student Introduction Booklet

The London School of Osteopathy

Pre-induction Pack - prepare for your journey to osteopathy at the LSO



Please spend time reviewing the information in this pack and completing some of the pre induction activities. This pack has been developed to facilitate your induction onto the programme and into the first academic modules. The pack contains the following:

1. Self-assessment and Learning Preferences Questionnaires
2. A SWOT analysis to complete
3. Some study skills resources

1. Self-Assessment

Below are a few questions for you to answer. You won't be asked to share these with anyone and are not expected to be fully skilled in any of the areas. This is not a standardised questionnaire but by completing this self-assessment we hope that you will gain more insight into the demands of the programme and be able to start the course with an idea of where your strengths lie and what areas you need to develop. We will be picking up some of these concepts during the course induction.

1. Learning Skills and preparation

When faced with a new learning event that involves self-directed learning are you able to:

- Identify your own learning objectives?
- Identify strategies and resources to meet these objectives?
- Draw on a range and depth of information to fully meet the requirements of the learning objectives?
- Identify novel and innovative ways in meeting the learning objective?
- Uncover additional, unexpected information through your diligent efforts?

Overall, how would you rate your skills in this area are (circle your answer)?

**Fully
developed**

**Require some
development**

**Require a fair
amount of
development**

**Under
developed**

2. Knowledge Development and Objective Achievement

Consider how much involvement you have had in providing knowledge to others. Are you able to:

- Provide good quality information to others?
- Present your knowledge in a manner that others understand?
- Able to draw on your knowledge appropriately to solve new problems?
- Use appropriate terminology and vocabulary common to the knowledge area?

Overall, how would you rate your skills in this area are (circle your answer)?

**Fully
developed**

**Require some
development**

**Require a fair
amount of
development**

**Under
developed**

3. Critical thinking and reasoning skills

In previous academic work, in your work place or simply in everyday living, are you able to:

- Critically evaluate the information that you are faced with?
- Draw information together and examine the similarities and inconsistencies?
- Develop and defend an argument or position?
- Draw on published research / expert opinion / theory to support your argument or position?
- Ask appropriate questions to fully explore and understand others' positions / arguments?

Overall, how would you rate your skills in this area are (circle your answer)?

Fully developed

Require some development

Require a fair amount of development

Under developed

4. Group Skills and Functioning

Learning in small groups (both in clinic and during the academic teaching) is an important part of the MOSt programme here at the LSO. Think about the various groups you have been involved with in your past and consider the following points (they may not all apply to the groups you have been involved).

Have you:

- Initiated development of group goals?
- Assisted in the clarification of group goals?
- Accepted group goals even when they are different from your own goals?
- Come prepared to share information in an organised and useful manner?
- Been aware of the strengths and weaknesses of other members of the group regarding group processes?
- Listened and been attentive to all group members?
- Assisted and facilitated group functioning?
- Been sensitive to the needs of the group as well as your own needs?
- Been willing to respond to suggestions for improvement?
- Changed in response to the feedback of others?
- Been respectful of needs and aspirations of all members of the group?

Overall, how would you rate your skills in this area are (circle your answer)?

Fully developed

Require some development

Require a fair amount of development

Under developed

5. Reflective skills

When learning from an experience are you:

- Able to be objective in your exploration of the event?
- Honest about your feelings and thoughts and how these influenced the experience?
- Open to new ways of approaching situations – do you seek new and alternative ways to understand the experience?
- Able to learn from the experience and make changes to your behaviour?

Overall, how would you rate your skills in this area are (circle your answer)?

**Fully
developed**

**Require some
development**

**Require a fair
amount of
development**

**Under
developed**

6. Feedback Skills

In providing feedback to others, are you able to:

- Do this in a constructive manner?
- Provide feedback which acknowledges actions which are helpful as well as actions which hinder a process?
- Provide insights / suggestions / strategies which will improve a person / group's ability?

Overall, how would you rate your skills in this area are (circle your answer)?

**Fully
developed**

**Require some
development**

**Require a fair
amount of
development**

**Under
developed**

Learning Styles

Learning styles are, quite simply, different approaches to or ways of learning and everyone has one or more preferred learning style. There are many methods of classifying the ways in which we learn (or prefer to learn). We are introducing two of the most commonly used methods here (Honey and Mumford and VARK). Please complete the two learning preferences questionnaires and think about the results in relation to how you feel you learn best (or any barriers to learning that you have encountered previously) and how this may apply to your studying over the next four or five years. Most of us have elements of more than one learning style. Think about your strongest style and your weakest style to identify how you feel that you learn most effectively.

Throughout your course here at the LSO, you will find that you will experience teaching and learning opportunities which require you to draw on a range of learning styles (from working in the college clinic, whole year lectures, practical classes and small group tutorials). Our learning preferences aren't set in stone; we can develop our skills in learning styles that weren't our preferences originally. The links presented will help you to think about how to do this to enable you to make the most of the learning opportunities you are provided with.

a) Honey & Mumford's Learning Styles Questionnaire:

Go to: <https://www.mint-hr.com/mumford.html> to complete the questionnaire online
Alternatively if you prefer to print of a copy you can download a version by [clicking here](#)

Click here for an explanation of the four learning styles identified by Honey & Mumford
https://www.open.edu/openlearn/pluginfile.php/629607/mod_resource/content/1/t175_4_3.pdf

The following website provides some useful information on how you can develop strengths in the various learning styles identified by Honey & Mumford.

<https://www.skillsyouneed.com/learn/revision-learning-styles.html>

b) VARK Learning Preferences Questionnaire

Go online to: <https://vark-learn.com/the-vark-questionnaire/>. Complete the questionnaire which will identify your learning preference and record your learning preference / preferences. Once you have identified your preference / preferences explore the help sheets relevant to your preference which provide strategies for learning.

Think about how you might use this information about your learning preferences when you try to learn the names of the bones of the hand (see: <http://www.britannica.com/EBchecked/topic/254068/hand>).

How might you explain the structure of the foot to someone else? (see: <http://www.britannica.com/EBchecked/topic/212788/foot>)

2. SWOT Analysis

Now that you have spent some time developing an appreciation of the requirements of the osteopathy programme, spend a bit of time completing this SWOT analysis. We will pick up some of what you identify during induction, but you will not need to share everything you write in this analysis.

<p>Strengths (identify the strengths that you can bring to your studies, e.g. I get on well in groups)</p>	<p>Weaknesses (identify areas that you feel may need a fair amount of development, e.g. My critical thinking skills are under developed)</p>
<p>Opportunities (identify any opportunities that you may have to support your studies, e.g. I have a supportive family)</p>	<p>Threats (identify anything that may get in the way of your studies, e.g. I have a very busy home life)</p>

Action plan (once you have completed your SWOT analysis, draw up an action plan using some of your "Strengths" and "Opportunities" to address some of the "Weaknesses" and "Threats")

Example of an educational SWOT analysis

<https://sites.google.com/site/guilhermefrassanpdp/swot-analysis>

	Helpful	Harmful
Internal Origin	<ul style="list-style-type: none"> • Adaptability • Good communication and presentations skills • Solid basic educational background • Great work experience so far • International education and life experience • Like to work in groups • Positive attitude 	<ul style="list-style-type: none"> • Lack of emotional control when under pressure • Sometimes is a bit imperative when working in groups • Gets demotivated when something goes wrong • Tends to account responsibility even when is not in charge
External Origin	<ul style="list-style-type: none"> • Field of study/work offer great opportunities for career development • Easy to find a work/internship while at the university • Great support from parents and family 	<ul style="list-style-type: none"> • Need more specific educational development in his field of study • Lack of experience in working with big companies • Big competition for the same work area

3. Study Skills Resources

There is a huge array of information designed to help you to develop your study skills available online and in book form etc. Anglia Ruskin have a very useful Study Skills website with lots of easily accessible materials (<http://web.anglia.ac.uk/anet/studyskillsplus/>). You might find some of the following useful too:

Study Skills Books:

Cottrell, S., 2017. *Critical thinking skills: developing effective analysis and argument*. 3rd ed. Basingstoke: Palgrave Macmillan.

Cottrell, S., 2019. *The study skills handbook*. 5th ed. London: Red Globe Press.

Both of these books are excellent resources – whether you are new to Higher Education or whether you have already completed a degree.

Study Skills Websites:

www.learnhigher.ac.uk

Learn Higher's collection of peer reviewed, evidence based resources, including particularly useful video clips on group work and oral presentations.

<http://phil-race.co.uk/students/>

A series of links to study skills material from Phil Race, a renowned author and educational training consultant

<http://bigthink.com/neurobonkers/assessing-the-evidence-for-the-one-thing-you-never-get-taught-in-school-how-to-learn>

A site which describes some of the common ways people learn and evaluates their effectiveness (based upon a 2013 research study on learning).

https://help.open.ac.uk/students/_data/documents/disabilities/booklets/studying-with-dyslexia.pdf

Useful guidance on studying for those with dyslexia from The Open University. Aimed at students with dyslexia but useful for all. You will need to create an account with the OU to access these resources but it doesn't take very long at all.

www.mind-map.com

For information about mind maps, a great way of planning your work or presenting your notes (especially if you are a visual learner).

<https://www.educationcorner.com/study-skills.html>

Free downloads of study skills guides & related information.

www.mathcentre.ac.uk

Self study maths resources for students – including videos.

<http://www.wikihow.com/Learn>

Information on learning styles and how to learn based on the VARK learning style categories.

Grammar sites

<http://www.englishgrammar.org/lessons/>

Range of help sheets and exercises on English grammar.

www.ucl.ac.uk/internet-grammar

Internet Grammar of English written primarily for undergraduates. Doesn't assume prior knowledge of grammar.

Sites for students whose first language is not English

www.learnenglish.org.uk

British Council site – activities and advice on improving English for students whose first language is not English.

www.aitech.ac.jp/~iteslj/quizzes

Large collection of self-study quizzes for students whose first language is not English.

Once you have completed this booklet please remember to **submit the short online evaluation form** to help us evaluate this resource.



"The LSO helps with transition from non-academic experience to beginning a new life with a degree"

Lloyd Reid Student