

**Reflexive practice through the use of the portfolio. Perspective for professional development.**

**Pilot study carried out with the clinical teaching team of the International Center of Osteopathy (CIDO).**

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**Context:** Osteopathic education has evolved in such a way that everyone agrees to make it a priority in osteopathic schools as a discipline in its own right.

Facing the legitimate expectations of the public and legal representatives towards schools of osteopathy regarding their responsibility, there is a growing and imperative demand for a professionalization of teaching practices.

Reflexive practice is a crucial aspect for therapists and de facto for clinical teachers. In order to facilitate reflective practice for teachers and meet their support needs, educational managers must understand the knowledge and experience of their teachers.

**Aims:** The objective of this study was to explore the experiences of clinical teachers in supervision in order to formulate recommendations to optimize and support osteopaths in their evolution as clinical teachers.

**Method:** This research used a qualitative inductive design and approach with a descriptive survey. All CIDO tutors were invited to develop an anonymous portfolio at the start of the 2019 school year. Data was then collected through semi-structured interviews. Data were analysed from transcripts using framework analysis.

**Results:** Teachers saw reflective practice as an important catalyst for personal and professional development. They report situations where they have used reflective practice to modify their interaction with students, identify gaps in their knowledge and skills and to improve “student-centered” supervision. Teachers felt that there was a need to introduce these tools for reflective practice earlier in the learning process. They also mentioned that an exchange time should be dedicated to these reflective exchanges and discussions with the educational managers. The data revealed that teachers who were already familiar with reflective practice in their previous curriculum were more likely to use reflective practice more frequently.

**Conclusion :** This research supports the important role that reflective practice can play in the development of teachers' professional skills and identifies curriculum approaches that have the potential to improve faculty development in schools of osteopathy.

**Key words :** reflective practice, portfolio, faculty development, supervision, osteopathic education, osteopathy.