

The didactical development of teaching the working principles : the use of reflective practice as a catalyst for osteopathic clinical reasoning.

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Context : In medical education, clinical reasoning is much studied and reflexive practice is a mean of developing this essential aspect for the development of a therapeutic strategy. In osteopathy, we lack a teaching and evaluation framework for reflective practice as well as clinical reasoning.

Aims : Exploring and understanding the impact of using a grid that stimulates reflective practice and the repercussions on clinical reasoning among students when they start clinic.

Method : This research used a qualitative approach with a descriptive survey method. Fourth-year students from CIDO School were invited to fill out several grids based on the REFLECT grid model to develop post-consultation reflexivity. The collected data were analyzed with a reading grid of themes.

Results : Students perceived reflective practice as an important catalyst for their personal and professional development. The grid allowed them to make visible the invisible part of certain stages of their intuitive clinical reasoning. The exercise also allowed them to reconsider a few decisions in their reasoning process after identifying gaps in their knowledge and thus improving their clinical skills.

The data collected reveals that it is important to dedicate time for the drafting of this grid for a hot analysis of the situation experienced. It is interesting to share this analysis with peers especially for the skills related to emotional intelligence.

Conclusion : This study highlights the interest of reflective practice in clinical reasoning processes and more generally in the professionalization process of students. The mastery of clinical reasoning processes in osteopathy is essential for optimal management in order to limit potential errors linked with the various affective and cognitive bias.

Key words : reflexive practice, reflexivity, metacognition, clinical reasoning process, analytical, intuitive, hypothetico-deductive, education,