

Developping skills to Act in clinical situations. How to optimize the concept of educational alliance between clinical teachers and students?

Second step: The ideal supervision based on the experience of clinical teachers in French osteopathic schools.

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Context: Clinical teachers become the preferred contacts for students due to the engineering of osteopathic programs. Clinical teachers play a major role in student learning but also in their reflective and professionalization process. The relationship established between the supervisee and the supervisor is essential, we talk about an educational alliance. This dynamic must be investigated and optimized in a student-centered learning paradigm.

Aims : Explore the experience and knowledge of clinical teachers regarding ideal supervision from their point of view.

Method: A qualitative study by semi-structured individual interviews was carried out with clinical teachers in 3 different French schools.

A thematic content analysis was conducted using an inductive analytical approach. The interviews were carried out until the data were saturated in each of the 3 different schools.

Results : Clinical teachers described ideal supervision as supervision with teaching time dedicated to student practice as well as patient safety. The dynamic established by the supervisor is a dynamic between three roles; support, guide, help. The data highlighted an approach of duality between paradigms of learning or teaching to students, but all remain fixed on the reflexivity, the skills and the empowerment of the students in an optimal practice for the patients.

Conclusion : The ideal osteopathic supervision described has the characteristics of formative supervision. Knowledge of the beliefs and expectations of clinical teachers represents a second step to allow a quality meeting and an optimized educational alliance between supervisor and supervisee.

Key words : osteopathic education, direct supervision, educational alliance, feedback, clinical reasoning, learning paradigm, student-centered.