

From learning a clinical reasoning process to incorporating it into clinical practice. A pilot study.

What is the impact of a digital resource such as the Montreal Clinical Reasoning Process MOOC for third year students at CIDO?

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Context: The thinking and decision-making processes that allow a clinician to propose a treatment in a specific context of health problem solving are a major issue in osteopathic education. This is clinical reasoning.

It is necessary to be able to better identify and categorise this process in order to better communicate on the different stages of understanding and managing a patient. Describing and explaining one's practice is one of the objectives of the reflective practitioners that we wish to train. The learning and implementation of this process is the theme of this research.

Aims : The aim of this study is to explore how students appropriate a model of the clinical reasoning process. What elements seem to be favorable to the transposition of learning on a digital platform such as a MOOC to the implementation in their clinical practice?

Method: A qualitative study by individual semi-structured interviews was carried out with students at the end of the MOOC. A thematic content analysis was conducted using an inductive analytical approach. The interviews were carried out until the data were saturated.

Results : Students mention the value of being able to refer to an explicit model shared by different health professionals. The identification of the different steps can be seen as reassuring and helpful in authentic and complex clinical situations. The students mention an advantage in terms of situating themselves in their progression of the different skills necessary for clinical decision-making. The role-playing exercises, especially in the practical sessions, are mentioned as a bridge between theory and practice.

Conclusion : The clinical reasoning process model is beneficial in providing a reassuring and guiding framework for learning and mastering critical skills for clinicians. The adaptation and incorporation of this process seems to be facilitated by an active pedagogy and in particular by authentic situations.

Key words : osteopathic education, clinical reasoning process, learning paradigm, student-centered, soft skills, enaction.