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Work experience:

- Private practice in perinatal osteopathy since 2007
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ABSTRACT

USING CLINICAL CASE SCENARIOS TO ASSESS REASONING IN OSTEOPATHY

Osteopathic reasoning is a complex skill to acquire and an intricate ability to assess. Since evaluations are essential to certify minimum standards achievement for professional practice, we need to build evaluative tasks that are valid, reliable and unbiased in order to make legitimate decisions.

Using clinical case scenarios (CCS) to evaluate osteopathic reasoning has many advantages. They constitute authentic assessments, require students to mobilise their declarative, procedural, and conditional knowledge, can be used as formative and summative assessment tools and develop students' competencies that are transferable.

CCS are significant and motivating activities since they stimulate students to comprehend and solve common problems encountered in an osteopathic practice (Wiggins, 1993; Hart, 1994)). Moreover, resolving CCS can trigger the internal motivational factors described by Viau (2009) and stimulate students' perseverance as well as deep learning processes (Prégent et al. 2009). Furthermore, CCS focus explicitly on the reasoning process and not solely on the diagnostic outcome (Anderson, 2008).

However, like every evaluative task, CCS have their limits. The assessment tool reliability is reduced by the poor quantity of observations, the incomplete relevance of cases, the difficulty for some students to organise their thoughts in writing as well as the lengthy and costly correction process.

At the Centre ostéopathique du Québec, we developed and validated a criteria-based evaluation grid to assess students' performance to CCS, which respects Likert's validity criteria (1932).

One of the greatest pedagogical challenges is to build valid, reliable and practical tools to assess complex skills and confirm professional competencies. Using CCS to assess clinical reasoning could be part of the solution.

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