

Impact of the video tool on the acquisition of clinical skills in Osteopathy.

Preliminary study on 3rd year osteopathic students.

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ABSTRACT

The contribution of new pedagogical tools, like video podcasting, has recently been considered as relevant support in clinical learning. In this way, analysis of filmed consultations can be a new approach to initiate clinical reasoning in addition to clinic observation hours. The aim of this preliminary study was to develop a methodology to analyse filmed consultations and to evaluate the impact of this teaching tool on clinical skill acquisitions.

Seven consultations were recorded analysing the practices of volunteer students. Seven practitioners have participated in these lessons (4 hours per lesson) within the same methodology (28 hours). Different acquisition steps were proposed to facilitate the analysis of filmed consultations: 1-Video viewing and note-taking, 2-Transcript, 3-Comparison with the transcription, 4-Analysis and Discussion around three essentials skills (relational situation, red/orange flags, choice of techniques). A 10-item Likert-type survey was proposed to students at the beginning, in the middle and at the end of this new learning program.

At the middle of the program, results of the average score regarding the consultation traceability rose from 1.5 to 2.5 ($p < 0.01$). However, there was no significant difference between the average scores relating to the appropriate choice of technique ($p > 0.05$). The results will be updated at the end of the program and will be presented in October at the congress.

Using video technology associated with a strong methodology of analysis is important to provide consultations’ feedback to students and could optimize the acquisition of clinical skills essential for the osteopathic diagnostics.