

## Remediation of clinical reasoning difficulties

The early detection of difficulties that students face while meeting the requirement of their training seems naturally wishful for anybody who has taught osteopathy. These difficulties can be various, and may lead to serious issues hindering the student's pedagogical progression. Particular difficulties in the "passing on" or transmission of the clinical reasoning processes have, by example, been well exposed in scientific literature (Croskerry, Singhai, & Mamede, 2013a, 2013b; Nendaz, Charlin, Leblanc, & Bordage, 2005).

In addition, members of the teaching staff often struggle to conciliate the requirements related to the conveying of the matters to the requirements related to the appreciation of the learning processes themselves. This appreciation is more arduous and often based on intuition rather than formal knowledge (Chamberland & Hivon, 2005). Therefore, it is important to provide suitable tools to adequately achieve this task. One way of doing so is to create formal processes of remediation of pedagogical difficulties (Audétat, Faguy, Jacques, Blais, & Charlin, 2011; Guerrasio, 2013; *Guide d'accompagnement de la rédaction d'un Plan de remédiation*, 2009; Lacasse & Théorêt, 2012a, 2012b; Sanche, Béland, & Audétat, 2011).

Such program has been developed at the "Centre ostéopathique du Québec" since 2013. It is presented by the general schema of self-regulation in learnings (Brydges & Butler, 2012), essential in the learnings of health sciences. It is based on the general appreciation of the pedagogical path of students and is defined according to these 4 axis:

1. Factors related to the student: personal factors (cognitives, affectives, relationnels, organizationnels) and self-regulation of learnings capacities
2. Factors related to the development of palpation
3. Factors related to the formation of the knowledge network
4. Factors related to the processes of clinical reasoning

This presentation will expose how we can detect, analyse and find a solution to main pedagogical difficulties of osteopathic students.

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