

Developping skills to Act in clinical situations.

How to optimize the concept of educational alliance between clinical teachers and students?

First step: The ideal supervision based on the experience of learners in an osteopathic teaching clinic.

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Context: The contextualization of learning situations is fundamental for the development of skills in learners. The end of the osteopathic course is mainly dedicated to consultations carried out in application clinics with patients under the supervision of clinical teachers. There are changes in the characteristics of these young generations called "millenium" or "Z". The relationship between the supervisor and the supervisee is an essential component in triggering clinical learning. Just as the therapeutic alliance is essential in centered patient care, the educational alliance must be investigated and optimized in a student-centered learning paradigm.

Aims : The objective of this research is to explore the experience of students in clinical supervision in order to bring out the characteristics of ideal supervision from their point of view.

Method : A qualitative study by individual semi-structured interviews was carried out with students at the end of their osteopathic course 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 schools.

Results : Students described ideal supervision as direct supervision with student, practice and patient-focused instructional time. The framework of benevolence or a practice in a context of empathy and exchange between "peers" are important elements for the students. The clinical teacher's feedback is a dynamic between an evaluation posture of clinical practice and a posture to assist learning in a real clinical situation by highlighting areas for improvement observed in direct supervision. The challenge is the development of clinical reasoning, reflexivity and the feeling of personal effectiveness.

Conclusion : The ideal osteopathic supervision described presents the aspects of a learner-centered formative supervision. Knowing the students' beliefs and expectations represents a first step to allow a quality meeting and an optimized educational alliance between the supervisor and the supervisee and de facto better learning.

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