



# Experiential learning as a driver for the development of evidence-based practice skills

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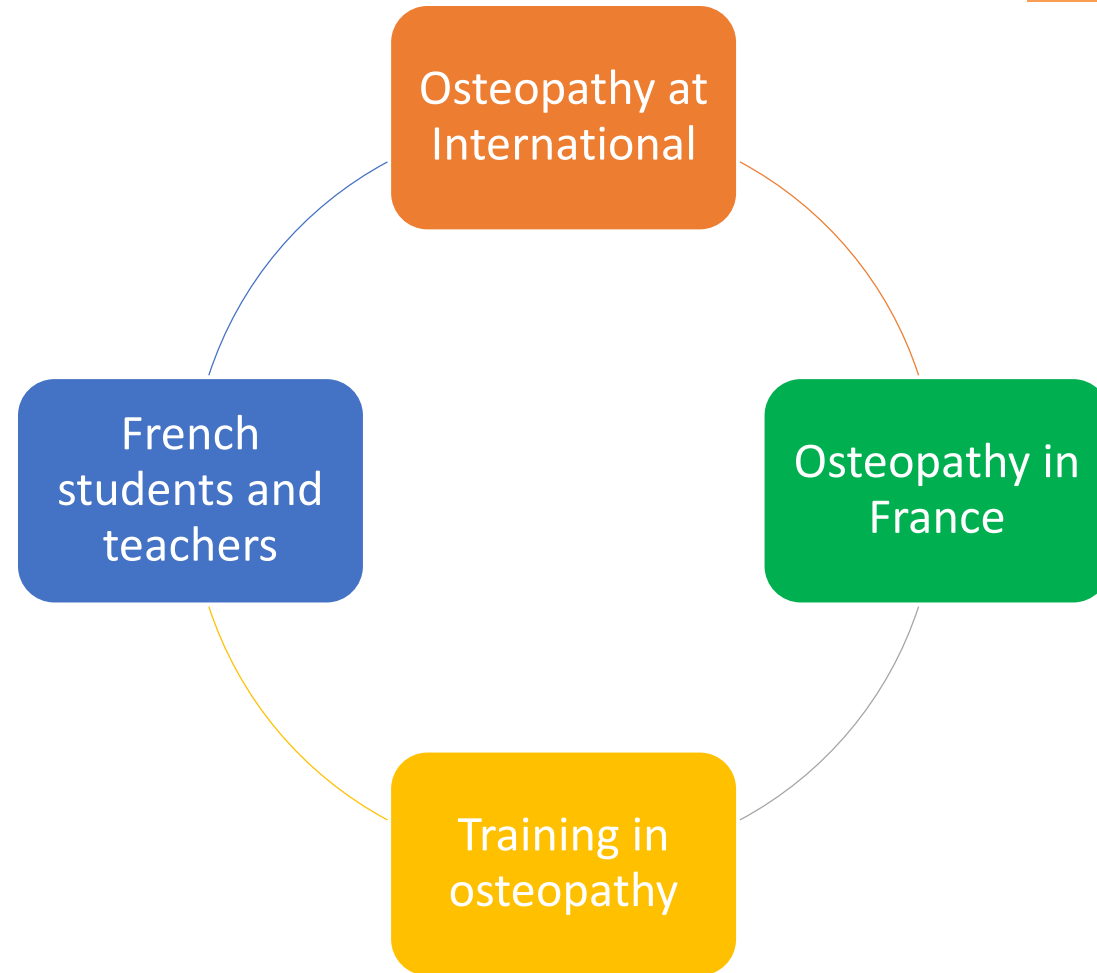


**Background : Osteopathic medical education in the era of EBP :  
some points of reference**

**Experiential learning to develop EBP skills**

**Professional situation analysis training groups (GEASP)**

# Osteopathic medical education in the era of EBP : some points of reference



# Osteopathic medical education in the era of EBP : some points of reference



# Osteopathic medical education in the era of EBP : some points of reference



ORGANISATION MONDIALE DE LA SANTE

CINQUANTE-TROISIEME ASSEMBLEE MONDIALE DE LA SANTE  
Point 3 de l'ordre du jour provisoire

A53/4  
29 mars 2000

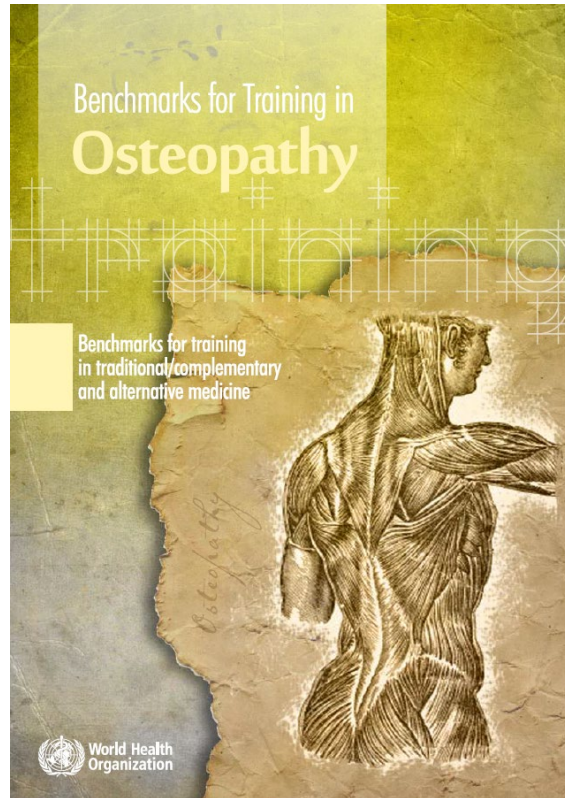
*Rapport sur la santé dans le monde, 2000*

Pour un système de santé plus performant

Patients must be put at the heart of the healthcare system and must be informed about what is good or bad for their health (WHO, 2000)



# Osteopathic medical education in the era of EBP : some points of reference



osteopathic skill : The ability to critically evaluate medical and scientific literature and integrate relevant information into clinical practice (WHO, 2010)

# Osteopathic medical education in the era of EBP : some points of reference



Morin and Gaboury *BMC Complementary Medicine and Therapies* (2021) 21:196  
<https://doi.org/10.1186/s12906-021-03366-3>

BMC Complementary  
Medicine and Therapies

## RESEARCH ARTICLE

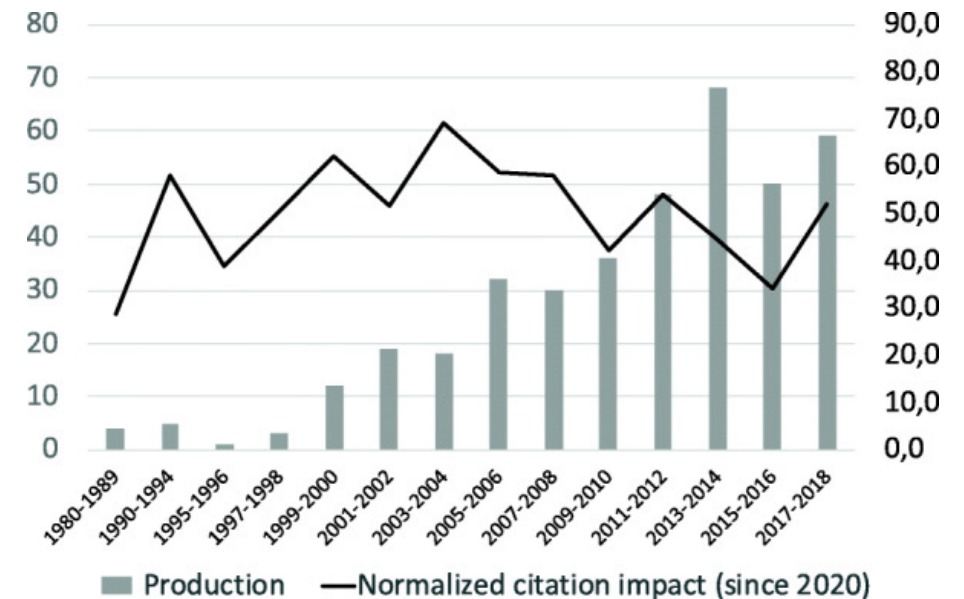
Open Access

### Osteopathic empirical research: a bibliometric analysis from 1966 to 2018

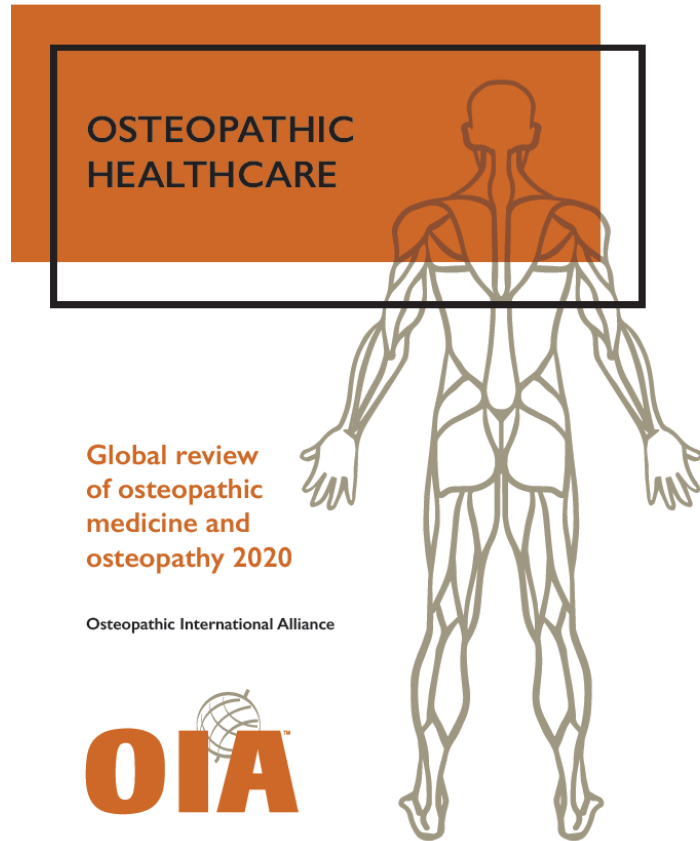
Chantal Morin<sup>1,2\*</sup> and Isabelle Gaboury<sup>3</sup>



Significant increase in the number of studies **but mainly disciplinary-focused and targeting a limited readership.**



# Osteopathic medical education in the era of EBP : some points of reference

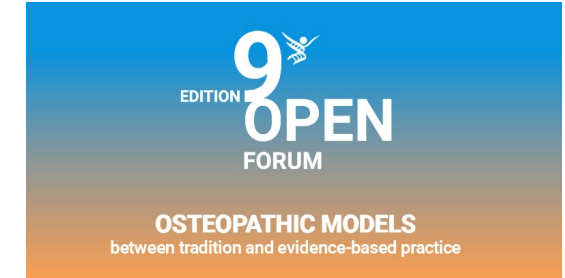


The evidence suggests that manual therapy has a positive effect ; **but many studies are inconclusive due to insufficient methodological rigour and potential bias.**

Additionally, **the sample size is often insufficient to provide reliable results.**



# Osteopathic medical education in the era of EBP : some points of reference



International Journal of Osteopathic Medicine 44 (2022) 29–35



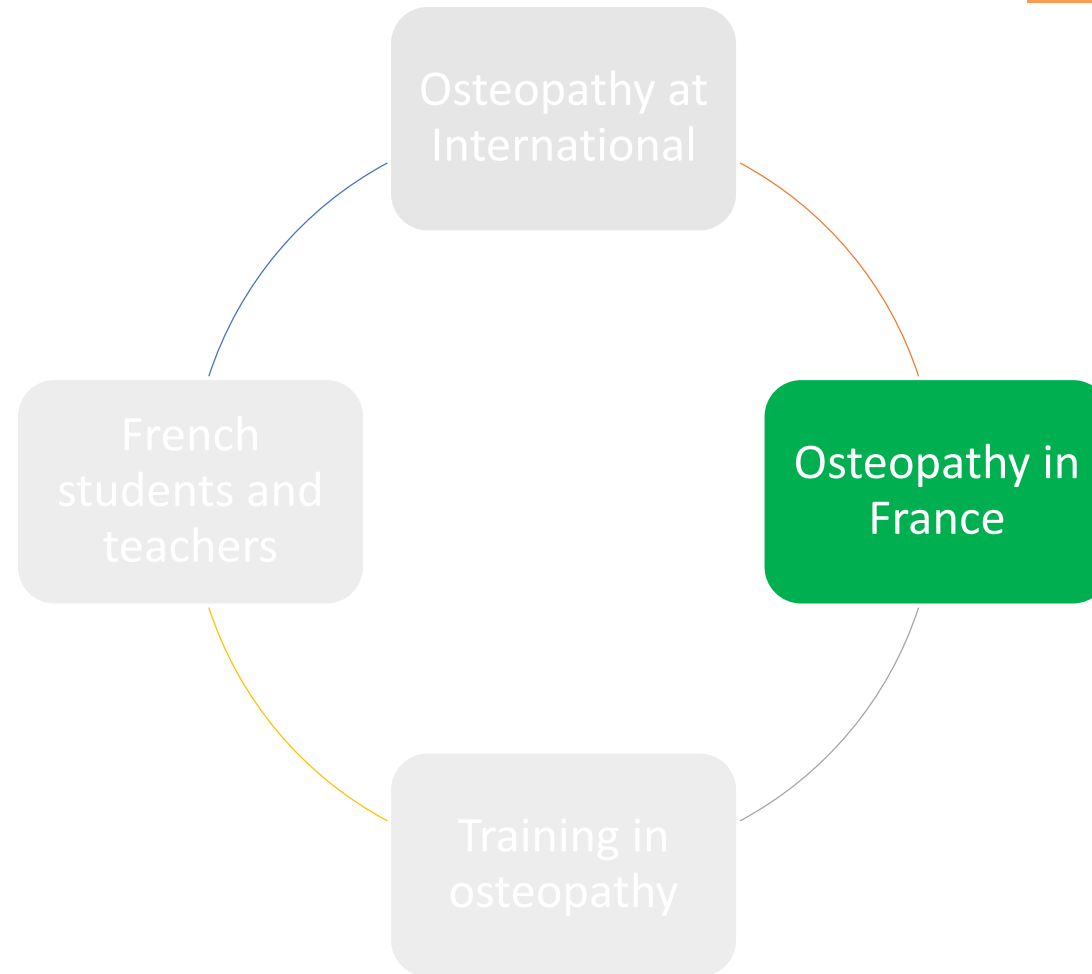
4 M's to make sense of evidence – Avoiding the propagation of mistakes, misinterpretation, misrepresentation and misinformation



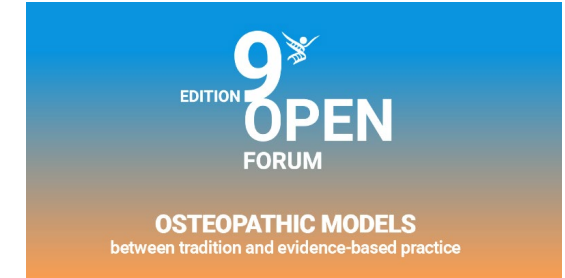
Jerry Draper-Rodi<sup>a,b,\*</sup>, Paul Vaucher<sup>c,d</sup>, David Hohenschurz-Schmidt<sup>e</sup>, Chantal Morin<sup>c,f</sup>,  
Oliver P. Thomson<sup>a,c</sup>

It is crucial for clinicians to evaluate evidence pertinent to their actual clinical practice and to consider this in their interpretation and extrapolation to inform clinical decision-making.

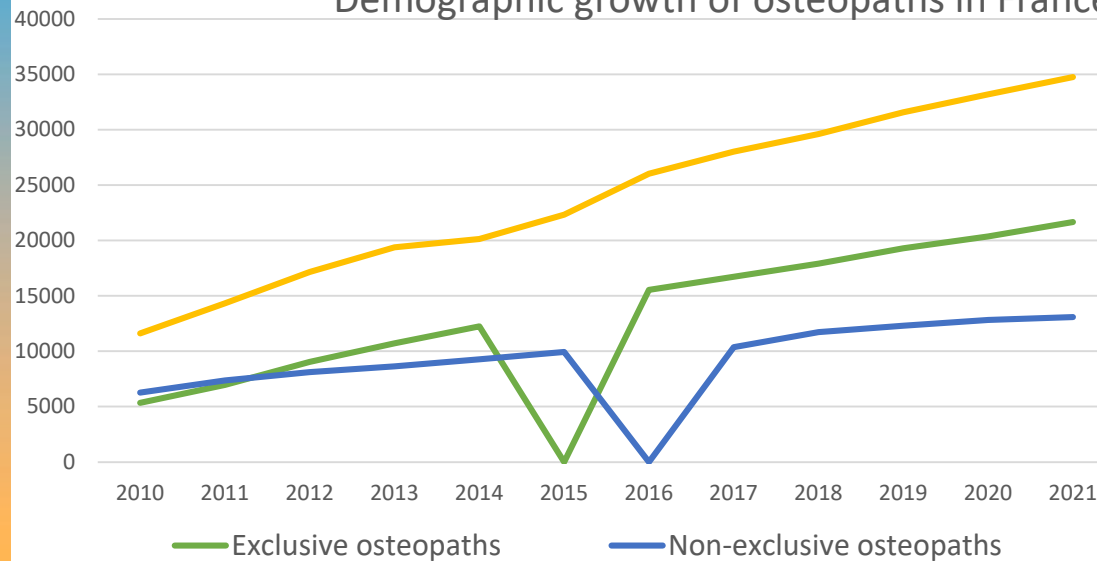
# Osteopathic medical education in the era of EBP : some points of reference



# Osteopathic medical education in the era of EBP : some points of reference



Demographic growth of osteopaths in France



Source : <https://www.osteopathie.org/demographie.html>

Recognition of osteopathy in France (BO, 2002)

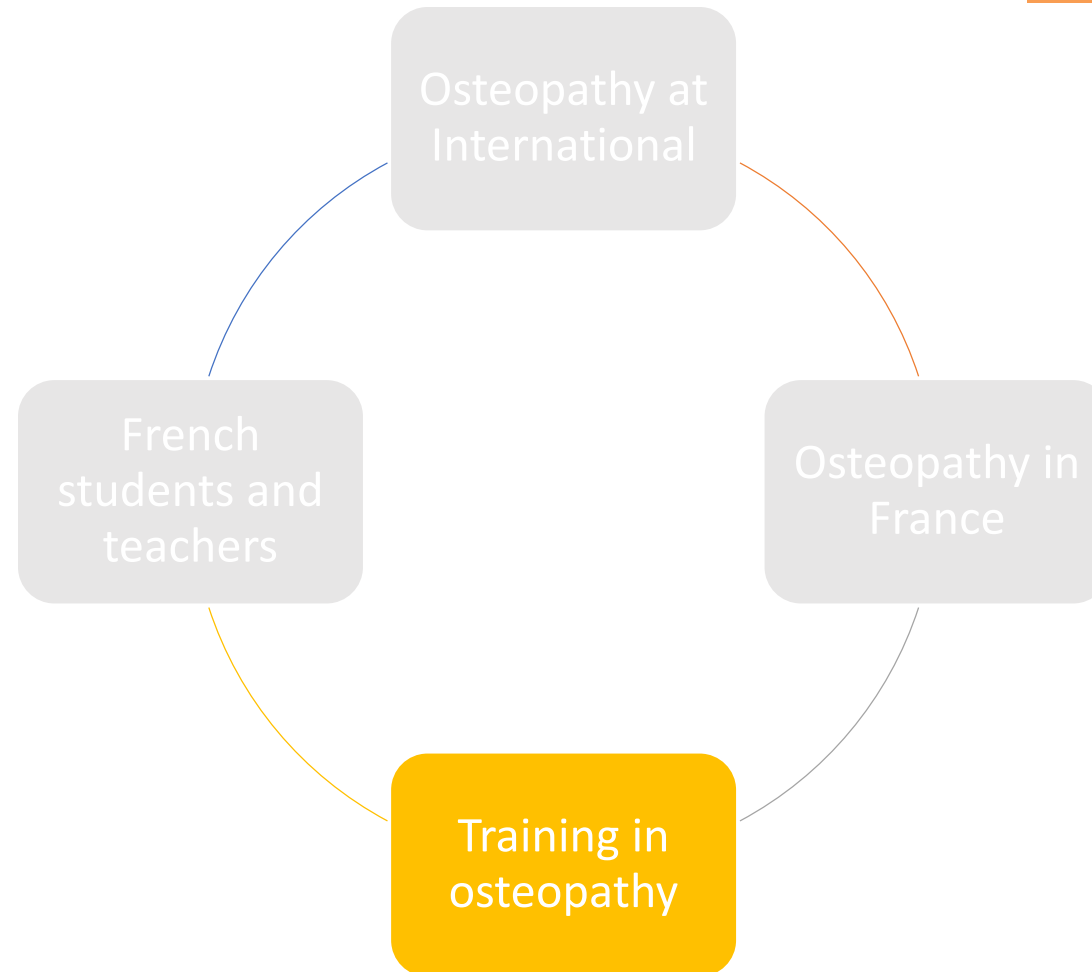
Regulations governing the training of osteopaths in France (BO, 2014)

**31 approved establishments** (legifrance, 2024)

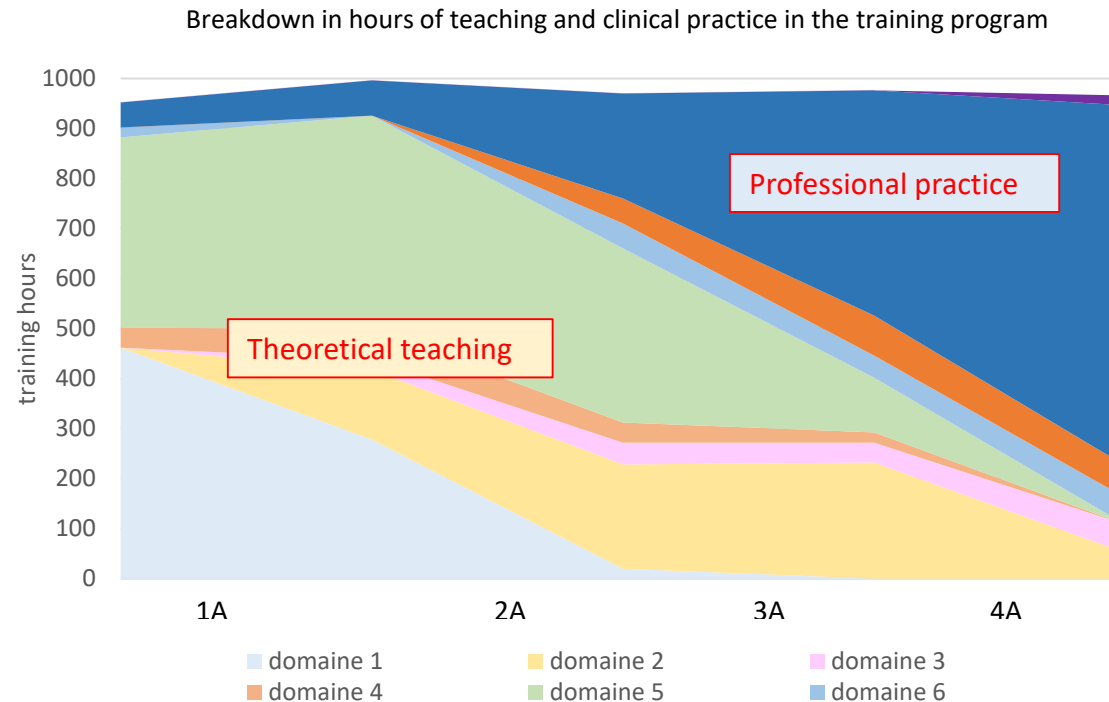
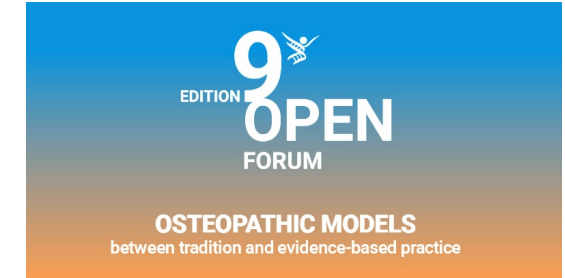
**39 511 osteopath** (ADELI, 2023)

2002  
Recognition  
for  
osteopathy  
in France

# Osteopathic medical education in the era of EBP : some points of reference



# Osteopathic medical education in the era of EBP : some points of reference



4,800 hours over 5 years, including 1,500 hours of clinical practice

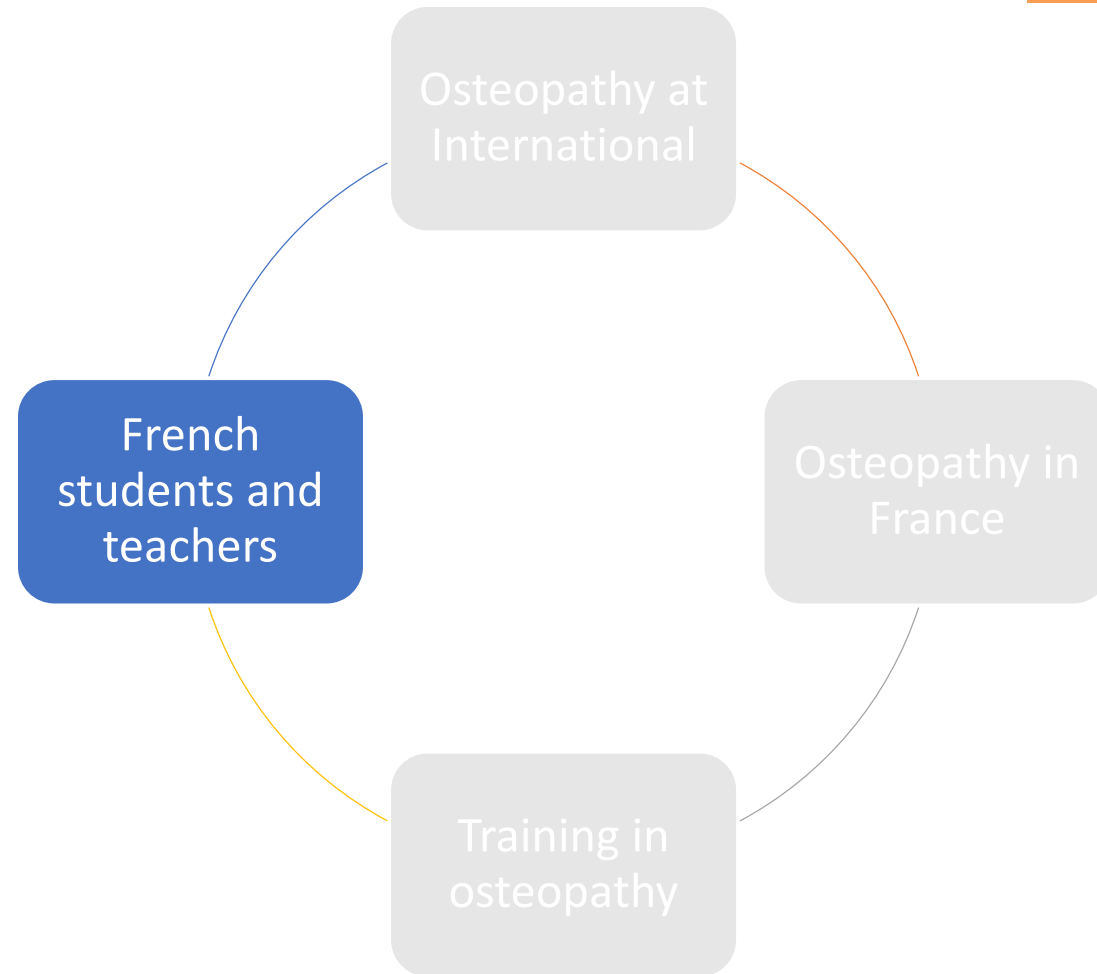
6 skills to be developed and acquired

57 different teaching units, including 6 aimed at Competency 5 :

**Analyzing professional practice and processing scientific and professional data**

Source : Décret n° 2014-1505 du 12 décembre 2014 relatif à la formation en ostéopathie.

# Osteopathic medicine education : a challenge in the EBP era



# Osteopathic medical education in the era of EBP : some points of reference



septembre 2024 | n° 3 **ml** mains libres

RECHERCHE

## Attitudes, compétences et utilisation de la pratique fondée sur les preuves des étudiants ostéopathes : une enquête transversale par questionnaire menée dans trois instituts français de formation

**Attitudes, skills, and use of evidence-based practice among French osteopathic students: A cross-sectional questionnaire survey in three educational institutions**  
(Abstract on page 186)

**Einstellungen, Fähigkeiten und Anwendung der evidenzbasierten Praxis bei französischen Osteopathiestudenten: eine Querschnittserhebung per Fragebogen in drei Ausbildungseinrichtungen**  
(Zusammenfassung auf Seite 186)

Thomas Cornet<sup>1</sup> (DO, MSc), Mathieu Ménard<sup>1,2</sup> (DO, MSc, PhD), Erwann Jacquot<sup>3</sup> (DO, MSc), Stéphane Renaudo<sup>4</sup> (DO, MSc), Mallika Geslin<sup>4</sup> (MSc, PhD), Martin Garet<sup>4</sup> (PhD), Benoit Thierry-Hildenbrand<sup>1</sup> (MSc), Hakim Mhadhbi<sup>1</sup> (DO, MSc)

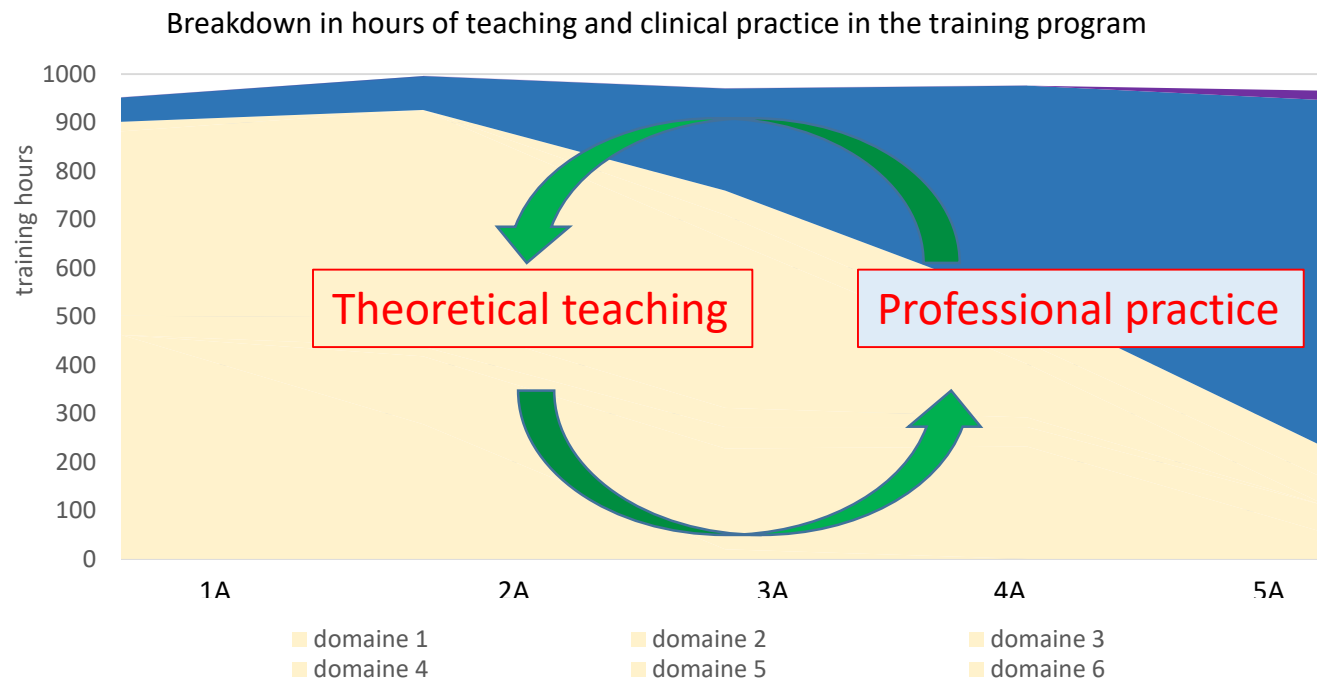
Mains Libres 2024; 3: 177-188 | DOI: 10.55498/MAINSLIBRES.2024.12.3.165

Les auteurs ne signalent aucun conflit d'intérêt; le projet de recherche n'a reçu aucun financement.

Article reçu le 16 mai 2024, accepté le 20 juillet 2024.

In France, like osteopaths in other countries (Evidence-Based Practice Attitude and Utilisation Survey : UK 2018, Australian 2019, Swedish 2020, Italian 2021, Canadian 2024), teachers and students are aware of the importance of EBP **but declare that they have real difficulties applying it in real clinical situations** (Mhadhbi H & al. 2023 ; Cornet T & al. 2024).

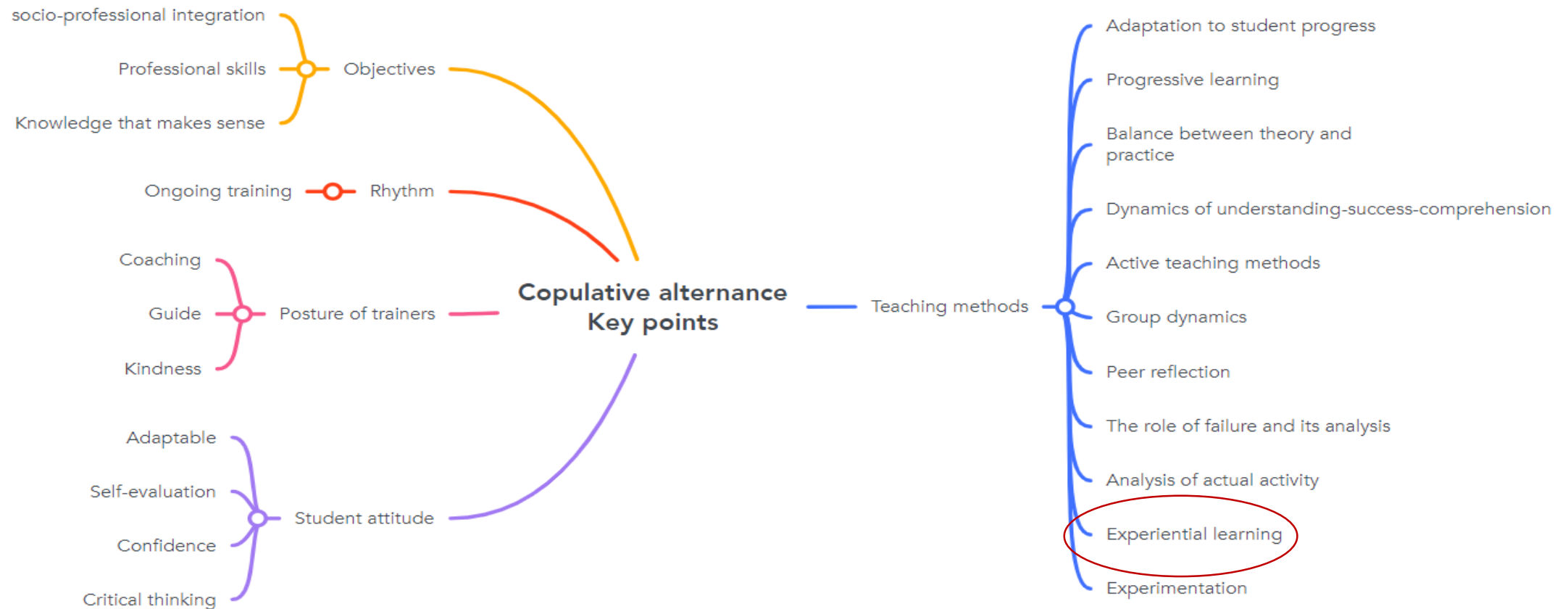
# Experiential learning to develop EBP skills



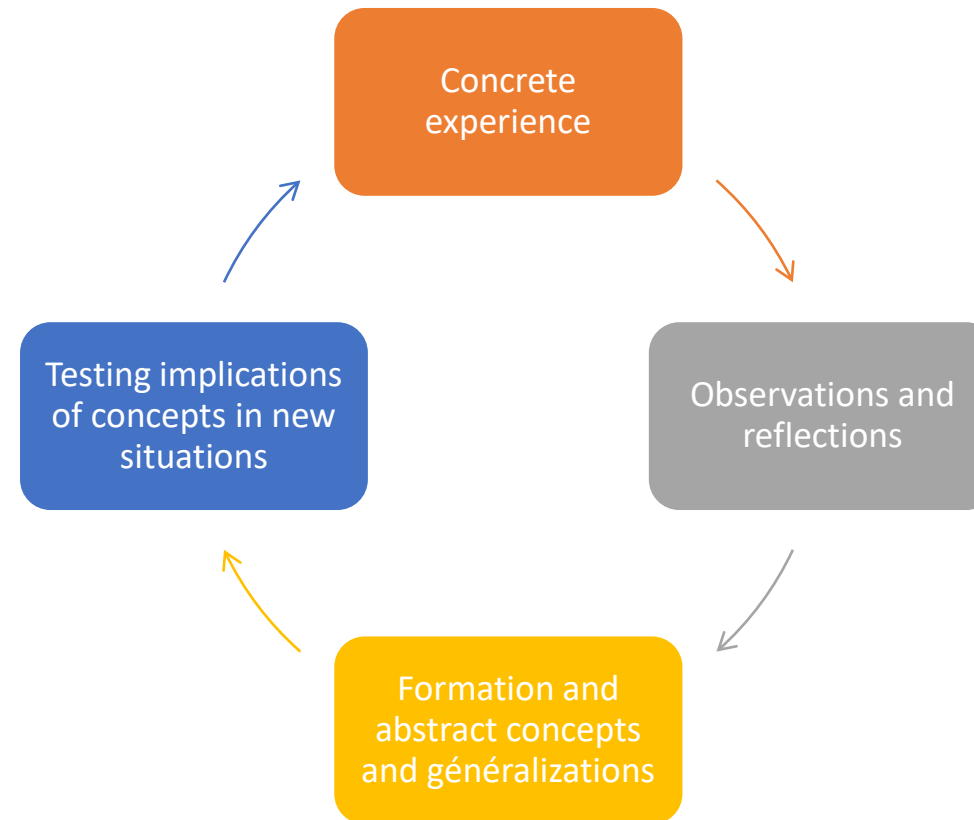
In a training programme that aims to combine theoretical and practical elements, the copulative (integrative) alternation system <sup>(1)</sup> appears to offer an effective working framework.

(1) Bougeon, 1979

# Experiential learning to develop EBP skills

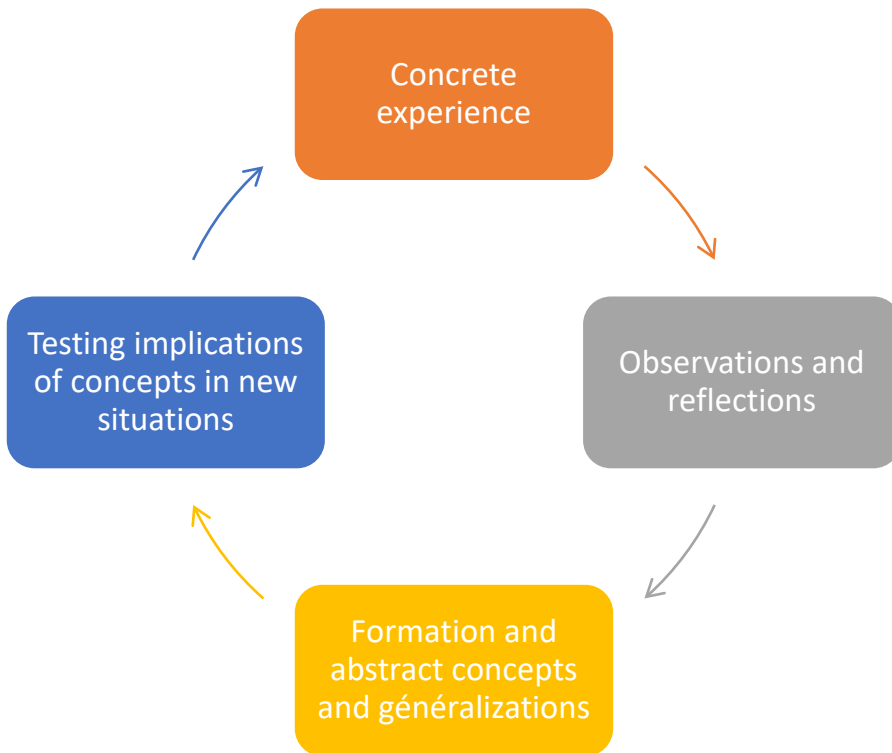


# Experiential learning to develop EBP skills



The Lewinian Experiential learning Model

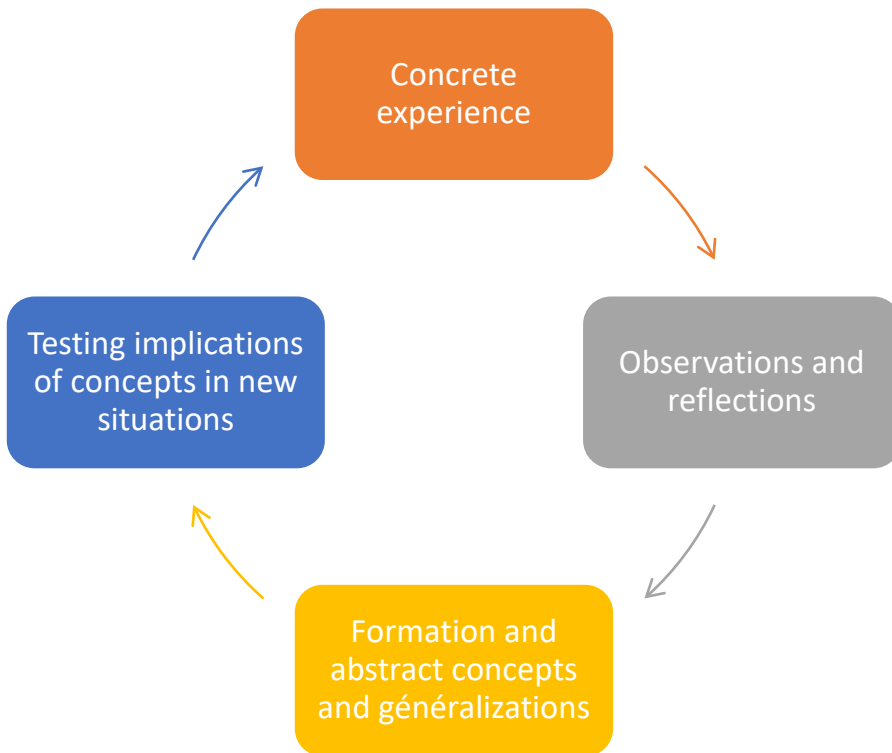
# Experiential learning to develop EBP skills



The Lewinian Experiential learning Model

In a more general sense, the primary authors who discuss experiential learning tend to emphasise the following aspects : **recognition of prior learning by the learner, community action and social change, self-awareness and personal development.**

# Experiential learning to develop EBP skills



The Lewinian Experiential learning Model

Experience is characterised by **a cumulative and evolutionary quality** that is integral to the human experience.

Each experience should contribute to **the individual's capacity to navigate future experiences** that are more advanced and more profitable.

This is the very essence of the growth, continuity and renewal of experience (Dewey, 1938).

# Professional situation analysis training groups (GEASP)



**Goal :** Establish a functional educational framework for the development and acquisition of skills in practice analysis and evidence-based practice for students and trainers.

**Non-negotiable learning conditions :** the learner-centred approach

- Participants must be authentic (the realness)
- The key principles of consideration, acceptance, and trust
- Understanding and empathy

*Rogers C, 1969*



# Professional situation analysis training groups (GEASP)



## Procedure in 8 stages

### Pre-workshop stage : For each student

1. Clinical consultation, selection of the problematic clinical situation, drafting of the clinical situation and analysis phase (step sheet 1 et 2)

### Workshop : In groups - Duration: 2 hours

2. Initiation and choice of a situation to be studied in group - 5 to 10 mins
3. Presentation of the situation by the selected student – 10 to 15 mins
4. Questioning by the group – 20 to 30 mins
5. Group formulates proposals – 30 to 40 mins
6. Synthesis phase by the student and formulation of learning objectives by the supervisor – 10 mins

### Post-workshop stage : For each student

7. Personal research work (step sheet 3 et 4)

### Next workshop :

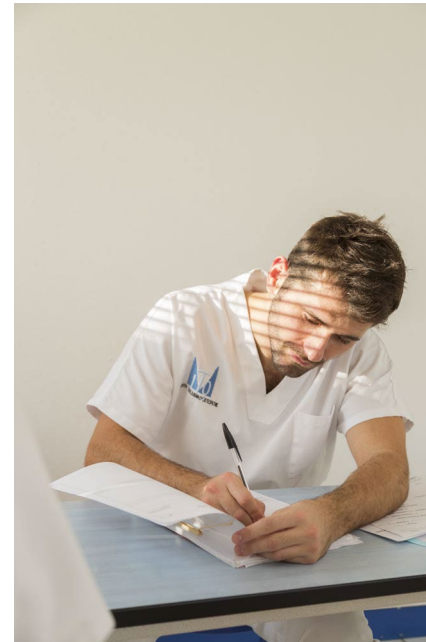
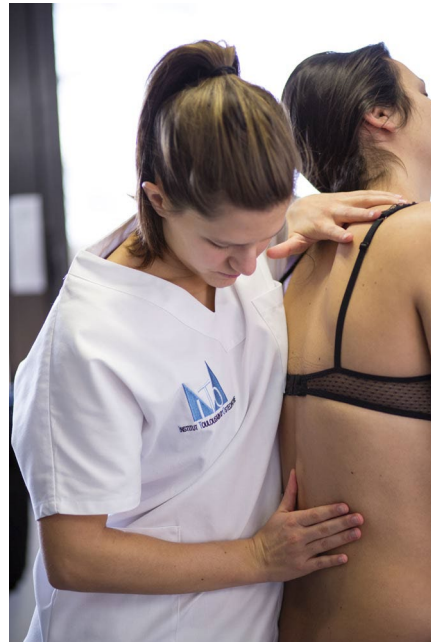
8. Objectives feedback phase

# Professional situation analysis training groups (GEASP)



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# Professional situation analysis training groups (GEASP)



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# Professional situation analysis training groups (GEASP)

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**Next workshop :**

8. Objectives feedback phase



# Professional situation analysis training groups (GEASP)



Some feedback from students after 2 years :

*« GEASPs are very useful for highlighting areas for improvement in our patient care. »*

*« GEASP is a very promising tool but with very few hours. »*

*« The GEASPs were very interesting and helped to raise a number of difficulties and find solutions. »*

*« Great GEAPS workshop (very instructive and useful for our future experience in clinics). »*

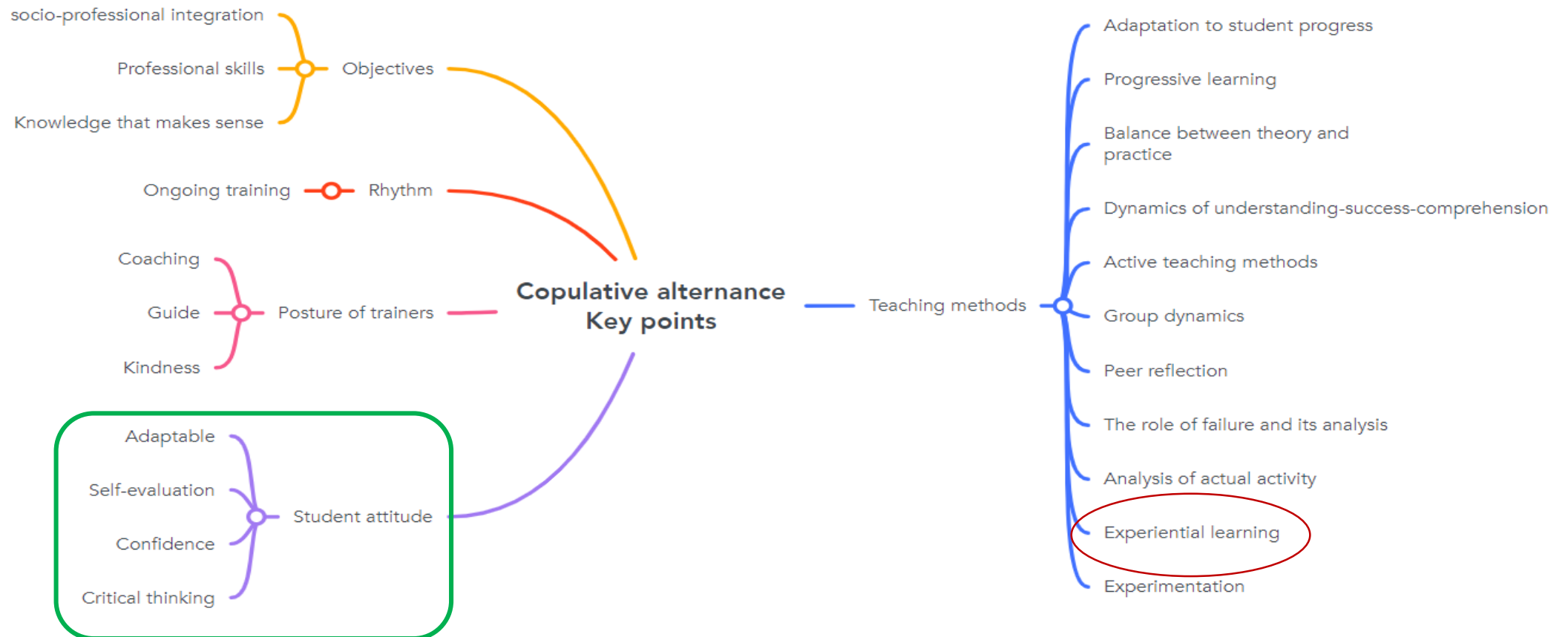
*« I find the GEASP workshop useless »*

*« GEASP is too strict in its operation »*

*« As for the GEAPS workshops, it's disappointing that they only deal with one case for 2 hours. »*

*« GEASP isn't crazy ... it should be in the form of open debates based on everyone's experience as well as that of the teacher. Rather than filling in a form that is far too divisive. »*

# Professional situation analysis training groups (GEASP)





Thank you for your attention !