

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

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At a time when osteopathic professionals seem to want to update their practices in line with the ethical recommendations common to all health professions, it appears that most recent studies indicate that a large majority of them do not feel they have mastered the approach that includes evidence-based practice (EBP).

If we look at the various training courses offered in Europe in countries where the profession is recognized, we can see that the lack of emphasis, or even the absence, of EBP education in training programs may partly explain this phenomenon.

In France, the notion of practice analysis only really made its appearance in the teaching and clinical training curriculum with the training decrees published in 2014, without however indicating the training methods to applied with regard to EBP.

At the Institut Toulousain d'Ostéopathie, we have decided to promote the development of this practice through experiential learning, which encourages the search for meaning and the modification of practices, by integrating EBP as one of the pillars of all group clinical situation analysis.

In order to introduce our students to this back-and-forth approach between actual clinical practice and the theory derived from the literature, as part of a copulative (integrative) alternating approach, we have set up professional situation analysis training groups (GEASP).

This highly codified method has a number of advantages, including the development of common reference points on the purpose of analyzing clinical situations and the development of autonomy in the production of knowledge and the improvement of practices.

Key words : Experiential learning, evidence-based practice, osteopathy, situation analysis training groups (GEASP)