



Reflexive practice through the use of the portfolio.

Perspective for professional development.

7th “*Open Forum for Osteopathic Education*” Conference

24th & 25th September 2020



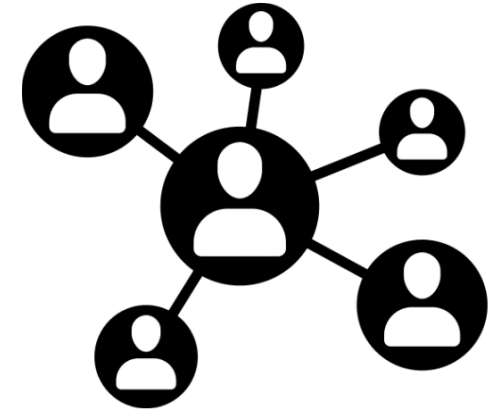
TEACHING THE
WORKING PRINCIPLES
OF OSTEOPATHY

Erwann JACQUOT - CIDO



Centre International D'Ostéopathie

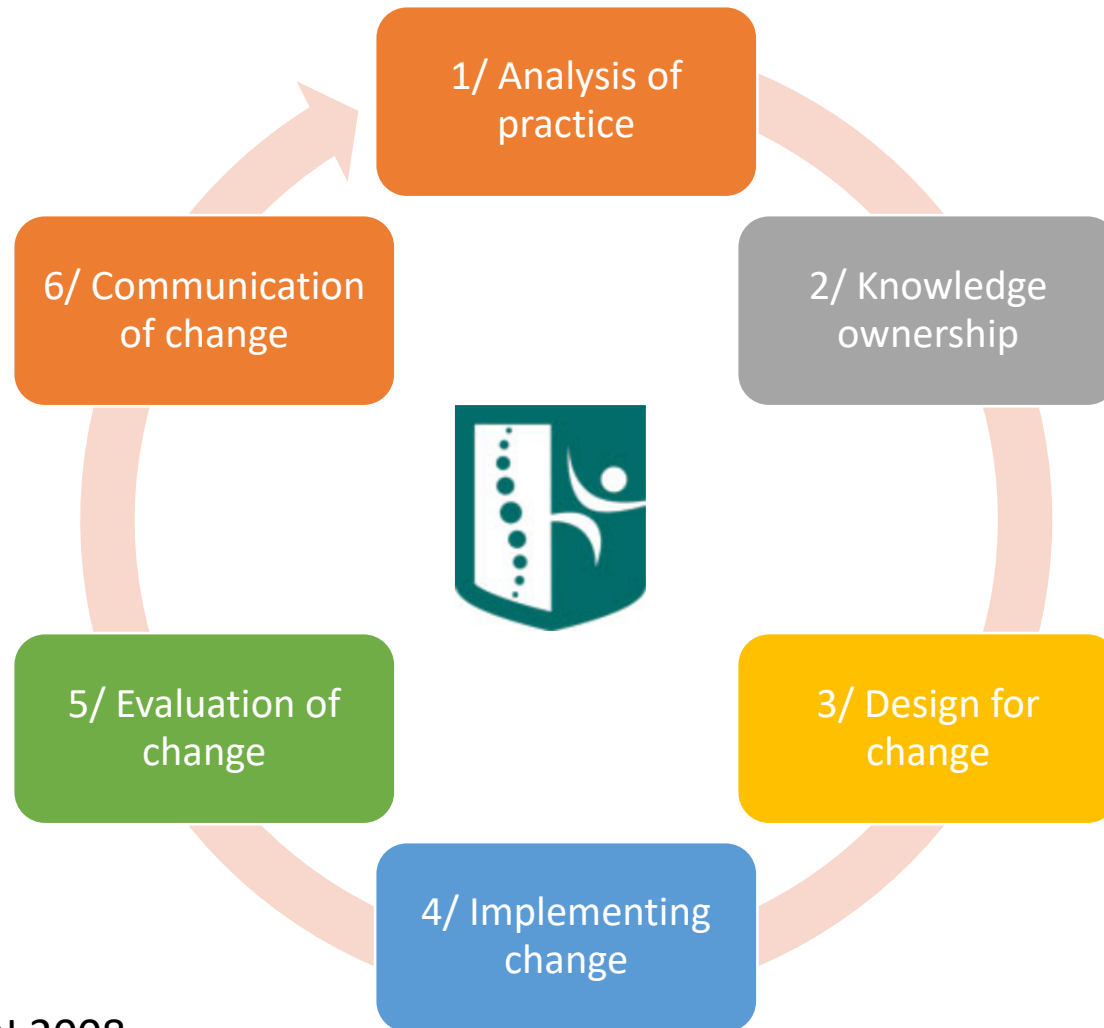
Context



- Teachers Professionalization
- Analysis of practice and reflexivity
- Paradigms of learning rather than teaching
- The place of teachers in the training of tomorrow's osteopaths

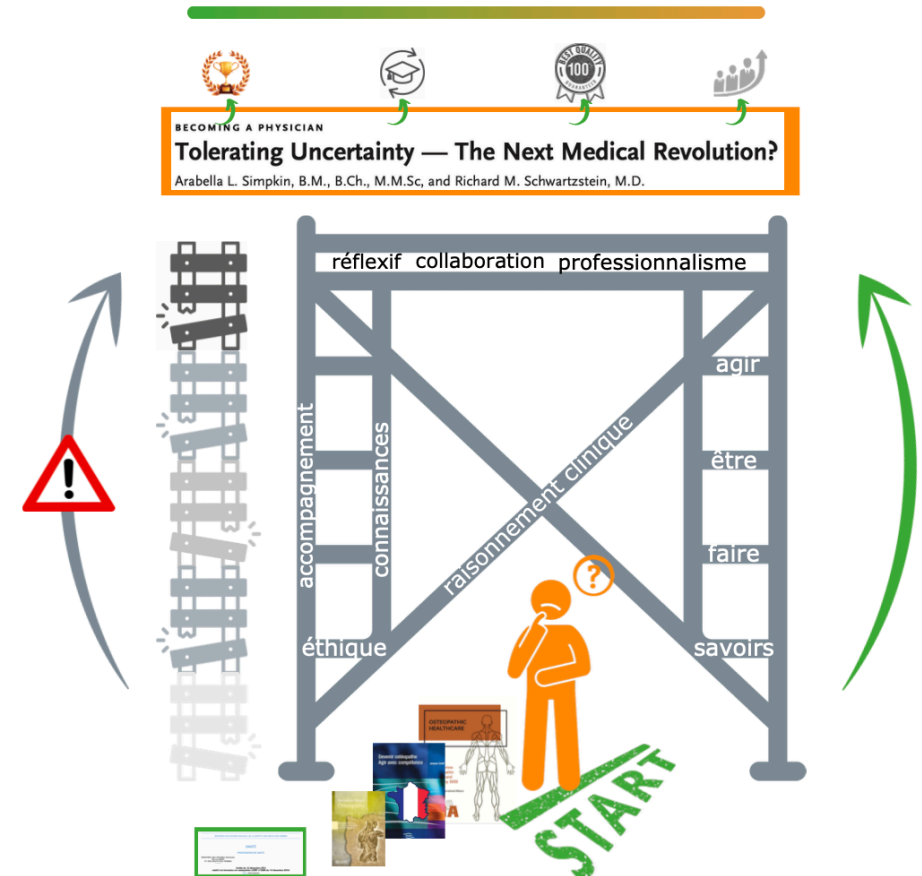


Scholarship of teaching and learning CIDO



O'BRIEN 2008

L'Ostéopathie "post moderne" ?



EDITORIAL | VOLUME 35, P1-4, MARCH 01, 2020

Models and theoretical frameworks for osteopathic care – A critical view and call for updates and research

[Jorge E. Esteves](#)   • [Rafael Zegarra-Parodi](#) • [Patrick van Dun](#) • [Francesco Cerritelli](#) • [Paul Vaucher](#)

Published: January 22, 2020 • DOI: <https://doi.org/10.1016/j.ijosm.2020.01.003> • 

... and different models for teaching or learning osteopathy

Pédagogie Médicale 20, 55-56 (2019)
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<https://doi.org/10.1051/pmed/2020016>

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ÉDITORIAL

Des pratiques éducatives fondées sur les opinions aux pratiques éducatives fondées sur les preuves

From opinion-based to evidence-based education

Being a teacher or becoming a teacher?

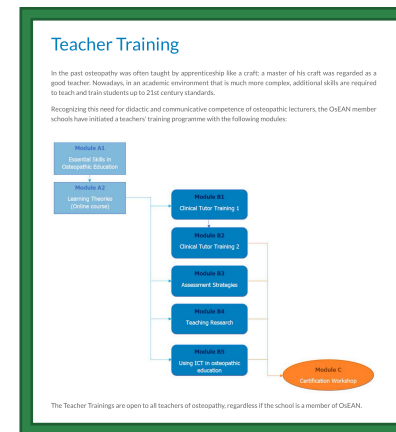
« The practitioner teaches because it is part of his tasks, but he has no specific training beyond his disciplinary training »

(Lison & Jutras, 2014)

Osteopath

Reflexive
Osteopath

« Searcher-
teacher »
Osteopath



OsEAN

(Bédard, 2014)

Context



First Portfolio

Shadowing
Pedagogy
Teacher training

Covid

Virtuel
Visio
Adaptation

Portfolio

pédagogique /corporel
Enactiv and Body
ecology

E-portfolio ?

Portfolio enactiv
and more ?

2019

2020

2021



Version 1 the clinic portfolio

Covid

Teacher Portfolio less theoretical...

Enaction and image of the teacher's
body

Theoretical frameworks

- Learning paradigm (Vs teaching paradigm)
- Health Acting, skills for action, Competency
- Enaction education : learning and teaching in situation
- The body (role) of the teacher !





Problematics

- In a context of change and evolution, how can teacher update and evolve their representation ?
- How is the portfolio used among teaching clinicians ?

**How is the implementation of a pedagogical portfolio (+body)
perceived and used by osteopathic teachers?**

In the Portfolio ?

1. What do i do at CIDO ?
2. My role as a teacher ?
3. Practice analysis ?
4. Assessment / self evaluation ?

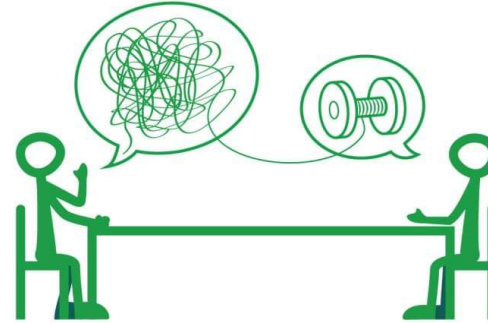


Methodology

Qualitative inductive design and approach with a descriptive survey :

- Data collected with semi-structured individual interview
- Explicitation interview / (micro)phenomenology (Depraz, Vermersch)
- Analysed from transcripts using framework analysis.

Methodology



« What could you say about your portfolio ? »

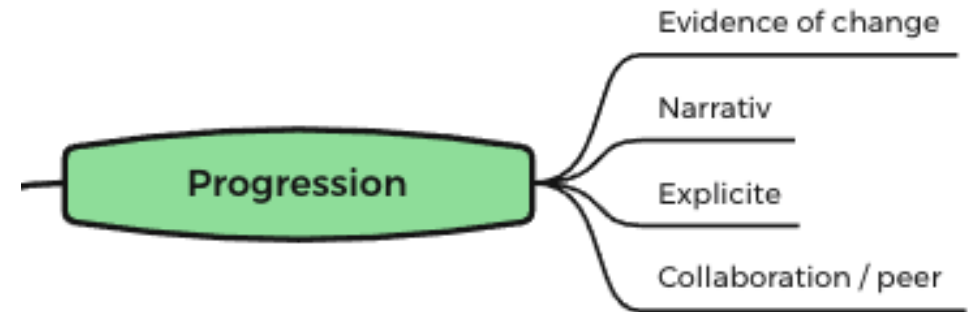
- Interview guide
- Test with a teacher
- Zoom: audio and video
- Taking notes

- 6 semi-structured interviews
- 245 min audio-visual
- Verbatim code with Nvivo

Selection :

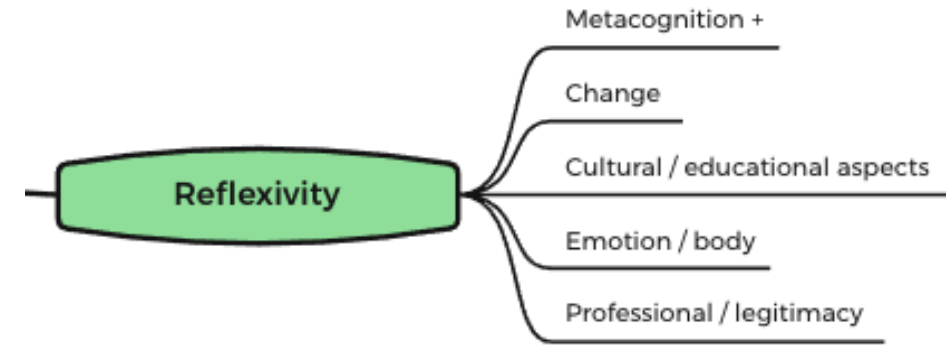


Verbatim : Progression



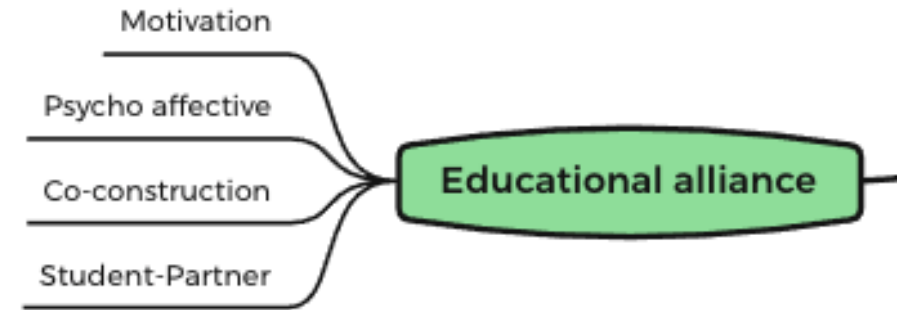
- *"Collecting information on the steps taken" TA*
- *"To go back to what has been noted to see the progress, mine and student's" TB*
- *"It allows me to set indicators of progress and to plan them" "Not to be fixed and to be able to evolve with a written trace" TC*
- *"I could become aware of the gap between what I thought I was doing and what I am doing, but also between what I was doing and what I am doing now" TD*
- *"I could realise what I was doing and what I wanted to do thanks to the writing" "not to settle into a routine but to be dynamic when I develop my portfolio" TE*
- *"It allows me to look in the rear-view mirror, to see how far I've come, what I've done to evolve or change" TF*

Verbatim : reflexivity



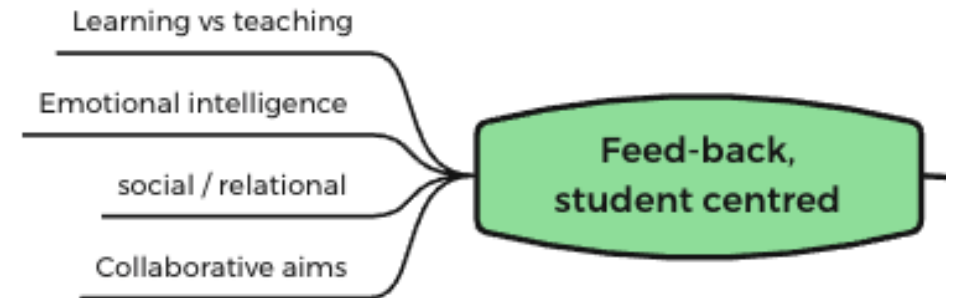
- "to put things down and understand in order to do better or differently" "to allow a more advanced method of analysis and to allow change" "the emotional component of the self, to change that" TA
- "with a retrospective analysis, allow to put words and to structure one's thoughts to act afterwards" TB
- "Doing better, getting to see the thought process and improving" "dynamic forward and backward thinking" TC
- "awareness by analysing and allowing me to change my practice or to try" TD
- "a questioning but organised and to change and evolve as a teacher" TE
- "not to reproduce mistakes by analysing them in a precise and organised way to make the course or the way of doing things evolve" TF

Verbatim : Educational alliance



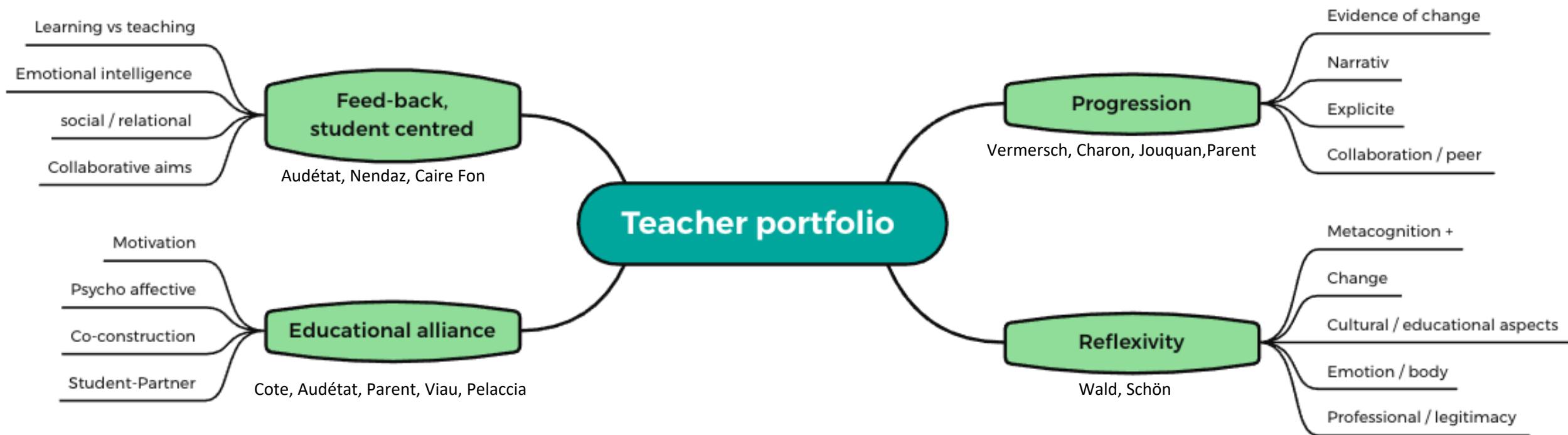
- *"It helps me to put the cursor on the relationship with the student, between very benevolent and authoritarian" "share activities and allow to collaborate on the portfolio" TA*
- *"I think it has a mirror effect, they see that we are also taking steps to progress and improve" TB*
- *"It doesn't change anything, the portfolio is for me, the goal is to be a student centred" TC*
- *"I think that sharing objectives is unifying" "It's more of a co-construction" TD*
- *"We also work, it creates a link (...) a shared process" TE*
- *"a framework for exchange, a meeting place for a common activity" TF*

Verbatim : student centred



- *"it helps to communicate the reasoning and share with the students in an explicit way" "it legitimises my practice as a young teacher with the students" TA*
- *"It facilitates feedback and goals with students" "It allows me to put students at the centre of their learning, a bit like putting the patient at the centre of treatment" TB*
- *"It structures my thinking and gives the students access to the whole course" TC*
- *"It made me come down from the stage and it's nice to work or co-work with the students" "It makes me aware of the interest of the animation more than the unique content" "I became aware that the exchange motivates me in my role of teacher or animator" TD*
- *"I keep the link with the student I was and the requests I had so as not to lose contact with the students" TE*
- *"I think it allows me to communicate more simply" TF*

Take home message :



Becoming aware but also awake / attention and intention (Depraz)

Having access to one's pre-action (Vermersch)

Updating teacher's body image

From a dispersed body to a reunited body, global teacher

« Words as the body of thought »

Exploring and activating one's fields of possibilities, the capacity of teaching

Have access to the co-construction of our role of teacher



Conclusion.

- The portfolio is useful and helpful for the participants (motivation)
- Portfolio's use is for the professional continuing education process and lifelong learning = teacher framework
- Help for reflexivity
- Better educational alliance
- Development of pedagogical diagnostic strategies

Nothing new ...

Références

Le portfolio en éducation des sciences de la santé : un outil d'apprentissage, de développement professionnel et d'évaluation

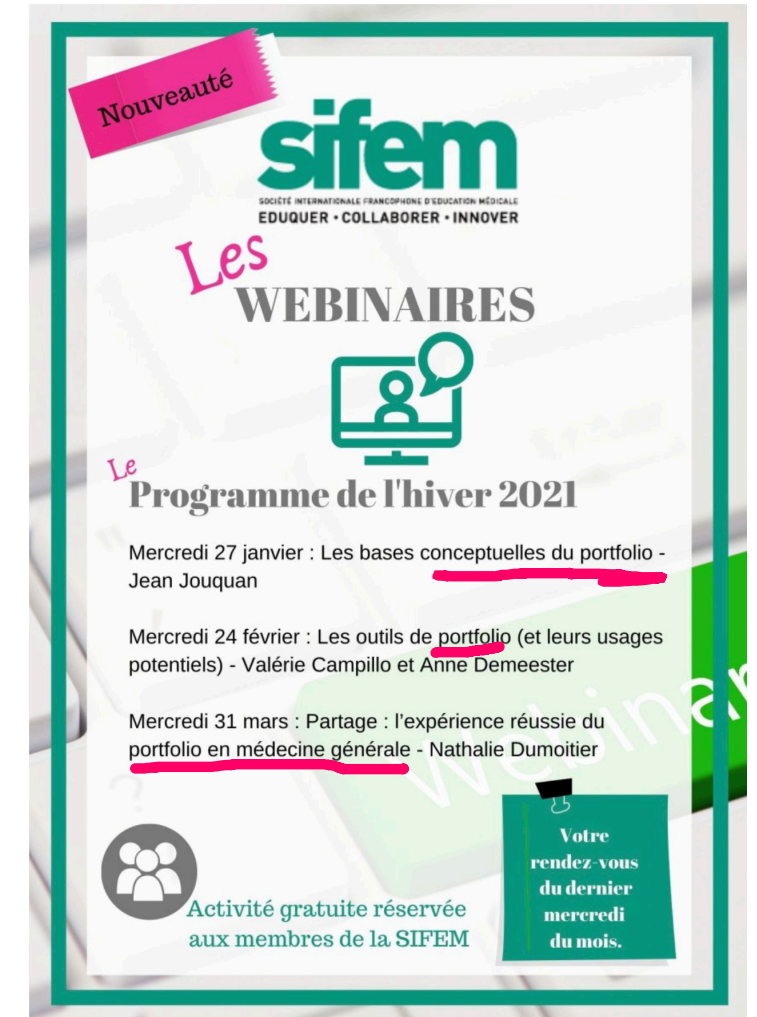
*Portfolio in Health Sciences Education :
a Tool for Learning, Professional Development and Assessment*

Nicole NACCACHE¹, Louise SAMSON², Jean JOUQUAN³

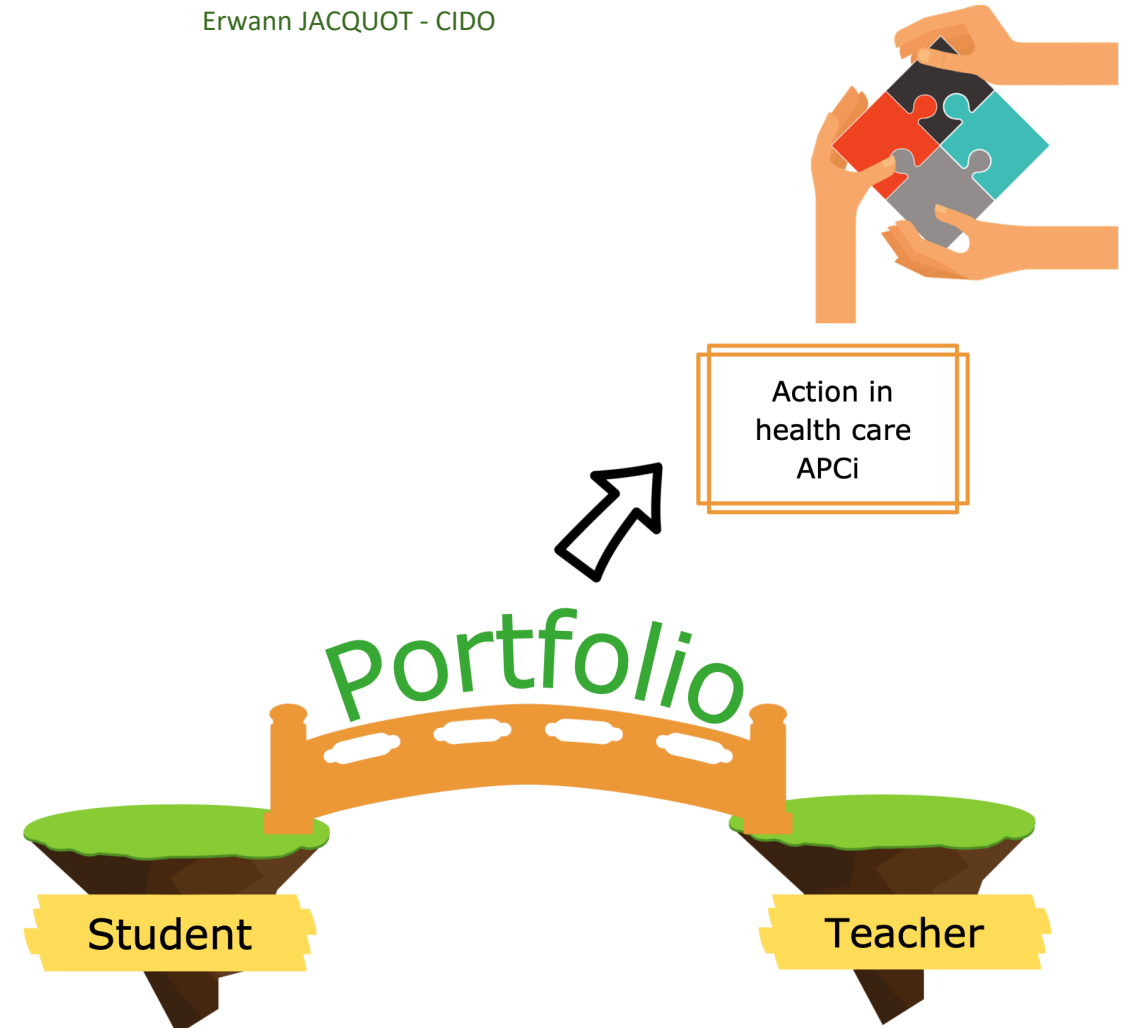
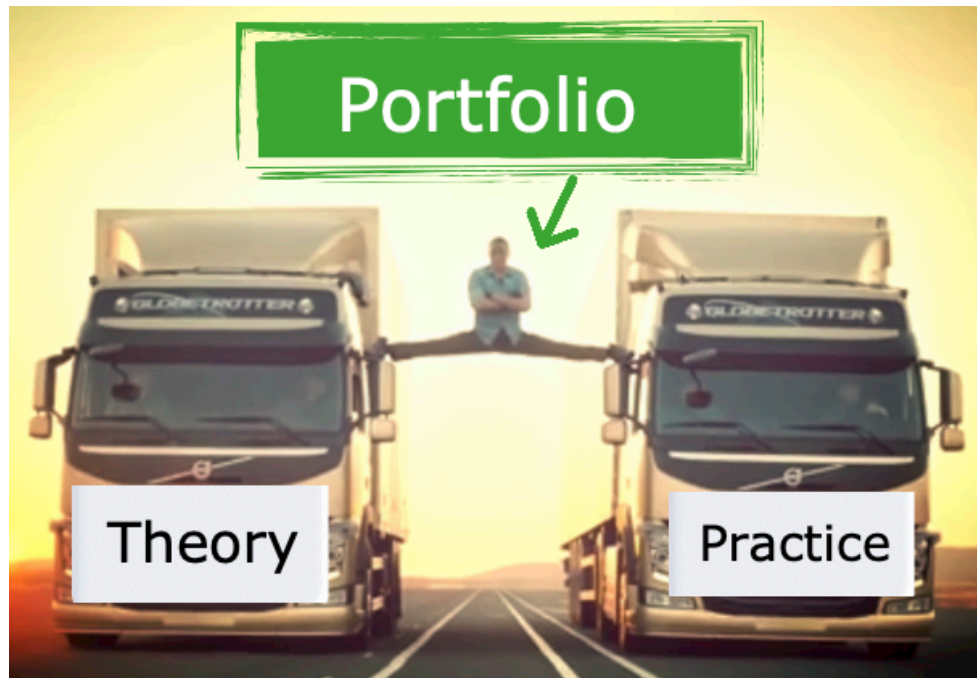
[Sultan Qaboos Univ Med J.](#) 2006 Jun; 6(1): 7–12.

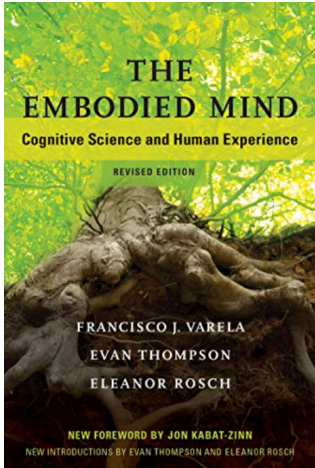
The Medical Educator Teaching Portfolio
Its Compilation and Potential Utility

[Neela Lamki](#)^{1,*} and [Mark Marchand](#)²

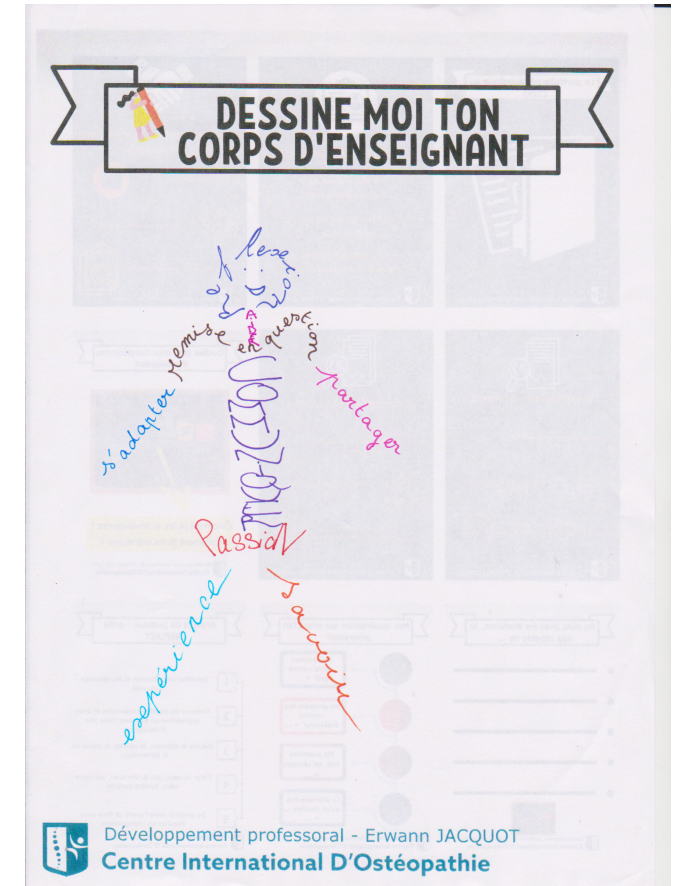
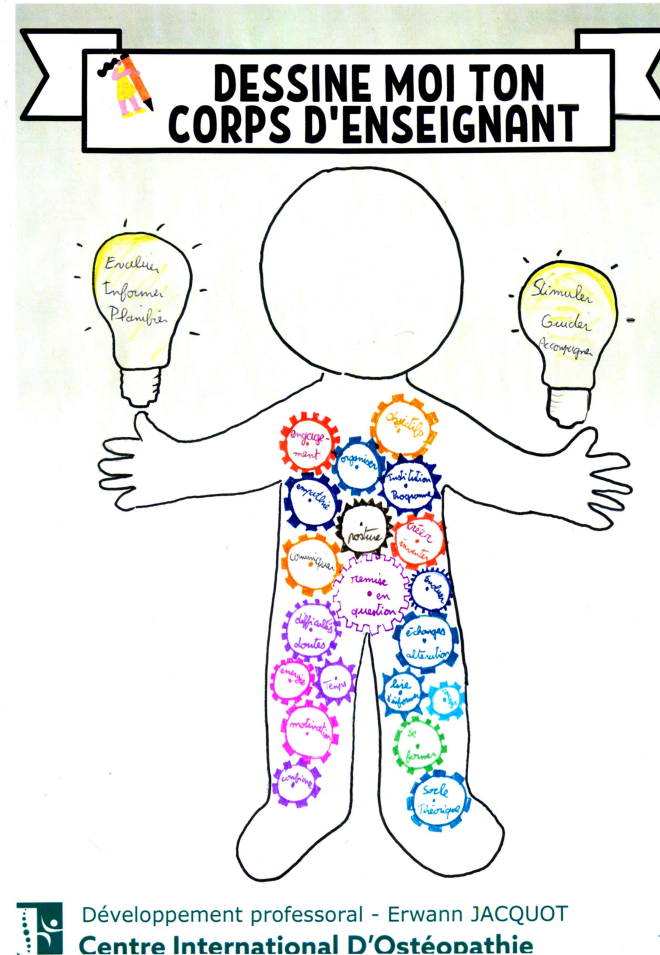
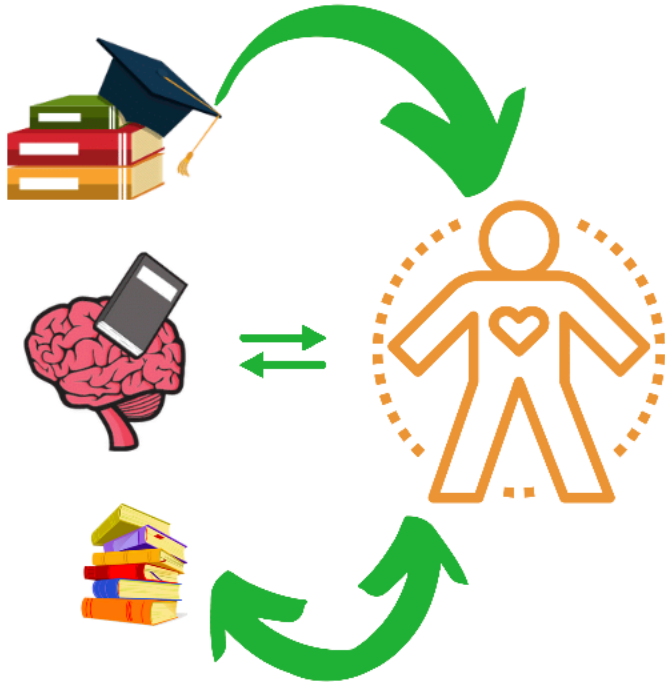


The role of the portfolio?





Enactive model



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