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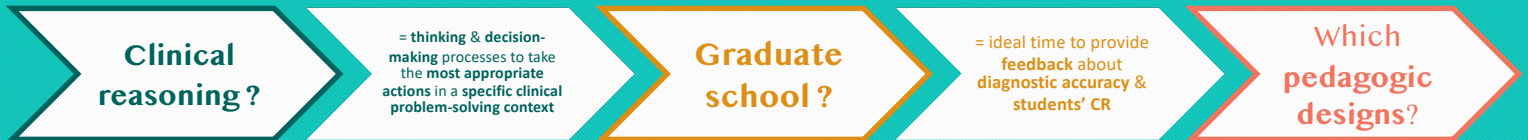


Illustration through a Pedagogic Design in the Faculty of Psychology (ULiège)

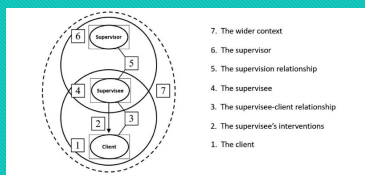
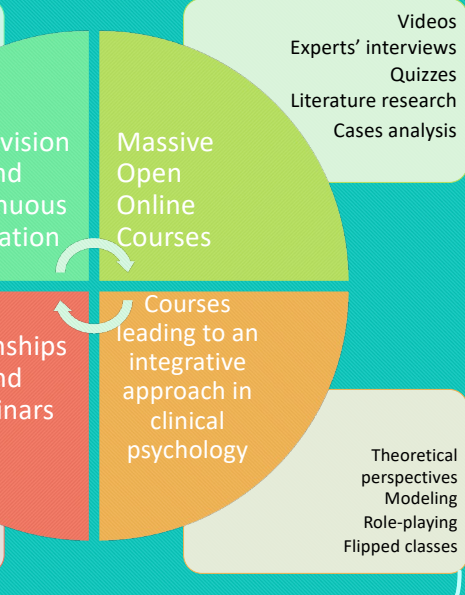


Figure 1. Seven-Eyed model of supervision (Hawkins & McMahon, 2020, printed with permission). Retrieved from McMahon, Jennings, & O'Brien (2022)

7-eyed model of supervision (Hawkins & McMahon, 2020)



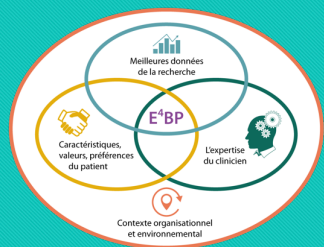
Videos
Experts' interviews
Quizzes
Literature research
Cases analysis

Bachelor's program

Consultations with real patients
Cases presentations and analyses

Theoretical perspectives
Modeling
Role-playing
Flipped classes

Master's program



Retrieved from the MOOC « Psychologue Orthophoniste / Logopède : l'E4BP au service du patient »

Discussion

Clinical reasoning is a highly complex phenomenon on which decision-making in the clinical context is based, in all health care professions. Therefore, it is essential to bring students during their university course to train to "think like psychologists" (Wilcox & Schroeder, 2015).

In other words, they have to learn to:

- synthesize the information obtained in a specific clinical situation
- integrate it into its database (composed of previous knowledge and experience)
- use these to make diagnostic and management decisions.

In accordance with the legislation, this reasoning must be done by adopting an « evidence-based practice ». Moreover, learning this clinical reasoning must be based on multiple teaching approaches (theoretical knowledge, practical skills, modeling, etc.). In addition, students must be made aware of the cognitive biases that may appear in the clinical encounter. Indeed, clinical reasoning depends on the characteristics of the patient, the environment but also the clinician himself.

It is our role as teachers to train our students in these different aspects, while insisting on the importance of continuing education. We must also remain creative in the elaboration of our pedagogical designs as well as actively evaluate them, at ease with a rigorous research protocol, allowing us to adopt an « evidence-based education » (Diery, Vogel, Knogler, & Seidel, 2020).



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