Taking our Pulse: Clinical Reasoning in the Classroom and Clinic

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Objectives
- Describe how clinical reasoning is currently taught in entry-level Doctor of Physical Therapy (DPT) curricula.
- Describe how clinical reasoning is currently assessed in entry-level Doctor of Physical Therapy (DPT) curricula.
- Explain the clinical reasoning approaches used by clinical instructors supervising DPT students.
- Describe the use of self-reflection in academic institutions and clinical settings.

Objectives
- Describe strategies to facilitate student clinical reasoning skills in entry – level DPT curricula.
- Discuss recommendations regarding application of the results of this research to entry-level DPT education and future educational research.
- Apply/develop strategies for enhancing clinical reasoning teaching and learning, as applicable in his/her own practice setting.

Outline
- Introduction
- Description of Survey and Methods
- Results
- Work Groups-based on guiding questions with a facilitator and/or scribe assigned to facilitated the discussion and record the reflections of the group
- Group Summaries -reporting of each work group
- Next Steps

Introduction
- Development of Clinical Reasoning Research Group
- Determining the Need for the Study

Description of Methods
- Development of Survey Questions
- Survey distribution and Data collection
Results
How is clinical reasoning integrated in entry-level education?
- All reported CR is integrated into their curricula and 90% make it explicit
- 29% have a separate course with 95% reporting using multiple methods to integrate
- Integration methods include:
  - integrating into relevant coursework, experiential learning and clinical affiliations

How Is Clinical Reasoning Taught?
- Academic Setting
  - 83% reported using instructor designed materials
  - All used more than one type of tool or material
  - Tools included: simulations, program competencies, conceptual frameworks, textbooks on evidence based practice and differential diagnosis

How Is Clinical Reasoning Taught?
- Clinical Setting
  - Experience
  - Learning in Didactic Curriculum
  - Engaged Discussion
  - Integration

Frameworks
- 98% report using one or more frameworks
  - Guide to Physical Therapist Practice-Patient Client Management (92%)
  - World Health Organization’s International Classification of Functioning, Disability and Health (ICF) (92%)
  - Some reported frameworks not related to clinical reasoning
    - lack of understanding regarding frameworks

How Is Clinical Reasoning Assessed?
- Academic setting:
  - 99% use practical exams
  - 94% use affiliations or fieldwork
  - 83% use written exams
  - 94% report using more than one tool to assess CR
  - CPI (92%) and self designed rubrics (85%) most frequently reported

How Is Clinical Reasoning Assessed?
- Clinical Setting
  - Local tools developed by school or employer
  - Think aloud/discussion
  - Evidence based tools
  - Clinical practice guidelines, clinical prediction rules, PTNow
Self-Reflection

* Academic:
  * 91% incorporate self-reflection specific to clinical reasoning skills
  * Use Biopsychosocial Model of Patient/Client Management Model, self-developed rubrics, Meizerow’s Framework, CPI, program competencies

* Clinic:
  * Reflection on Action
  * Planning For Action

Small Group Discussions

* Consortia Definition
  * What do you agree/disagree with?
  * What is missing?
  * Advantages/disadvantages of having a consensus definition
  * What are the core skills necessary for clinical reasoning?
  * Are these represented in the definition?

Small Group Discussions

* How do/should academicians and clinicians work together to foster clinical reasoning?
  * What are we doing well?
  * What are the barriers to collaboration?

Small Group Discussions

* Should we have a common framework for clinical reasoning?
  * Advantages/disadvantages?
  * What are the barriers to having one common framework?

Small Group Discussions

* What would a clinical reasoning resource manual/tool look like?

Strategies to Facilitate Student Clinical Reasoning Skills

* Suggestions from small group discussions
Thank You

- ACAPT
- Clinical Reasoning Research and Curricula Consortium Members
- Survey respondents

References/Resources


- Plack M, Driscoll M. Communities of Practice – Learning and Professional Identity Development in the Clinical Setting in Teaching and Learning in Physical Therapy From Classroom to Clinic, 2011 SLACK, Inc.