

# Ohio Kentucky Consortium of Physical Therapy Programs for Clinical Education

## 2017 Education Leadership Conference Session

### *Tips for Facilitating Student Clinical Reasoning*

#### Tools/strategies to teach/enhance clinical reasoning in the clinic

- Take time between the subjective and objective information to step out of the room and discuss with CI prior to continuing.
- Ask a lot of “why” questions.
- Thinking out loud to discern clinical reasoning better.
- Focus on ICF model:
  - Describe findings relative to ICF model
  - Set goals relative to ICF model
  - Balance of interventions across the domains
- Have students map out their plan for a patient treatment prior to session and after a session think back and see what went well and what needs improvement.
- Ask for reflections after skills checks in lab sessions
- Video recording of sessions

#### How do you facilitate reflection to enhance clinical reasoning?

- Set goals
  - “Did you meet them?”
  - “Why or why not?”
- Have students develop a written framework for patient care to help them with reflection for action.
- Encourage CIs to take early students (ICE). These experiences give CIs more opportunity to use reflection since student is more dependent on CI.
- Acute care quick post treatment/eval reflection
  - What went well?
  - Details on room set up and equipment.
- Involve students in inter-professional rounds.
- Have one student take the lead while another assists (if 2 students)
- Define the expectations

## In what ways do you respond when a student says "I don't know"?

- Give them a moment to think.
- Answer the question: "Do they not know or are they just afraid to say it?"
  - Distinguish between lack of knowledge or lack of confidence in their knowledge.
- Distinguish between I don't understand and I don't have the knowledge.
- Try to ask a more specific question.
- Teach the student to phrase "I don't know" response differently:
  - Say what they do know about the topic first, then formulate a question based on what they do not know.
  - Or, "I'm thinking... but I am not sure about this component"
- If they say, "I don't know" encourage them to look up the answer and follow up with them the next day.