Clinical Reasoning Assessment Tool

Student Name:		

<u>Content Knowledge</u> –identifies appropriate foundational knowledge and information related to the International Classification of Functioning, Disability, and Health (ICF) Framework. Content knowledge is the knowledge the student brings to the case, not the knowledge the patient brings/shares. In addition, this is just the *identification of the facts and NOT the interpretation of this information*.

Sample behaviors to assess:

- 1) Identifies appropriate foundational knowledge integral to patient's health condition including biological and physical (anatomy, histology, physiology, kinesiology, and neuroscience).
- 2) Determines relevant ICF components as they relate to the patient case (identifies the patient's health condition, body structure and function limitations, activity limitations, participation restrictions, and personal and environmental factors.

VISUAL ANALOG SCALE (please mark)

Beginner	Intermediate	Competent	Proficient
Limited evidence of content and foundational knowledge and identification of patient-related ICF components.	Moderate evidence of content and foundational knowledge and identification of patient-related ICF components.	Strong evidence of content and foundational knowledge and identification of patient-related ICF components.	Comprehensive evidence of content and foundational knowledge and identification of patient-related components.

Comments:

<u>Procedural Knowledge/Psychomotor Skill</u> – ability to determine appropriate test/measure/intervention and psychomotor performance of an intervention/test/skill. (When to perform skill, What skills to perform, and How to perform skill)

Sample behaviors to assess:

- 1) Determines appropriate test/measure/intervention to perform
- Demonstrates the ability to safely and effectively perform test/measure/intervention (hand placement, patient positioning, palpation, force production, safety, use of equipment)
- 3) Incorporates effective communication strategies including verbal and nonverbal skills (can the student ask the patient the right questions?

1

VISUAL ANALOG SCALE (please mark)

Beginner	Intermediate	Competent	Proficient
Limited accuracy in performing test/measures/interventions but can SAFELY perform these	Moderate accuracy in performing test/measures/intervention s and can SAFELY perform these	Strong accuracy in performing intervention/test efficiently and effectively utilizing appropriate knowledge base, verbal and manual cues, and use of equipment to allow the patient to complete test or fully participate in intervention.	Efficiently performs tests and interventions with skill and ease and able to build patient rapport during the exam and intervention

Comments:

<u>Conceptual Reasoning</u> (Cognitive and Metacognitive Skills – data analysis and self- awareness/reflection)- entails the interrelationship and synthesis of information upon which judgment is made utilizing reflection and self-awareness.

(Making sense out of all of the information)
Sample behaviors to assess and questions to ask:

- 1. Appropriately justifies, modifies, or adapts test/measure or intervention based upon patient case.
- 2. Interprets exam findings appropriately including interpreting information from the patient (communication)
- 3. Applies and interprets patient information across all aspects of the ICF model to justify test/measure or intervention
- 4. Active listening
- 5. What additional information do you need to make decisions/judgments?
- 6. What would you do differently if you were able to do this examination again?

VISUAL ANALOG SCALE (please mark)

Beginner	Intermediate	Competent	Proficient
Justifies choice for a few tests	Justifies choice for most tests and	Justifies choice for all tests and	Generates a hypothesis,
and measures/interventions.	measures/intervention.	measure/intervention.	understands patient
			perspective, and reasoning is
Able to identify some patient	Identifies relevant patient	Prioritizes problem list and	a fluid, efficient, seamless
problems	problems	incorporates patient goals into	process (demonstrates
Interprets results of selected	Generates a working hypothesis	plan of care.	"reflection in action).
Interprets results of selected tests/measures.	and begins to prioritize a patient	Confirm/disprove working	
tests/measures.	problem list.	hypothesis and determines	
	problem list.	alternate hypothesis	
		atternate hypothesis	
		Synthesizes relevant patient data	
Student must meet or exceed following areas (please check	d identified level (intermediate, <):	competent, proficient) for sati	stactory completion in the
Content Knowledge:	Sati	sfactoryUnsatisfactory	,
Procedural Knowledge/Psyc	homotor Skill:Sati	sfactoryUnsatisfactory	1
Conceptual Reasoning:	Satis	sfactoryUnsatisfactory	,
General Comments:			
Evaluator:	D	Pate:	