Appendix B. Scored Clinical Reasoning Assessment Tool

Clinical Reasoning Assessment Tool

Student Name: _____student_____

Content Knowledge –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:

Strong with knowledge and foundation based on chosen tests and measures, understood pt health condition and was able to fully explain pathology and link to impairments and how this was impacting pt movement and activity and participation. Stated some obvious personal and environment factors impacting pt presentation. Student will need to consider more of the interplay between patient's personal, environmental factors and how it relates to case.

Procedural Knowledge/Psychomotor Skill– **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
2) 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?

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/interventions 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: Some difficulty with choice of intervention; needs to consider strategies to get all of the patient specific information and contextual factors; very confident with examination procedures, safe

Conceptual Reasoning (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 and measures/interventions. Able to identify some patient problems Interprets results of selected tests/measures.	Justifies choice for **most** tests and measures/intervention. Identifies relevant patient problems Generates a working hypothesis and begins to prioritize a patient problem list.	Justifies choice for **all** tests and measure/intervention. Prioritizes problem list and incorporates patient goals into plan of care. Confirm/disprove working hypothesis and determines alternate hypothesis Synthesizes relevant patient data	Generates a hypothesis, understands patient perspective, and reasoning is a fluid, efficient, seamless process (demonstrates "reflection in action).

Comments: Has some difficulty modifying intervention to patient's presentation, needs to elicit more information from patient and engage in more active listening; otherwise excellent communication style; make stronger links (intervention to the ICF). Had some difficulty prioritizing intervention and next steps. Able to state hypothesis and prioritize a patient problem list.

Student must meet or exceed *identified level (intermediate, competent, proficient)* for satisfactory completion in the following areas (please check):

Content Knowledge: ___X___Satisfactory _____Unsatisfactory
Procedural Knowledge/Psychomotor Skill: ___X___Satisfactory _____Unsatisfactory
Conceptual Reasoning: ___X___Satisfactory _____Unsatisfactory

General Comments:

Student overall did very well in the patient encounter for the MSK case. She should continue to work on making stronger connections bettween the ICF and her chosen tests/measures and subsequent interventions. The student has a really nice and effective communication style including verbal and nonverbal communication. Goals for the next clin ed experience included incorporating all aspects of the patient specific factors and ICF into the plan of care. Student had appropriate and accurate reflection on areas for improvement.

Evaluator: _____ Date: _____