EXPLORATION OF CLINICAL REASONING IN DOCTOR OF PHYSICAL THERAPY EDUCATION

CLINICAL REASONING DEFINED
1. Does your program have a common definition of clinical reasoning that is incorporated into your curriculum?
   Respondents who did not use a common definition were shown the follow-up question:
   1.1 Although your program does not use a common definition of clinical reasoning, is clinical reasoning incorporated into your curriculum?
   Respondents who used a common definition were shown 2 follow-up questions:
   1.2.1 How does your program define clinical reasoning?
   1.2.2 Is the following definition consistent with how your program defines clinical reasoning?
   Clinical reasoning is a nonlinear, recursive cognitive process in which the clinician synthesizes information collaboratively with the patient, caregivers, and the health care team in the context of the task and the setting. The clinician reflectively integrates information with previous knowledge and best available evidence in order to take deliberate action.

CURRICULAR DESIGN
All respondents were provided with the aforementioned definition of clinical reasoning and directed to keep it in mind as they answered subsequent questions.

2. How does your program incorporate clinical reasoning into the curriculum (check all that apply)?
   - Separate course(s) on clinical reasoning
   - Integrated with content in coursework
   - During clinical affiliations
   - In other experiential learning

3. Do you make clinical reasoning explicit in your curriculum? Examples include listing clinical reasoning skills in course objectives and using outcomes assessment related to clinical reasoning.

4. Please identify the framework that your program uses to teach clinical reasoning (check all that apply).
   - Guide to Physical Therapist Practice Patient-Client Management Model
   - Hypothesis-Oriented Algorithm for Clinicians
   - Integrated framework (Schenkman et al⁹)
   - International Classification of Functioning, Disability and Health (World Health Organization)
   - Nagi Disablement Model
   - We do not use a framework
   - Other (please specify)

5. Which of the following materials does your program use to teach clinical reasoning? Please select all that apply.
   - Required clinical reasoning texts
   - Suggested clinical reasoning texts
   - Required articles or readings on clinical reasoning
   - Suggested articles or other readings on clinical reasoning
   - Instructor-designed materials
   - We do not use any specific materials to teach clinical reasoning
   - Other (please specify)

6. Do your program’s courses incorporate self-reflection skills specifically related to clinical reasoning?
   Respondents who answered “yes” moved to a follow-up section on the assessment of self-reflection skills (questions 7 and 7.1) and then to a section on the assessment of clinical reasoning skills (question 8). Those who answered “no” moved directly to the section on the assessment of clinical reasoning skills (question 8).

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ASSESSMENT OF SELF-REFLECTION SKILLS
7. Does your program incorporate assessment of self-reflection skills specifically related to clinical reasoning?

Respondents whose program assessed self-reflection skills were shown a related follow-up question. Respondents whose program did not assess self-reflection skills moved to the section on the assessment of clinical reasoning skills. Respondents who answered “no” to question 6 were not offered question 7 or 7.1.

7.1 What theoretical framework did your program use to develop grading criteria for assessing self-reflection skills specifically related to clinical reasoning?

ASSESSMENT OF CLINICAL REASONING SKILLS
8. For which of the following types of curricular activities do your faculty assess clinical reasoning skills? Please select all that apply.

- Clinical affiliations/fieldwork
- Practical examinations
- Written examinations
- Written assignments such as literature reviews or other papers
- We do not assess clinical reasoning skills
- Other (please specify)

9. How do you assess clinical reasoning in your curriculum?

- Physical Therapist Clinical Performance Instrument
- Standardized tools (e.g., Watson-Glaser Critical Thinking Appraisal, standardized grading rubrics)
- Self-designed grading rubrics
- Self-designed grading scales
- Other self-designed tools (please specify)

Respondents who indicated that their programs used standardized tools for assessment were shown a follow-up question.

9.1 Which of the following standardized tools does your program use to assess clinical reasoning skills (check all that apply)?

- Health Science Reasoning Test
- California Critical Thinking Skills Test
- California Critical Thinking Disposition Inventory
- Other (please specify)

WRAP-UP AND DEMOGRAPHICS
Respondents were asked a final, open-ended question.

10. Is there anything else you would like to share with the Clinical Reasoning Research Group about clinical reasoning in your curriculum?

10.1 Is your institution public or private?

10.2 What is your program’s Carnegie Classification?

- DRU: Doctoral/Research Universities
- Master’s/L: Master’s Colleges and Universities (larger programs)
- Master’s/M: Master’s Colleges and Universities (medium programs)
- Master’s/S: Master’s Colleges and Universities (smaller programs)
- RU/H: Research Universities (high research activity)
- RU/VH: Research Universities (very high research activity)
- Spec/Health: Other health profession schools
- Spec/Medical: Medical schools and medical centers

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10.3 What type of curricular model does your program use (select all that apply)?
- Case based
- Guide based
- Hybrid
- Life-span based
- Modified problem based
- Problem based
- Systems based
- Traditional

10.4 What is your admitted class size? Select from:
- 11–20
- 21–30
- 31–40
- 41–50
- 51–60
- 61–70
- 71–80
- 81–90

10.5 How many core faculty teach in your entry-level Doctoral of Physical Therapy program?

10.6 Please provide the professional title of the person who completed this survey (e.g., Program Director, Dean).
- Curriculum Committee Chair
- Director of Clinical Education
- Other (please specify)
- Program Director