

**Project Title: Assessment of Essential Clinical Reasoning Skills:  
Development of a Grading Rubric**

Abstract

**Purpose:** The purpose of this study is to revise an existing clinical reasoning grading rubric assessing the reasoning skills of doctoral physical therapy students. The original rubric was developed during a previous study funded by the Creighton University Office for Academic Excellence and Assessment. The grading rubric has potential use in the didactic and clinical education components of physical therapy programs as well as other health professions. **Method:** Feedback from content experts as well as focus group and survey responses from faculty and clinical instructors administering the rubric will guide revisions to improve the grading rubric. Participants (faculty and clinical instructors) will be recruited utilizing a sample of convenience at three or more institutions incorporating a variety of practice settings. **Results:** Findings from this study will provide faculty and clinical instructors with a useful mechanism to assess reasoning skills and provide feedback to improve student performance in physical therapy examination skills and patient management. **Implications:** Utilization of the grading rubric will provide students, faculty, and clinical instructors with an objective assessment of an essential physical therapy skill set. This instrument will be piloted with physical therapy students; however it may be applicable to other health professions when assessing clinical reasoning skills.

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