Connecting Theory & Teaching Strategies for Clinical Reasoning

Learning Theory

Constructivism

Learning results from the creation of mental structures through play, active learning, and building connections centered on clinical practice.

Beginner

First year students are given a list of anatomical terms and instructed to use a concept map to show how the terms fit together. Then provide an example developed by an experienced therapist to show a typical way to organize the information.

Proficient

A resident is instructed to develop a concept map to demonstrate their own reasoning process over a real patient case at the beginning and the end of the program. The resident can compare the two concept maps to selfassess strengths and areas of growth.

EXAMPLES BY LEVEL OF LEARNER

Competent

A third-year student is instructed to select a complex case from their clinical case load and develop a concept map to identify and organize factors impacting their plan of care. Review of the concept map should emphasize contextual factors that are key to the reasoning process.

Intermediate

Second year students are assigned a health condition and instructed to create a concept map that represents their reasoning process during an initial PT examination for a patient with that health condition. The learner is expected to develop their own list of relevant factors.

Teaching Strategy

Concept Map

A visual representation of how knowledge is organized or connected.



School of Pharmacy and Health Professions Physical Therapy **Consider:** the level of the learner and environmental context to determine the best way to utilize the think aloud strategy.

The above examples are meant to be **starting points** for utilizing the strategy.

