# Connecting Theory & Teaching Strategies for Clinical Reasoning

## Learning Theory

### Metacognition

The ability to monitor one's own ability to understand information and material.

### Beginner

A clinician or educator models their thought process during a PT evaluation for first year PT students. "Time outs" are encouraged to allow the learner to ask questions about decision making.

#### **Proficient**

A resident is encouraged to verbalize their thought process on a real client using patient friendly terminology. The resident responds to probing questions from PT students or mentors about their thought process.

#### EXAMPLES BY LEVEL OF LEARNER

### Competent

Encourage a third-year student working with a client to respond to patient questions and communicate their rationale for their treatment plan. Following the client interaction, ask the learner probing questions.

## Intermediate

Second year students are asked to verbalize their thought process as they perform targeted parts of a PT examination on simulated patients or faculty who role play patient cases.

## Teaching Strategy

#### **Think Aloud**

Describing one's thought process during an activity. This might include thinking aloud during a patient/client encounter or during a specified learning activity.



**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.

