Connecting Theory & Teaching Strategies for Clinical Reasoning

Learning Theory

Situated Cognition

The learner's behavior is mediated by physical and social environment. This lends itself to the "it depends" conversations.

Beginner

Host a department event during the first semester of the program to allow new students to build a sense of community and engage in collaborative dialogue with peers and faculty.

Proficient

Create opportunities for PT residents and OT fellows to collaborate and learn from each other through a common didactic curriculum.

EXAMPLES BY LEVEL OF LEARNER

Competent

Encourage a third-year student working in your clinic to attend local professional events where advanced learners model professional behaviors. The learner should be encouraged to present key topics covered during the event to the therapy staff (i.e. State Legislative Day at the Capitol).

Intermediate

Task second year student leaders with coordinating an event for PT Day of Service that brings all levels of learners and educators together for a common goal of meeting a community need. Advanced learners should mentor more novice learners in the process of leading the event. Teaching Strategy

Professional Socialization

A process through which learners develop the ability to communicate their clinical reasoning by engaging in communities of practice.



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.

