

Where the rubber meets the road: facilitating clinical reasoning in real-time



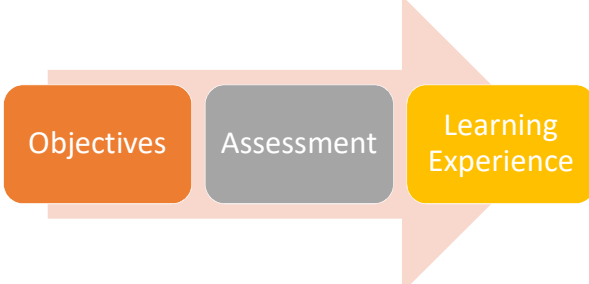
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Objectives

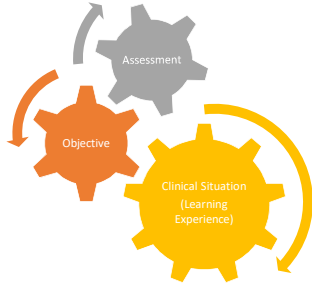
- Discuss limitations in the clinical environment
- Review basic structure for clinical teaching
- Select learner-centered strategies for clinical reasoning development in patient care situations
- Utilize the resources provided to implement new strategies in clinical education

Structure for Didactic Teaching



Objectives Assessment Learning Experience

Structure for Clinical Teaching



A Vision for the Future of Medical Education

- Standardization of learning outcomes and individualization of the learning process
- Integration of formal knowledge and clinical experience
- Development of habits of inquiry and innovation
- Focus on professional identity formation

Cooke et al 2010

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Individualization of the Learning Process

- Level of student ability
 - Didactic Knowledge
 - Psychomotor
 - Interpersonal
 - Stress Tolerance
 - Clinical reasoning
 - Learning style

Beginner

Advanced Beginner

Intermediate

Advanced Intermediate

Entry-level

Beyond Entry Level

- Requires supervision 100%
- Reflects little to no experience

- Requires supervision 75-90%
- Developing Proficiency with simple tasks

- Requires supervision <50%
- Developing clinical reasoning

- Requires supervision<25%
- Occasional cuing for clinical reasoning

- Requires no supervision
- Proficient with clinical reasoning

- Perform in complex situations
- Serve as consultant

Integration and Clinical Experience

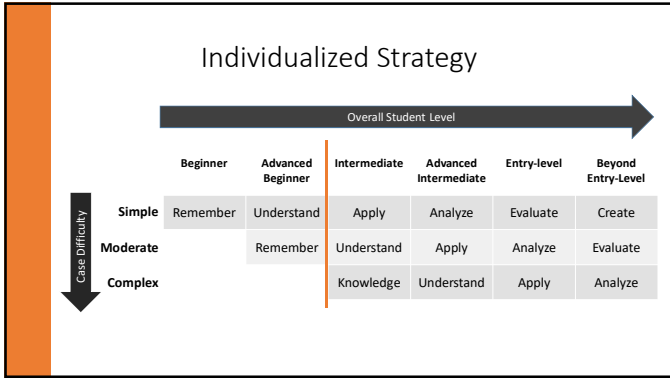
Bloom's Taxonomy

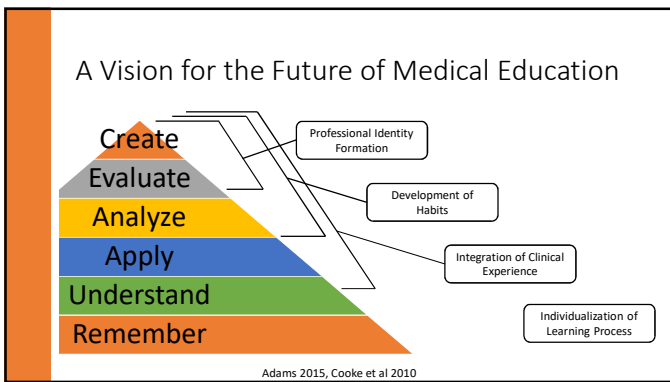
Adams 2015

Bloom's Objectives

Create	Adapt, construct, individualize, negotiate, support, validate
Evaluate	Appraise, assess, conclude, defend, rate, recommend, compare
Analyze	Categorize, distinguish, deduce, infer, prioritize, differentiate
Apply	Demonstrate, interpret, inform, instruct, perform
Understand	Paraphrase, classify, explain, summarize
Remember	Define, recall, list, name, match

Adams 2015





References

Adams NE. Bloom's taxonomy of cognitive learning objectives. *J Med Lib Assoc.* 2015;103(3):152-153.

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