

Summary Report of Meeting of the Clinical Reasoning Research Agenda Meeting NEXT Orlando 2018

This meeting was organized and hosted by the ACAPT Clinical Reasoning Curricula, Assessment and Research Consortia. The purpose of the meeting was to establish 3-5 "BIG" questions related to clinical reasoning. The intent is that these questions will become part of a larger Educational Research Agenda created by other groups.

Attendees were invited to represent education including didactic, clinical and residency as well as practice areas of pediatrics, neurological and orthopedics and researchers from the Excellence in Physical Therapy Education Study. Attendees: Karen Huhn, Susan Wainwright, Nicole Christensen, Lisa Black (virtually), Chris Sebelski, Kyle Covington, Raine Osborne, Terry Nordstrom, Gail Jensen, Joe Scriber.

The meeting began with background related to how we arrived at this point of wanting to focus the research related to clinical reasoning. Summaries of key findings from the literature were presented to bring participants to relative equal awareness of the current state of knowledge related to clinical reasoning.

Resulting Research Questions:

1. What is clinical reasoning in Physical Therapy?
 - What are the dimensions?
 - What is unique about CR in PT?
 - What are the "drivers" of good CR in PT?
2. What should entry-level CR look like?
 - What is?
 - What ought to be?
 - What isn't it?
3. What is the trajectory of CR development?
 - Is there an intermediate effect?
 - When is it embodied relative to professional formation?
 - Are there levels of CR development?
 - What are the drivers of the trajectory?
4. What are best practices for teaching CR?
5. What are best practices for assessing CR?

Assumptions around research agenda:

- Movement's role in CR is a unique characteristic/aspect
- Incorporates biopsychosocial perspective
- Development of knowledge is tied to development of CR
- Model of CR in PT differs from other professions

- Current work acknowledges prior work (frameworks)
- Good educational research reflects awareness of best practice methods
- Studies should be grounded in the learning sciences

Boundaries around research agenda:

- Research must be grounded in learning theory
- Intent to identify “implicit” and “hidden” drivers of what we see, fuel change work
- Frame purposes/findings in bigger perspective of practice and professional formation/
embodiment
- Description to interpretation