

ICE *Lesson Plan*

FACILITATING CLINICAL REASONING



This lesson plan is designed to supplement your lecture on how to identify and develop clinical reasoning.



Learning Objectives

By the end of this activity, the successful student will be able to:

1. Describe how the seven key types of clinical reasoning are used in practice.
2. Explain practitioner actions that result from clinical observation and reasoning.
3. Develop additional interventions based on clinical reasoning.

This activity supports the requirements for:

- The Accreditation Council for Occupational Therapy (ACOTE) standards for the occupational therapist and occupational therapy assistant B.3.1, B.3.2, B.2.1, B.4.4, B.4.10
- The Commission on Education for Physical Therapy Education (CAPTE) standards for
 - PT: 7B, 7D10, 7D11, 7D20
 - PTA: 7D9, 7D11, 7D19

LEARNING ACTIVITIES



Watch

Assign this video for students to watch before, during, or after class: **IADLs: Sweeping the Sidewalk**. In this 2-minute video, the clinician assists a stroke survivor to effectively perform a functional task while adapting for residual motor deficits in a natural setting.



Discuss

Stimulate small or large group discussions with questions, such as:

1. How does scientific reasoning inform the clinician's decision to have the client change the position of the right and left hands?
2. How are narrative and interactive reasoning used to assist the clinician in problem-solving methods to facilitate task completion?
3. What is the difference between procedural and conditional reasoning? Which one is utilized more in this situation?
4. What knowledge or skills does the clinician possess that are foundational to her ability to reason through this situation?
5. How does therapeutic use of self influence the clinician's ability to change the client's method of performing this task?
6. How does therapeutic use of self influence clinical reasoning?
7. How can you identify clinical reasoning from observing a client-practitioner interaction?
8. How does the practice setting influence clinical reasoning?



Create an assignment

REFLECTION:

Have students complete a worksheet to define and describe each of the seven primary types of clinical reasoning (scientific, procedural, pragmatic, narrative, interactive, conditional and ethical). This would be great to use as a flipped classroom assignment prior to class.

INTERVENTION PLANNING:

- Have students write an intervention activity that is based on each type of clinical reasoning for a subsequent session.
- Have students identify one model of practice or frame of reference that influenced their consideration of clinical reasoning in this client-practitioner interaction.

DOCUMENTATION:

Have students write a SOAP note based on the video, with a focus on reflecting the clinical reasoning and skilled nature of the services provided.



Watch more!

Search the ICE Video Library for additional videos on this topic.

Here are three examples:

- **Self-Care, Part 3: Brushing Hair at the Sink in Acute Care**
- **ICU, Co-treatment, Part 4**
- **Femur Fracture, 5 Weeks Post Surgery: Safety During Meal Preparation, Part 2**

Developed by
Lynne Murphy, EdD, OTR/L
Assistant Professor
East Carolina University, Department of Occupational Therapy
Greenville, NC