**Clinical Reasoning Assessment Tool**

**Student Name:** __________________________________________

**Content Knowledge** — identifies appropriate foundational knowledge and information related to the International Classification of Functioning, Disability, and Health (ICF) Framework. Content knowledge is the knowledge the student brings to the case, not the knowledge the patient brings/shares. In addition, this is just the identification of the facts and NOT the interpretation of this information.

Sample behaviors to assess:
1) Identifies appropriate foundational knowledge integral to patient’s health condition including biological and physical (anatomy, histology, physiology, kinesiology, and neuroscience).
2) Determines relevant ICF components as they relate to the patient case (identifies the patient’s health condition, body structure and function limitations, activity limitations, participation restrictions, and personal and environmental factors).

**VISUAL ANALOG SCALE (please mark)**

<table>
<thead>
<tr>
<th>Beginner</th>
<th>Intermediate</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
</table>

**Comments:**

**Procedural Knowledge/Psychomotor Skill** — ability to determine appropriate test/measure/intervention and psychomotor performance of an intervention/test/skill. (When to perform skill, What skills to perform, and How to perform skill)

Sample behaviors to assess:
1) Determines appropriate test/measure/intervention to perform
2) Demonstrates the ability to safely and effectively perform test/measure/intervention (hand placement, patient positioning, palpation, force production, safety, use of equipment)
3) Incorporates effective communication strategies including verbal and nonverbal skills (can the student ask the patient the right questions?)

**VISUAL ANALOG SCALE (please mark)**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Limited accuracy in performing test/measures/interventions but can SAFELY perform these</td>
<td>Moderate accuracy in performing test/measures/intervention and can SAFELY perform these</td>
<td>Strong accuracy in performing intervention/test efficiently and effectively utilizing appropriate knowledge base, verbal and manual cues, and use of equipment to allow the patient to complete test or fully participate in intervention.</td>
<td>Efficiently performs tests and interventions with skill and ease and able to build patient rapport during the exam and intervention</td>
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</tbody>
</table>

**Comments:**
**Conceptual Reasoning** (Cognitive and Metacognitive Skills – data analysis and self-awareness/reflection)- entails the interrelationship and synthesis of information upon which judgment is made utilizing reflection and self-awareness. (Making sense out of all of the information)

Sample behaviors to assess and questions to ask:
1. Appropriately justifies, modifies, or adapts test/measure or intervention based upon patient case.
2. Interprets exam findings appropriately including interpreting information from the patient (communication)
3. Applies and interprets patient information across all aspects of the ICF model to justify test/measure or intervention
4. Active listening
5. What additional information do you need to make decisions/judgments?
6. What would you do differently if you were able to do this examination again?

### VISUAL ANALOG SCALE (please mark)

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<tbody>
<tr>
<td>Justifies choice for a few tests and measures/interventions.</td>
<td>Justifies choice for most tests and measures/intervention.</td>
<td>Justifies choice for all tests and measure/intervention.</td>
<td>Generates a hypothesis, understands patient perspective, and reasoning is a fluid, efficient, seamless process (demonstrates “reflection in action).</td>
</tr>
<tr>
<td>Able to identify some patient problems</td>
<td>Identifies relevant patient problems</td>
<td>Prioritizes problem list and incorporates patient goals into plan of care.</td>
<td>Synthesizes relevant patient data</td>
</tr>
<tr>
<td>Interprets results of selected tests/measures.</td>
<td>Generates a working hypothesis and begins to prioritize a patient problem list.</td>
<td>Confirm/disprove working hypothesis and determines alternate hypothesis.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Student must meet or exceed *identified level* (*intermediate, competent, proficient*) for satisfactory completion in the following areas (please check):

- **Content Knowledge:** [ ] Satisfactory [ ] Unsatisfactory
- **Procedural Knowledge/Psychomotor Skill:** [ ] Satisfactory [ ] Unsatisfactory
- **Conceptual Reasoning:** [ ] Satisfactory [ ] Unsatisfactory

General Comments:

Evaluator: ___________________________ Date: ___________________________