



# THE UTEP DPT PROGRAM CLINICAL REASONING FRAMEWORK DEVELOPMENT AND IMPLEMENTATION

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## INTRODUCTION

Clinical reasoning is an essential component to effective evaluation, the establishment of relevant hypothesis' linked to the patient condition, and implementation of a safe and evidence-informed management plan of care.

## PURPOSE

**Develop an evidence-based clinical reasoning framework to facilitate faculty instruction, minimize ambiguity, and enhance student clinical reasoning competence across the curriculum of The UTEP DPT Program.**

## METHODS

In November 2017, the UTEP DPT faculty met to develop a program definition of clinical reasoning, refine our assessment of student clinical reasoning competence, develop a clinical reasoning framework, and discuss approaches to integrate this framework across the curriculum. Faculty discussed where and how clinical reasoning was currently implemented and assessed. An iterative process was utilized with faculty discussions and concept mapping to develop a consensus-based clinical reasoning definition and framework. Key concepts and terms were discussed to standardize comprehension. From this initial meeting, 3 working groups were formed for development, integration, and assessment.

## RESULTS

The process led to a final, faculty-approved, consensus-based clinical reasoning definition and framework that synthesizes current clinical reasoning models combined with concepts from the American Physical Therapy Association's Guide to Physical Therapist Practice and the World Health Organization's International Classification of Function model. The process of developing and formalizing the framework enhanced faculty's knowledge regarding clinical reasoning complexity. Our framework has been integrated into the curriculum using standardized terminology and active-learning methods easily modifiable to curricular specific objectives.

## CONCLUSION

Implementation of a standardized framework may enhance student clinical reasoning competence. Clinical reasoning is an essential component of entrustable professional activities in physical therapy education which has the potential to contribute to safe, autonomous, and effective clinical practice.

## FUTURE GOALS

Integration of clinical reasoning framework with our clinical instructors. Assess the incorporation of our CR framework impact on enhancing clinical reasoning learning outcomes.

## ACKNOWLEDGMENTS

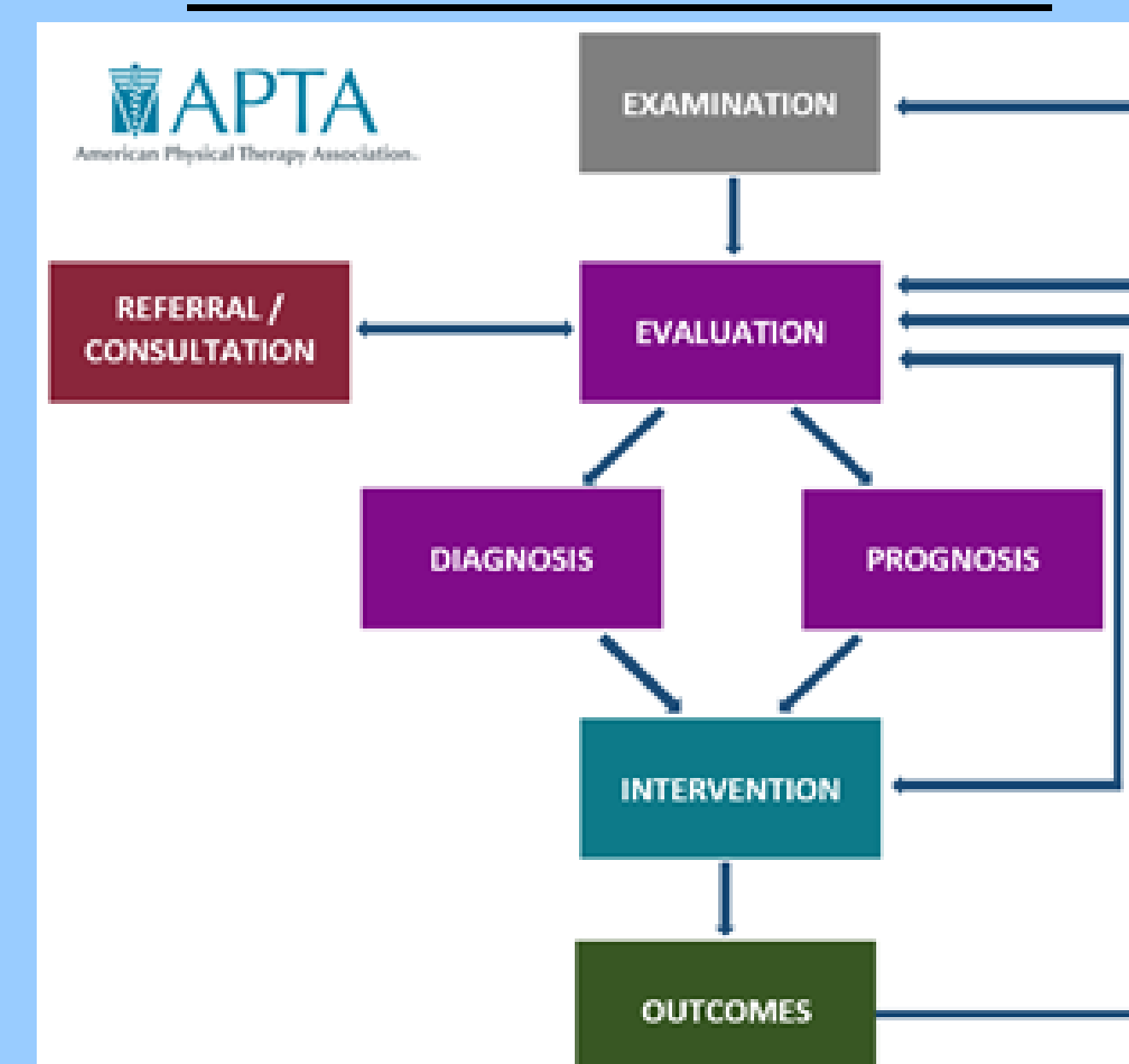
Faculty of The University of Texas at El Paso Doctor of Physical Therapy Program, all of whom provided intellectual capital in the development, refinement, and implementation of our clinical reasoning model.



# UTEP Doctor of Physical Therapy Program Clinical Reasoning Framework



## Guide to PT Practice



## Examination: Gather Data

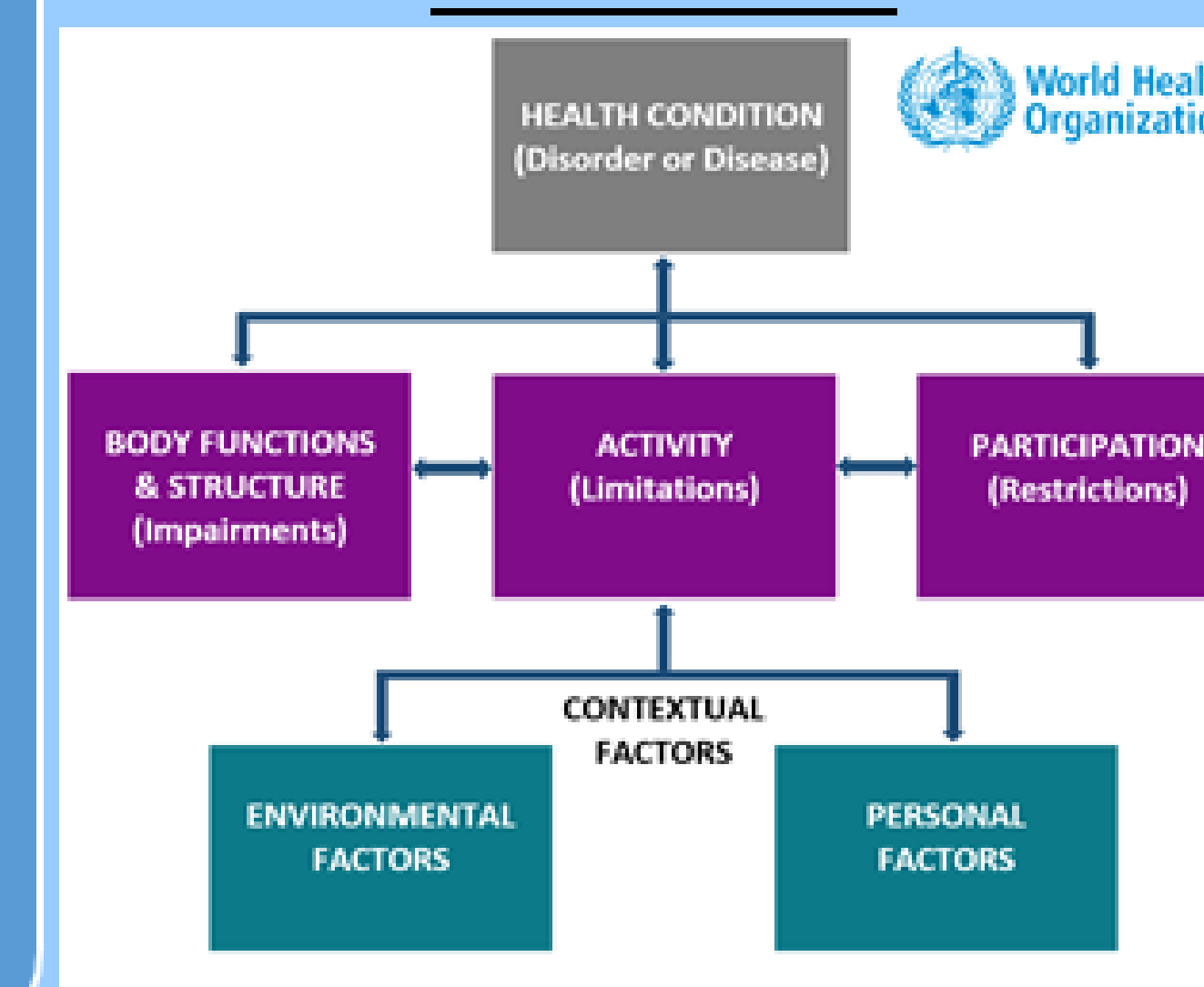
### Guide to PT Practice

- History
- Systems Review
- Tests and Measures

### ICF Model

- Impairments (I)
- Activity Limitations (AL)
- Participation Restrictions (PR)

## ICF Model



## Evaluation: Synthesize Data

- Hypothesis Stratification
- Establish Prognosis / Prioritize Needs

## Diagnostic Reasoning

- Outside Referral Indicated
- Emergent / Urgent S&S
- Systemic (Non MSK) S&S
- Medical Co-morbidities

## Therapeutic Reasoning

- Movement System Based-Care
- Health Status / Stability
- Patient Goals / ICF I, AL, PR
- Contextual Factors

**Referral**  
Appropriate Professional

## Intervention / Management

- Patient / Client-centered
- Evidence-based / Informed
- Goal / Outcome-focused

**Consultation**  
Concurrent Intervention

## Re-Examination/Evaluation

- Continuous Process
- Refine Hypothesis
- Revise Intervention / Management

## Transition of Care

- Self-management / Hand-off
- Safety / Education / Equipment
- Wellness / Prevention

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**Clinical Reasoning is a dynamic and systematic process of data collection and critical analysis that intentionally synthesizes knowledge, current evidence, the patient/client narrative, and environmental context leading to a clinical management decision.**