

APTA Learning Center Course Review

“Teaching Clinical Reasoning: Lessons Learned in Medical Education”

Course Description: This course provides foundational, theoretical and practice-based CR strategies for teaching and learning educators along the entire continuum of professional practice, from entry-level DPT, through residency/fellowships and for the lifelong learning professional. Dr. Steven J. Durning, MD, PhD shares his expertise in this recorded discussion-based lecture at the Inaugural APTA Education Section, Clinical Reasoning Symposium held at Creighton University.

Meet our Speaker: Steven J. Durning, MD, PhD is a professor of medicine and pathology at the Uniformed Services University (USU). He received his MD degree from the University of Pittsburgh and he practices general internal medicine. He received his PhD from Maastricht University, which addressed the influence of contextual factors on clinical reasoning. Dr Durning currently oversees a second year medical student course on clinical reasoning. In addition to serving as a course director, he is the director of the newly established Masters and PhD in Health Professions Education at USU and is the principal investigator of USU's Long Term Career Outcome Study. Dr Durning serves on a number of national and international organizations and research interests include clinical reasoning and assessment.

Course Code:

LMS-889

Instructor(s) Steven J. Durning, MD, PhD
Learning objectives Upon completion of this course, participants will be able to:

Share common Clinical Reasoning definitions and distinctions with respect to terminology.

Analyze four lessons learned from Clinical Reasoning pioneers in 'medical education'

Describe common challenges incorporating Clinical Reasoning with teaching from classroom to clinic to residency/fellowships.

Understand 3 Key periods with respect to the historical maturation of clinical reasoning in 'medical education'

Reflect on discussions shared by contemporary educators in physical therapy.

Course level: Basic

Delivery method: Online

Completion Instructions: Review course content, complete assessment with 70% or higher score, claim certificate.

Credits:

0.20 CEUs (2 contact hours/CCUs) [More CEU Information](#)

Type: E-Learning Course

Determine whether this course is appropriate for entry level PT education or is taught at a level appropriate for residency or fellowship education.

	Yes	No	Maybe	Comment: If yes identify WHY? If no, identify WHY?
1. Is the course appropriate for residency education? (includes largely new graduates)			X	<i>Content is geared toward mentors rather than residents/fellows to help develop clinical reasoning skills in "learners"</i>
2. Is the course appropriate for fellowship education? (may include clinicians with many years of experience)			X	<i>Content is geared toward mentors rather than residents/fellows to help develop clinical reasoning skills in "learners"</i>
3. Is the length (time to take the course) realistic to include in a residency or fellowship?	X			<i>90 minutes</i>
4. Does content appear to be current with reference lists including some articles in the past 3-5 years?			X	<i>Unclear as no references were provided.</i>
5. Are there any aspects of the course pace or content that you feel is innovative or exceptional?		X		<i>If yes, specify:</i>
6. Do you have any other comments or concerns that you feel the review committee should know about this course?		X		<i>If yes, specify:</i>
7. Would YOU use this course in your residency/fellowship?			X	<i>Explain your yes or no answer: potentially for new mentors but not for residents. It would need to be re-done in true online/distance learning format with better AV quality.</i>
8. Is the quality of the overall recording create a good learning experience?		X		Difficult to hear due to background noise. Interaction of speaker with attendees in audience throughout is disjointed because of the inconsistent use of microphone. CONTENT of the speaker is good however quality of video limited. Important for program directors and faculty to be aware of the work of Dr. Durning who is nationally known for his research on mentoring and clinical reasoning in medical residency education.

