

Designing an integrated Curriculum to Foster Expertise in Clinical Reasoning

Section 1: Defining the objectives

“What aspects or dimensions of clinical reasoning are most important to teach students in *your* field?” Different aspects may include data gathering, data interpretation, case synthesis and identification of key findings, generation, prioritization, or justification of a differential diagnosis, treatment decisions, communication decisions, and preventing errors in clinical reasoning.

10:25-10:30 Individual brainstorming

Individually write down initial ideas on your own paper.

10:30-10:45 Group discussion

Share initial ideas with table (each person **MUST** share!)

Choose a scribe to writes on the flip chart

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Section 2: Designing the curriculum

“If you could start from scratch (not current cases), how would you design an on-line program to explicitly teach students these aspects of clinical reasoning and foster the development of expertise? Think about what you’ve learned about best practices for teaching clinical reasoning. What would your curriculum look like? How would you design the instructional tools, methods, assessment, and feedback? Imagine you have unlimited resources and technical capacity. “

10:45-10:50 Individual brainstorming

Individually write down initial ideas

10:50-11:05 Group discussion

Share initial ideas with table (each person MUST share)

Scribe writes on flip chart (15 minutes)

11:05-11:20 Group prioritization

As a group, prioritize the 6-8 key elements of this curriculum that are most likely to be effective in promoting expertise in clinical reasoning. Put these elements on post-it notes. Identify which aspect of clinical reasoning these elements teach; put these on post-it notes. Identify how these elements capture best practices in teaching clinical reasoning; put these on post-it notes.

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Section 3: Making the pitch

“Your philanthropist wants you to show what you’re working on and why. Create a diagram on one page showing what your program is and how/why it teaches clinical reasoning. You can use all the materials at your table, and make sure that the elements of the program (e.g. instruction, assessment, integration approaches, etc.) are linked to the aspects of clinical reasoning that you are trying to teach. Include what technical bells and whistles your program will need.

Your poster will be displayed at the Gallery Walk this afternoon for others to view. They do not need to be fancy or polished, and this is not a competition, just an opportunity to share and build on each other’s ideas. Identify one person from your group to explain the poster to viewers. It should not be your facilitator.”

Post-it notes, colored markers, flip-chart

11:20-11:45 Group: Design the display for the Gallery Walk

Identify 1 representative to stand by the poster and explain the course design.”