

Integrated Clinical Education – Planned Learning Experience (PLEX)

Plex #: 64	Plex Title: Utilizing Reflection to Facilitate Clinical Reasoning	Date created:
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ICE Week/Number	Continuum of Care	Patient Management Component	Curricular Thread						
<input type="checkbox"/> ICE I- Week 1	<input type="checkbox"/> IP Acute/ICU	<input checked="" type="checkbox"/> Exam/Eval	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Quality Improvement and Safety</td> <td style="width: 50%; padding: 5px;"><input checked="" type="checkbox"/> Patient Centered Care</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"><input type="checkbox"/> Movement for Participation</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Teamwork and Collaboration</td> <td style="padding: 5px;"><input checked="" type="checkbox"/> Clinical Reasoning and Evidence Based Practice</td> </tr> </table>	<input type="checkbox"/> Quality Improvement and Safety	<input checked="" type="checkbox"/> Patient Centered Care		<input type="checkbox"/> Movement for Participation	<input type="checkbox"/> Teamwork and Collaboration	<input checked="" type="checkbox"/> Clinical Reasoning and Evidence Based Practice
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<input type="checkbox"/> Teamwork and Collaboration	<input checked="" type="checkbox"/> Clinical Reasoning and Evidence Based Practice								
<input type="checkbox"/> ICE I- Week 2	<input type="checkbox"/> IP Rehab	<input checked="" type="checkbox"/> Dx/Prognosis							
<input checked="" type="checkbox"/> ICE II	<input type="checkbox"/> Outpatient	<input checked="" type="checkbox"/> Plan of Care							
	<input type="checkbox"/> School	<input checked="" type="checkbox"/> Intervention							
	<input checked="" type="checkbox"/> Not Setting Specific	<input checked="" type="checkbox"/> Outcomes							

Brief Description of the Planned Learning Experience:

Utilizing a specific patient example and the reflection questions outlined in the article cited below, each student will lead a discussion based on one of the sections outlined in the Appendix: Clinical Reasoning and Reflection Tool. The CI will be present for these to discussions to facilitate deeper discussion, answer questions and identify potential gaps in clinical reasoning.

Objectives	Description of Actual Learning Experience	Anticipated time to complete	Recommended Preparation or Readings
<ol style="list-style-type: none"> 1. Students will demonstrate the use of reflection in considering a patient-case. 2. Students will recognize the link between the reflective process and the clinical reasoning process. 3. Students will demonstrate professionalism and open response to feedback related to the potential identification of gaps in knowledge/skills/attitudes surrounding patient care. 	<ol style="list-style-type: none"> 1. Team will choose a patient around which they will focus an in depth reflection, facilitated by guiding questions. 2. Each student will choose one of the Appendix sections of the CR Tool and will lead a discussion, utilizing the "Reflection Points". 3. Students will lead the discussions, and the CI will facilitate the process by adding guiding questions, encouraging deep thinking, identification of potential knowledge gaps and leading a discussion on how identified gaps can be addressed. 	<ol style="list-style-type: none"> 1. Student-led discussion of Reflection Points (x 4) = 60 min 2. CI input following each student discussion (x4) = 20 min <p>Total Time: 80 minutes</p>	Atkinson HL, Nixon-Cave K. A Tool for Clinical Reasoning and Reflection Using the International Classification of Functioning, Disability and Health (ICF) Framework and Patient Management Model. Physical Therapy. 2011; 91(3):416-430. (Article on Canvas)

