



Postgraduate Study in Occupational Therapy

Clinical Reasoning

This course explores the direction the study of Clinical Reasoning has taken as described by occupational therapy literature and other primary sources of information. Analysis of reasoning in practice will provide students with new ways of understanding therapists' decision-making processes. This will enable them to be more aware of their own clinical reasoning, to communicate their decision-making processes and to make valuable changes in their own practice. Additionally, students will critically review and use a range of reflective strategies.

LEARNING OUTCOMES

At the completion of this course students will be able to:

- Raise to consciousness their own reasoning in practice.
- Demonstrate the impact that understanding reasoning processes has to change practice.
- Use and evaluate a range of reflective strategies in practice.

CONTENT AND PROCESS

- Definition and approaches to clinical reasoning in the occupational therapy literature.
- Problem solving in occupational therapy
- Interactive reasoning and other phenomenological approaches
- Novice/Expert differences
- Reflective Practice

ASSESSMENT

Two assignments, one of which is the student's self-analysis of reasoning in practice. The second assignment explores a model of reasoning that demonstrates how understanding reasoning and reflective processes can make changes to practice.

Course dates: 15 February—11 June 2010

Indicative Fee: \$990.00 (plus \$45 OPISA + Internet connection fee)

LECTURER PROFILE

DR LINDA ROBERTSON (NZROT, BA, MEd, PhD education)



I have developed and taught the "Clinical Reasoning" course. I have been involved in occupational therapy for over 20 years and over this period have become increasingly interested in the ways that occupational therapists and students make practice decisions. This was the basis of my PhD, which was on the topic of novice-expert differences in reasoning. Since then I have been involved in several studies that look at clinical reasoning in different ways, including inter-professional differences. I have taught this course for several years now and never fail to be surprised at the depth of interest there is in this topic and in particular how an exploration of reasoning assists therapists to make sense of their approach to decision making.

* Course offered subject to minimum enrolments

Who do I contact for more information and an enrolment pack?

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