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## Providing an adaptive and interprofessional clinical reasoning curriculum for students and educators

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**Background:** Clinical reasoning (CR) is a fundamental and complex set of abilities health profession students have to acquire during their education. Despite the importance of clinical reasoning for the workplace and patient safety, there is still a lack of structured and explicit teaching, learning, and assessment of clinical reasoning in healthcare education in European countries.

Therefore, the aim of the EU-funded project DID-ACT is to address this shortcoming and provide a longitudinal clinical reasoning curriculum including a train-the-trainer course that can be adapted to schools, educators, and students needs.

In the first year of the project the different needs have been assessed [1] and a curricular framework including learning outcomes has been developed. The framework defines the curriculum as

1. theme-based,
2. longitudinal,
3. case-based,
4. learner-centered, and
5. adaptive [2].

**Methods:** Based on the framework, we first worked on a detailed blueprint with blended synchronous and asynchronous teaching units based on the learning outcomes, which was agreed upon by all partners. We then split into small multi-professional teams to develop the teaching units based on an instructional framework. To get feedback from students and educators we will pilot and evaluate the courses at our partner schools during summer 2021 and we plan further revisions based on the collected data.

**Results:** The curriculum is aligned with 11 clinical reasoning related themes, such as CR theory, errors and biases, ethical aspects, or teaching CR. It builds upon 40 learning units consisting of synchronous and asynchronous phases of learning activities. Accompanying and building on these learning activities a pool of cases and scenarios is available for deliberate practice.

**Discussion:** The curriculum has been conceptualized and developed by a multiprofessional and international team of educators, researchers, and students. Therefore, we feel confident that it is applicable to a wide range of educational settings. All resources are freely available and can be adapted and integrated in a variety of health profession curricula and faculty development programs.

**Take home message:** We hope that our EU-funded international initiative can contribute to an advancement of CR teaching in health profession education and that the curriculum will be adopted by educators across Europe.

### References

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