When we supervise fellows, residents, and medical students, we’re asked to assess their clinical reasoning, both on the fly and in evaluations at the end of rotations. We all do clinical reasoning, but are we really assessing what we think we’re assessing? This workshop will explore our emerging understanding of clinical reasoning (beyond dual process theory), factors that may impact how you assess your learners, and a framework for approaching assessment.

By the end of this workshop, participants should be able to:

1. Identify how context impacts clinical reasoning
2. Identify how co-production of diagnosis impacts assessment of clinical reasoning
3. Incorporate a framework for clinical reasoning to assess learners