

Clinical Reasoning

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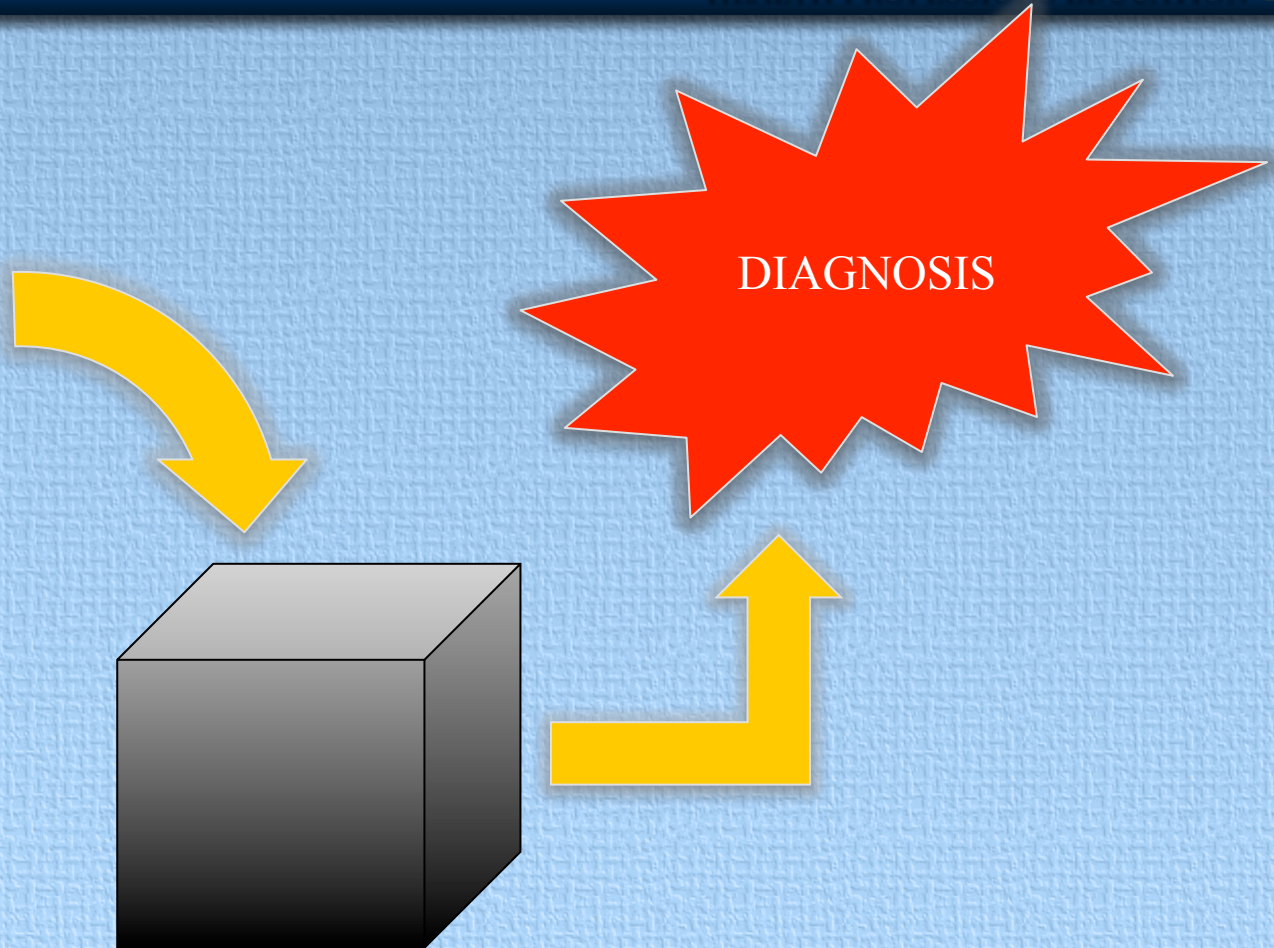


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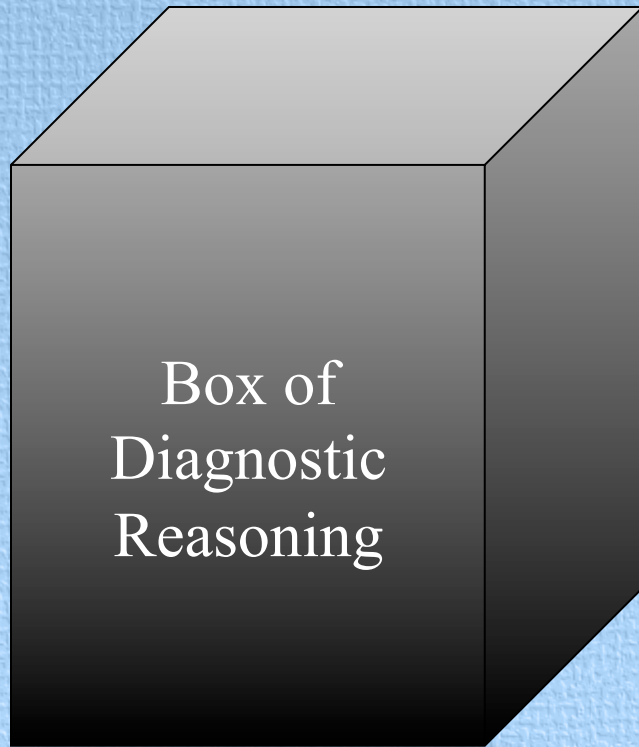
Intended Learning Outcomes

- Describe skills involved in ‘clinical reasoning’
- Understand the RIME descriptors as a framework for development
- Become familiar with techniques to support improved clinical reasoning

- ✓ **History**
- ✓ **Physical Examination**
- ✓ **Laboratory studies**
- ✓ **Imaging studies**



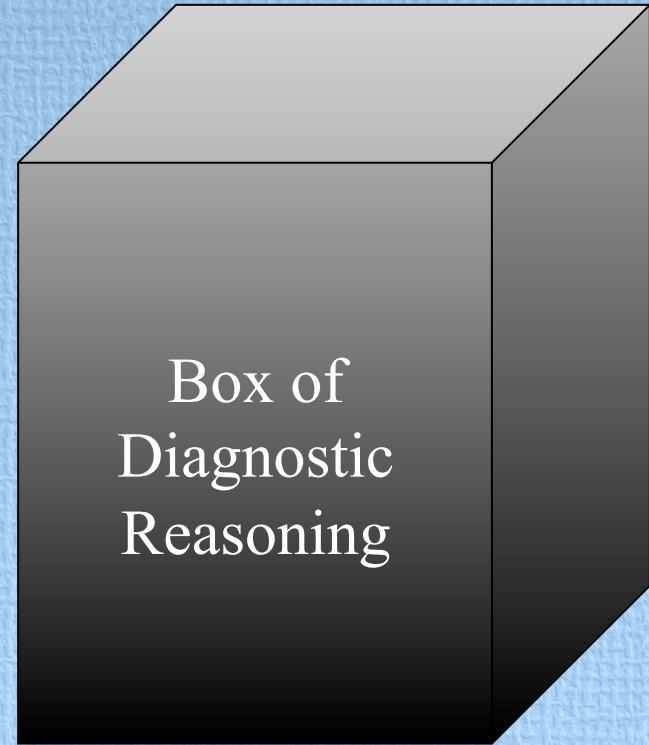
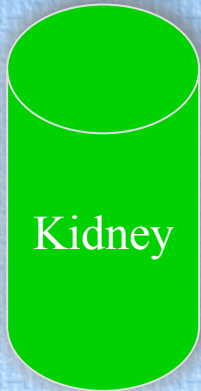
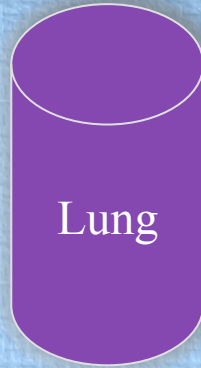
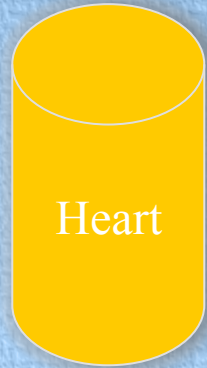
Magic in the Box ???



- Foundational knowledge
 - Epidemiology of disease
 - Expected time course
 - Key features of condition
 - Mechanisms of disease
- “Illness script”
 - Definitions based on the accumulation of experience with knowledge

Illness Script Formation

- Generate and accrue illness scripts with exposure and experience to become ‘expert’
- Magic happens for a learner when they can place their knowledge silos into one box for their cognitive use!!



Making a Diagnosis

- Gather the data
- “Dial up” the illness scripts in play
- Generate hypotheses
- Test the hypotheses based on inclusion and exclusion criteria in your script

Abdominal Pain

- IN VIDEO QUIZ
 - Step through the process points of clinical reasoning

Review in-video quiz points

- Knowing the age of the patient, critical components of the history and physical
- Multiple ‘working diagnoses’
- Obtaining clarifying labs and diagnostic studies
- Concluding diagnosis

RIME Framework

Framework for describing learner's skills

- **REPORTER**
- **INTERPRETER**
- **MANAGER**
- **EDUCATOR**

REPORTER	INTERPRETER	MANAGER	EDUCATOR
<ul style="list-style-type: none"> • Gathers facts • Reliable data • No discernment • Reports back 	<ul style="list-style-type: none"> • Able to prioritize information • Incorporate data • Discernment • Develop diagnoses 	<ul style="list-style-type: none"> • Judgment • Acumen • Incorporates unique and specific facts • Circumstances 	<ul style="list-style-type: none"> • Self-directed learner • Define questions • Share new knowledge with others
Early clinical	Late clinical	Midlevel	Supervisory

From “R” to “I”

- **One minute preceptor:** what you can do
 - Get a commitment
 - Supporting evidence
 - Teach a ‘big ticket’ or general rule
 - Reinforce
 - Provide constructive feedback

Learner can use “SNAPPS”

- Summarize
- Narrow the differential
- Analyze the differential
- Probe for uncertainty
- Plan next steps in management
- Select case related issues for self-study

How 'SNAPPS' helps you

- Did learner collect enough or appropriate information?
- Have they constructed an appropriate differential?
- Their questions identify their zone of proximal development!

Skill Development

- Simulation
- Teaching with data
- Clinical reasoning
- Still to come: Attitudes and attributes