

# Clinical Reasoning

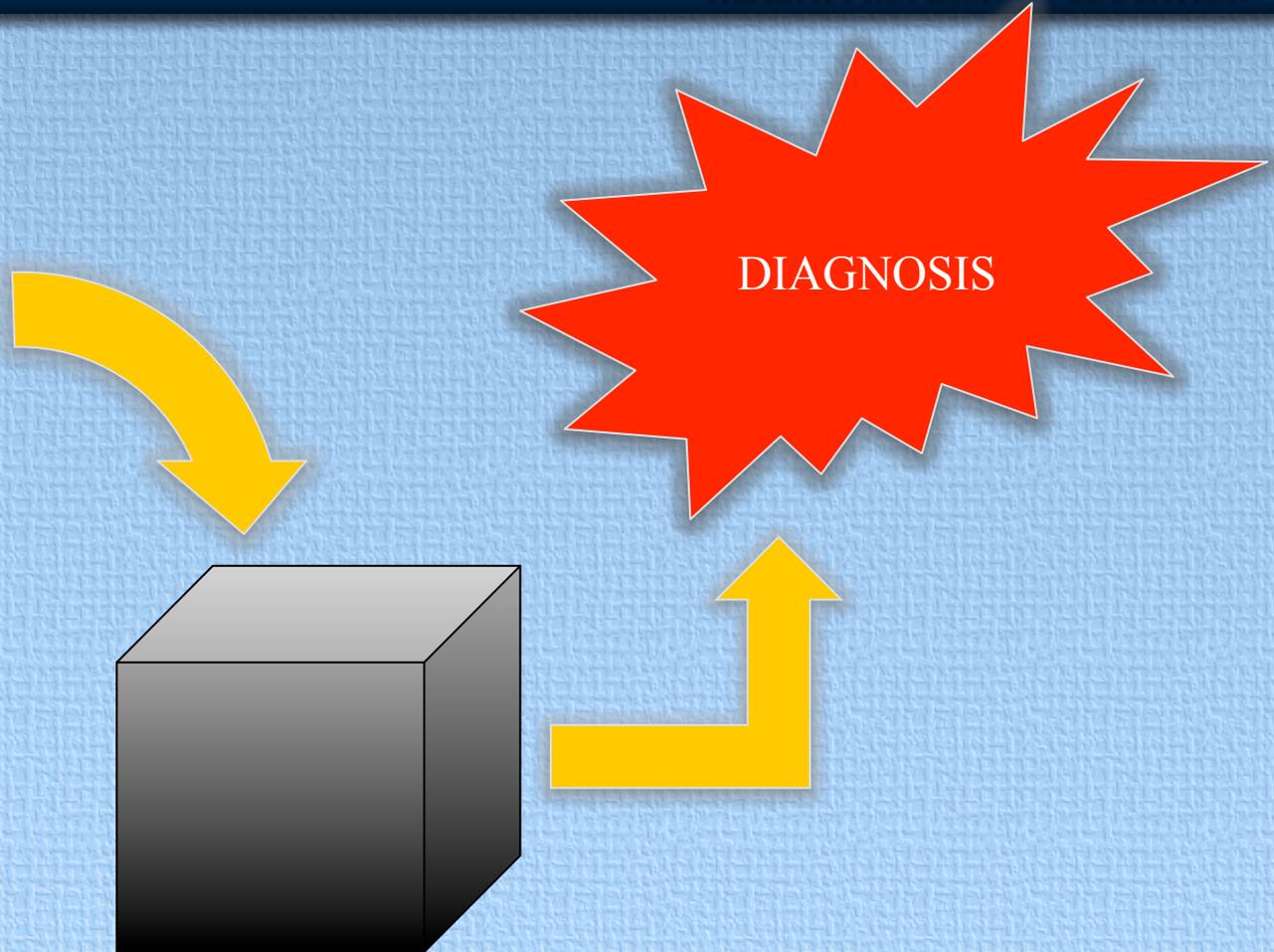
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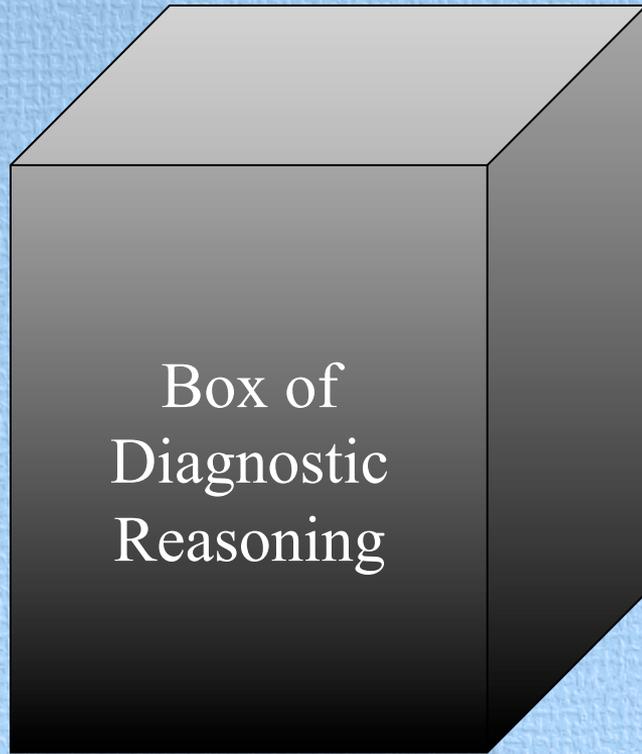
# Intended Learning Outcomes

- 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**



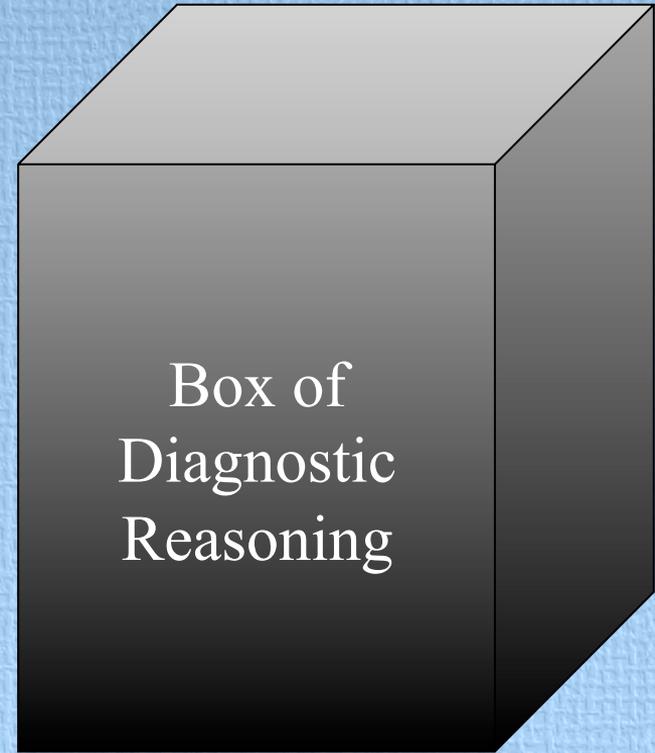
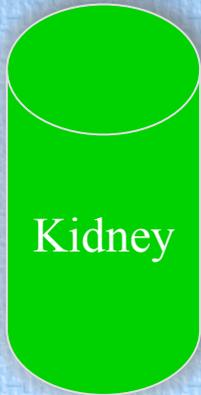
## Magic in the Box ???



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