

Interprofessional Education to Improve Diagnosis

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Society to Improve Diagnosis in Medicine

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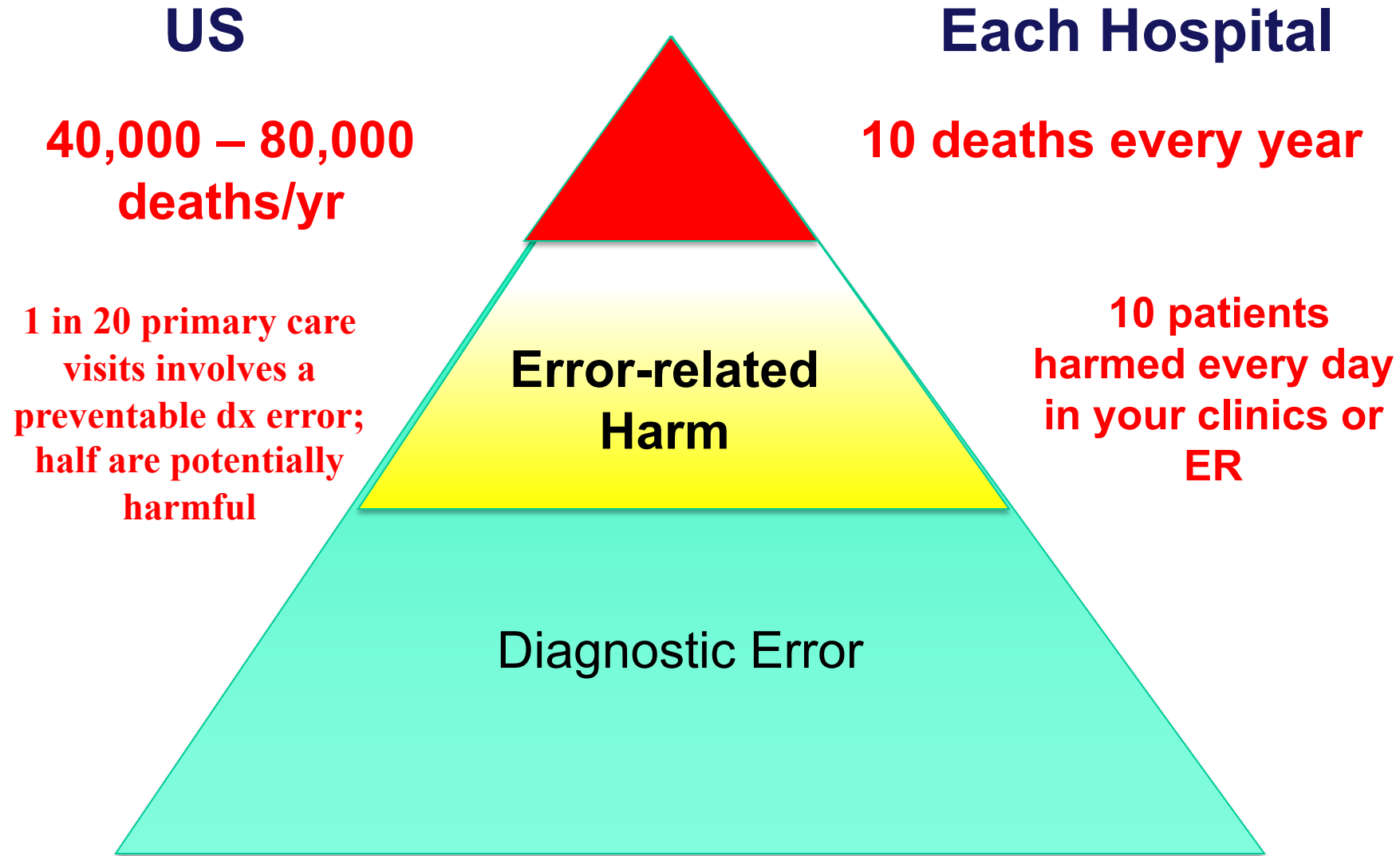
Learning Objectives

- *Understand that the goal is to improve diagnosis by improving education. We want to reduce harm from diagnostic error*
- *Discuss the origin and importance of the 12 new competencies that students in healthcare professional training should acquire*
- *Appreciate why both diagnosis and diagnosis education should be interprofessional. Team work is important !*
- *Synthesize and take home educational activities that could be used to develop interprofessional competency in diagnosis*

Our Quest

Reduce the harm related to diagnostic errors

The Toll of Dx Error



Leape et al. JAMA 288:2405, 2002
Singh et al. BMJ Qual Safety 21: 93-100, 2012

“It is likely that most of us will experience at least one diagnostic error in our lifetime, sometimes with devastating consequences.”



8 Recommendations:

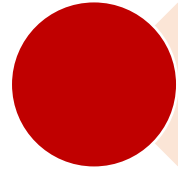
#1 – Improve Education

#2 - Improve Teamwork

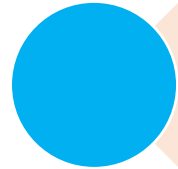
Improving Diagnosis in Health Care. National Academy of Medicine.
National Academies Press, Washington, DC. 2015.

How education can improve diagnosis

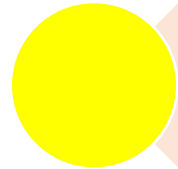
The Primary Drivers



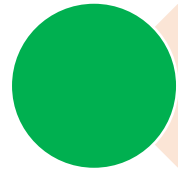
Acquire and use a relevant knowledge base



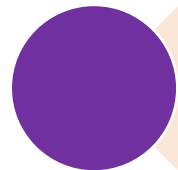
Optimize clinical reasoning to reduce cognitive errors



Understand system-related aspects of the diagnostic process



Effectively engage patients and the diagnostic team



Acquire appropriate values and attitudes

A Consensus Curriculum to Improve Diagnosis

3 year project sponsored by the Macy Foundation to identify the content on the diagnostic process and dx that should be part of healthcare education

More info: www.improvediagnosis.org



SOCIETY^{to}
IMPROVE
DIAGNOSISⁱⁿ
MEDICINE



What is This?

The course on diagnosis we never had. GOAL: Identify the competencies trainees should acquire and demonstrate to improve diagnostic quality and safety

Who is it for ?

Trainees in every health profession: Medicine, nursing, physician assistants, optometrists, podiatrists, dentists, physical therapists, etc.

Who was involved?

Patients, students, physicians, nurses, PA's, pharmacists, lab professionals,
SIDM, AMA, ABMS, AANP, AAFP, AACN, ACGME, AAMC, AAIM, AAP, ACP, ABIM

How was it done ?

Narrative review of the literature; 2 face-to-face meetings + MANY calls
65 competency suggestions → Q-sort processes to IDENTIFY THE TOP 12

Key Competencies to Improve Diagnosis

6 Individual

3 System-Related

3 Team-Based

And for each one:

- **Learning objectives**
- **Milestones**

Individual Competency Concepts

- Accurately and efficiently collect key clinical findings needed to inform diagnostic hypotheses (H&P; Health IT; Dx Testing)
- Formulate or contribute to an accurate problem representation
- Produce or contribute to a prioritized differential diagnosis
- Justify the prioritization by comparing and contrasting the patient's findings to characteristic disease presentations
- Use decision support tools to improve accuracy (checklists, second opinions, decision-support tools)
- Use critical thinking and reflection to improve performance

System-Related Competency Concepts

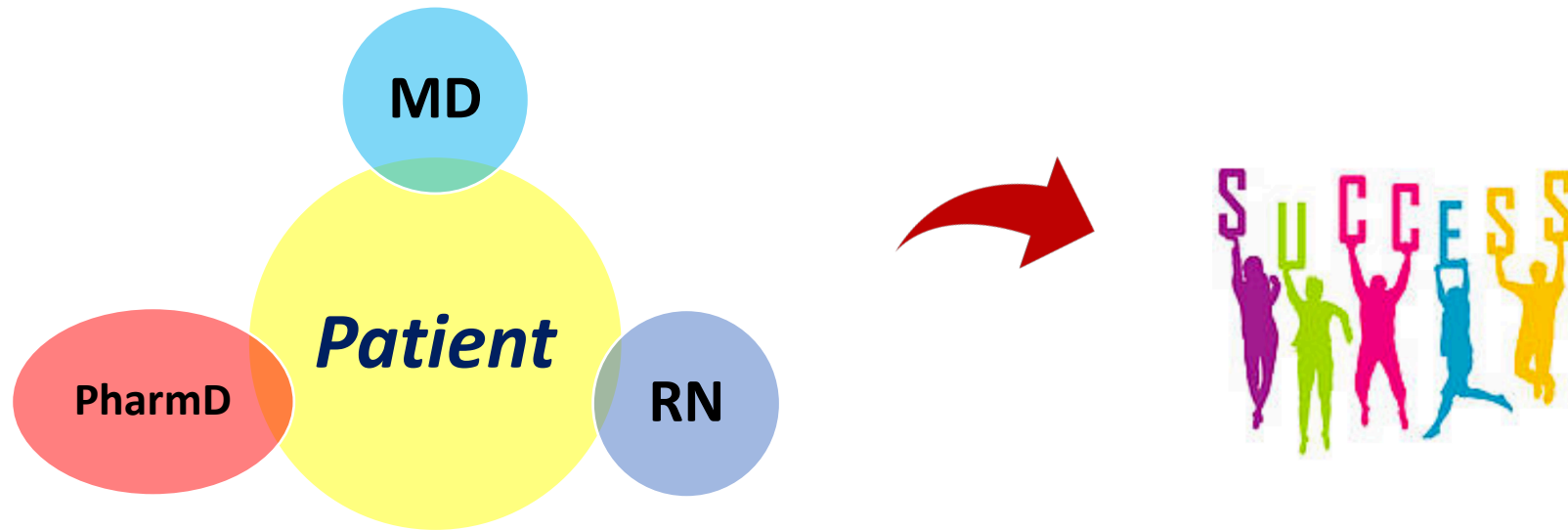
- **Discuss how human factors contribute to diagnostic safety and error; take steps to mitigate common flaws in the healthcare system**
- **Advance a culture of safety that encourages open dialogue and learning from feedback**
- **Disclose diagnostic errors and near misses transparently to patients, team members, risk management**

Team-Based Competency Concepts

- Engage and collaborate with patients and families in accord with their values and preferences. Educate patients about the diagnostic process.
- Collaborate with other healthcare professionals and communicate effectively throughout the diagnostic process. (More consults, more second opinions)
- Apply effective strategies at transitions of care; close the loop on test result communication.

Why it should be interprofessional

Teamwork works !
Diagnosis should be team-based
Education should be team-based



An exercise to promote teamwork and build diagnostic competency

Students are assigned a role (MD, NP\PA, RN, Pharmacist, Patient, etc)

Each 'profession' and the patient knows certain private things about the diagnosis

Only with effective direction, communication, and information sharing will the correct diagnosis emerge

Today's exercise

- 1. Select one or two of the competencies**
- 2. Design a 3-4 hour workshop for interdisciplinary students that will convey the competency, in an interprofessional learning environment**
- 3. Briefly write up your proposal and be prepared to share it**