



UNIVERSITY OF UTAH
SCHOOL OF MEDICINE

Curricular Learning Communities

Impact on Clinical Reasoning

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Acknowledgments

- Clinical Method Curriculum Program Evaluation Team
- 26 Learning Community Faculty Members and 4 Staff members
- Associate Dean of Curriculum



Disclosures

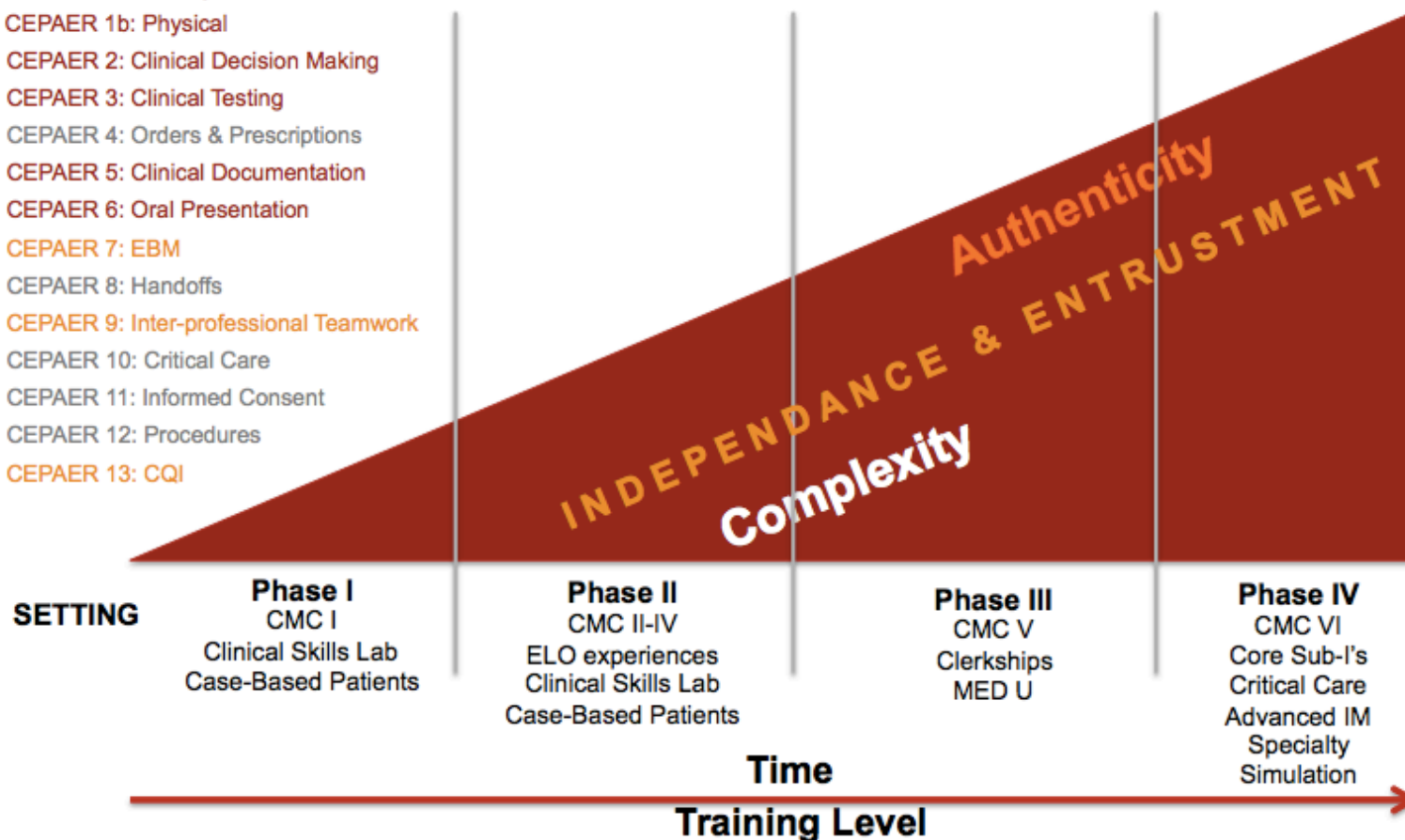
- None



Clinical Method Curriculum Longitudinal Skills Development

Core Chief Complaints, Diagnoses, Clinical Tests & Imaging, Procedures

- CEPAER 1a: History
- CEPAER 1b: Physical
- CEPAER 2: Clinical Decision Making
- CEPAER 3: Clinical Testing
- CEPAER 4: Orders & Prescriptions
- CEPAER 5: Clinical Documentation
- CEPAER 6: Oral Presentation
- CEPAER 7: EBM
- CEPAER 8: Handoffs
- CEPAER 9: Inter-professional Teamwork
- CEPAER 10: Critical Care
- CEPAER 11: Informed Consent
- CEPAER 12: Procedures
- CEPAER 13: CQI



Background

Description

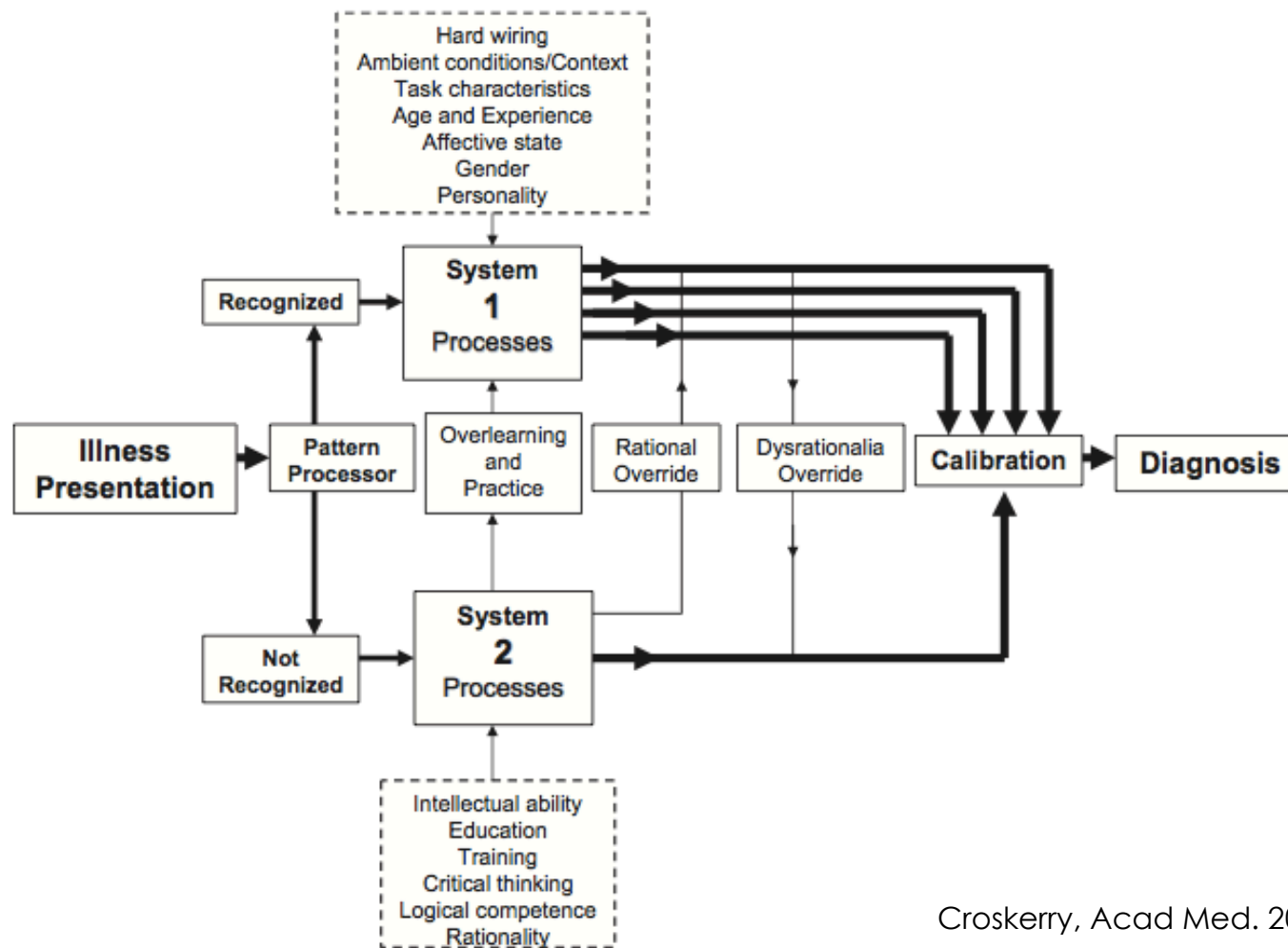
Program Evaluation

Results

Discussion



Clinical Reasoning Dual Process Theory



Croskerry, Acad Med. 2009; 84(1022-1028)



Clinical Reasoning Instruction

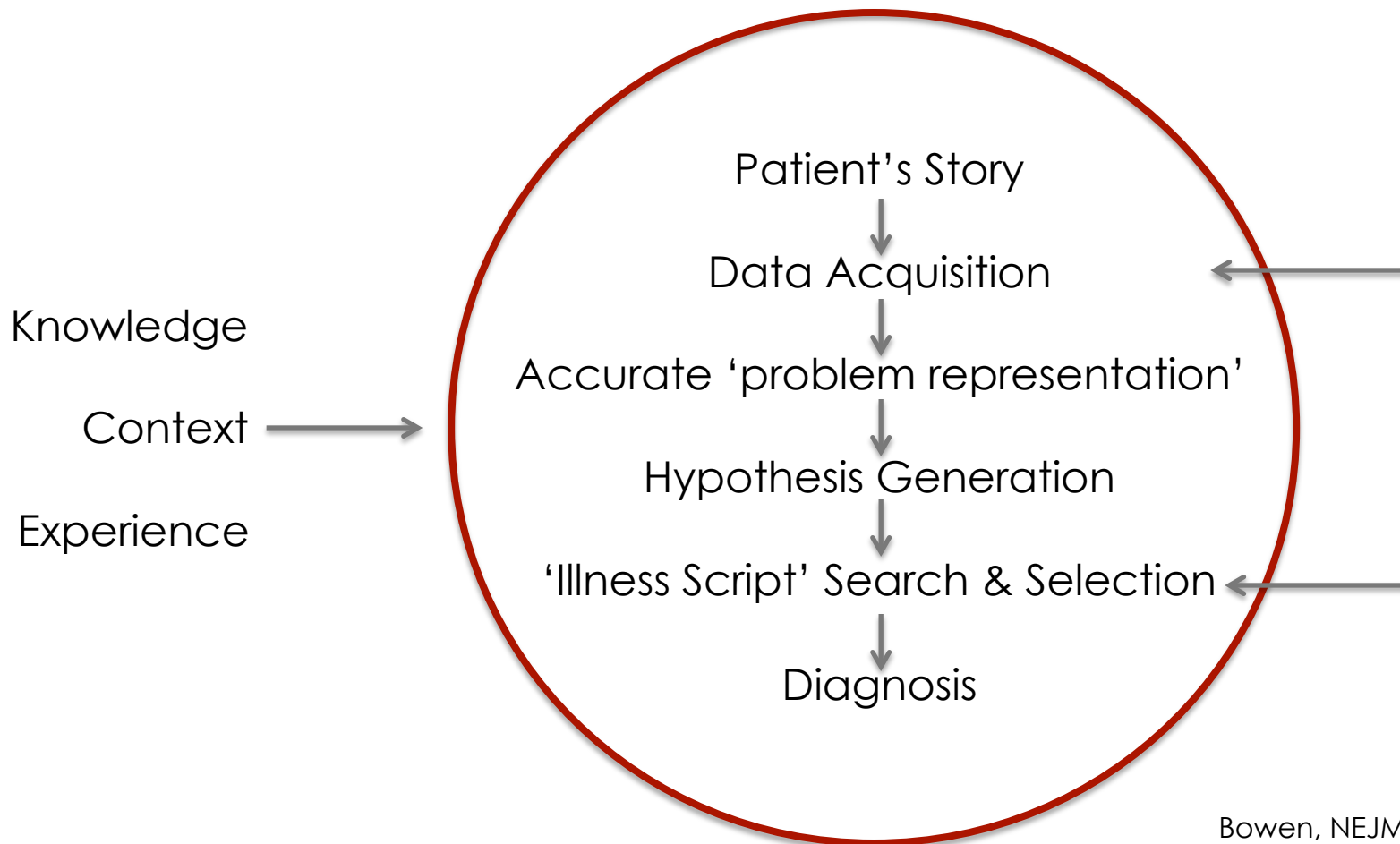
Hypothesis

- Clinical Method Curriculum (CMC) students would demonstrate superior diagnostic reasoning compared to non-CMC students as measured on a script concordance test administered at the end of the clerkship curriculum.



Diagnostic Reasoning Instruction

Illness Scripts & Problem Representation



Bowen, NEJM. 2006; 355(21)



Script Concordance Test

24 Item Diagnostic Exam

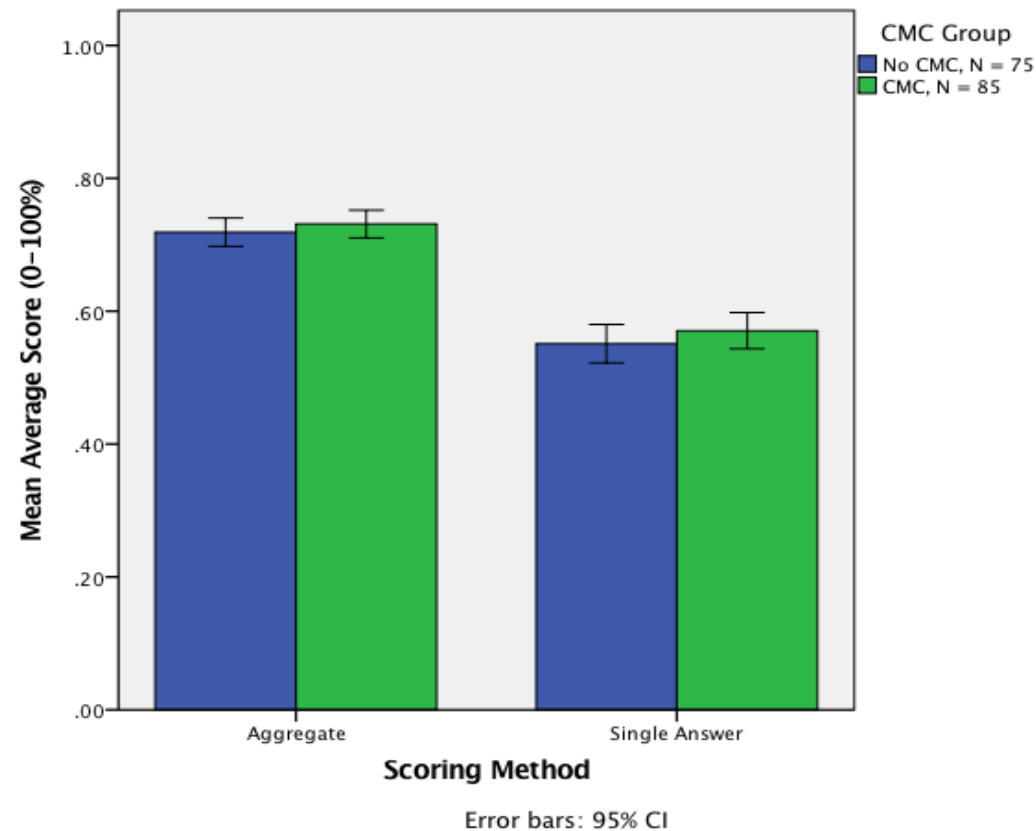
A 77 year-old man is being evaluated for a recent transient ischemic attack.

If you were considering an etiology of:	Key information	The Etiology would be:
carotid stenosis	And you found an ipsilateral carotid bruit	-2: very unlikely -1: somewhat less likely 0: unaffected by the data +1: somewhat more likely +2: almost certain
thromboembolism	And the ECG revealed: (Image)	
atherosclerosis	And the MRI reveals a small contralateral MCA aneurysm	



CMC vs. non-CMC Students

No Difference in Performance





Limitations & Uncertainties

Clinical Reasoning Instruction & Assessment

- Underlying Cognitive Processing
- Instructional Methods
- Assessment Strategies



Curricular Learning Communities Impact on Clinical Reasoning

- There was no difference in end of clerkship Script Concordance Test performance between CMC and non-CMC students.
- Next Steps
 - Refine Script Concordance items and scoring based on best available clinical evidence.
 - Identify alternative evaluative impact measures.