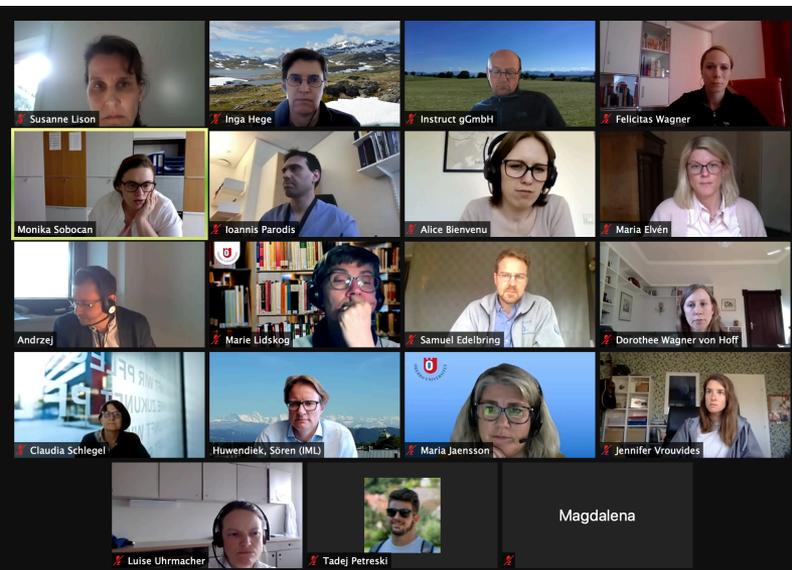


# DID-ACT - Entwicklung eines adaptiven und interprofessionellen Curriculums für Clinical Reasoning

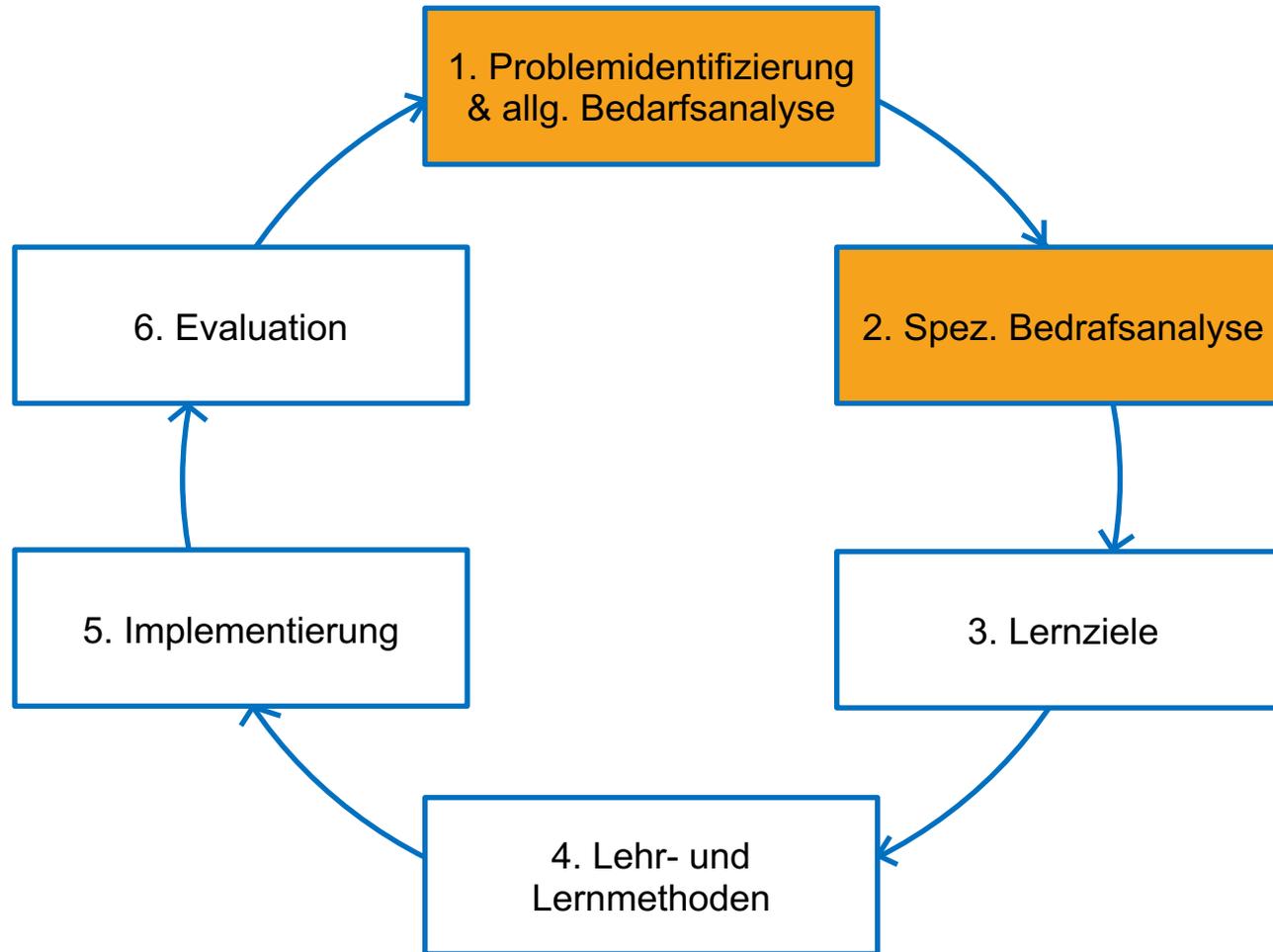
**Inga Hege (Universität Augsburg)**, Monika Sobocan, Lina Anderson,  
Carina Georg, Anja Härtl, Maria Jeansson, Jure Knez, Ziva Ledinek,  
Susanne Lison, Michal Pers, Tadej Petreski, Magdalena Szopa, Claudia  
Schlegel, Luise Uhrmacher, Felicitas Wagner, Dorothee Wagner von Hoff,  
Elisabet Welin, Desiree Wiegleb Edstrom, DID-ACT consortium

# Wofür steht DID-ACT

- Erasmus+ Knowledge Alliance Projekt mit dem Ziel ein longitudinales blended-learning Curriculum für Clinical Reasoning zu entwickeln, inklusive Train-the-trainer Lerneinheiten.
- Projektpartner und assoziierte Partner sind aus 7 Ländern, 12 verschiedenen Instituten und Gesundheitsberufen
- Projektdauer: Jan 2020 – Dez 2022
- Projektkoordination: Universität Augsburg



# Curriculumsentwicklung

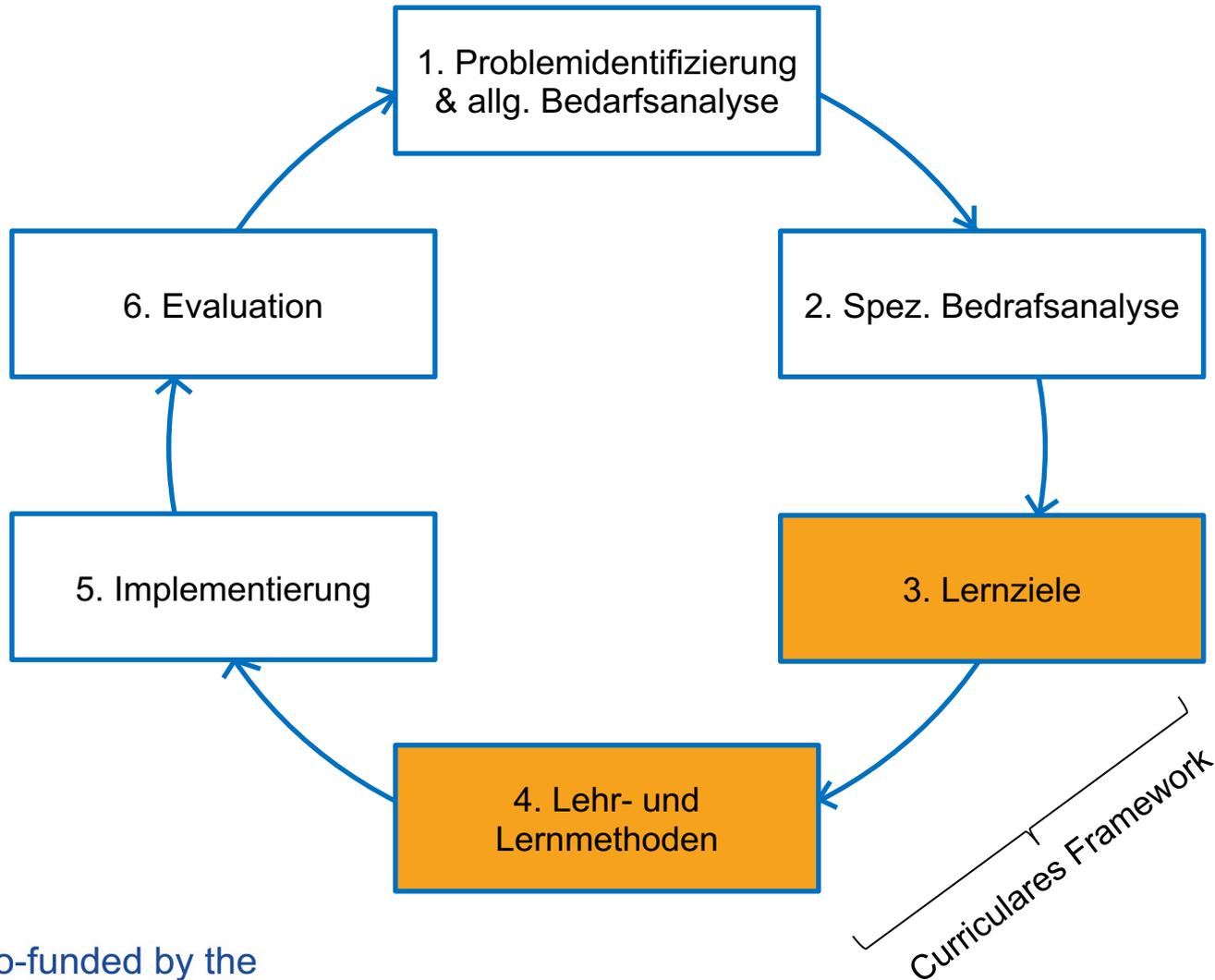


- Umfrage über den AMEE Email-Verteiler
- Ein longitudinales explizites clinical reasoning Curriculum ist notwendig (85%) aber oft v.a. in Europa nicht vorhanden
- Barrieren und Lösungen z.B. bezüglich Kultur, Zeit & Ressourcen, oder Lehre

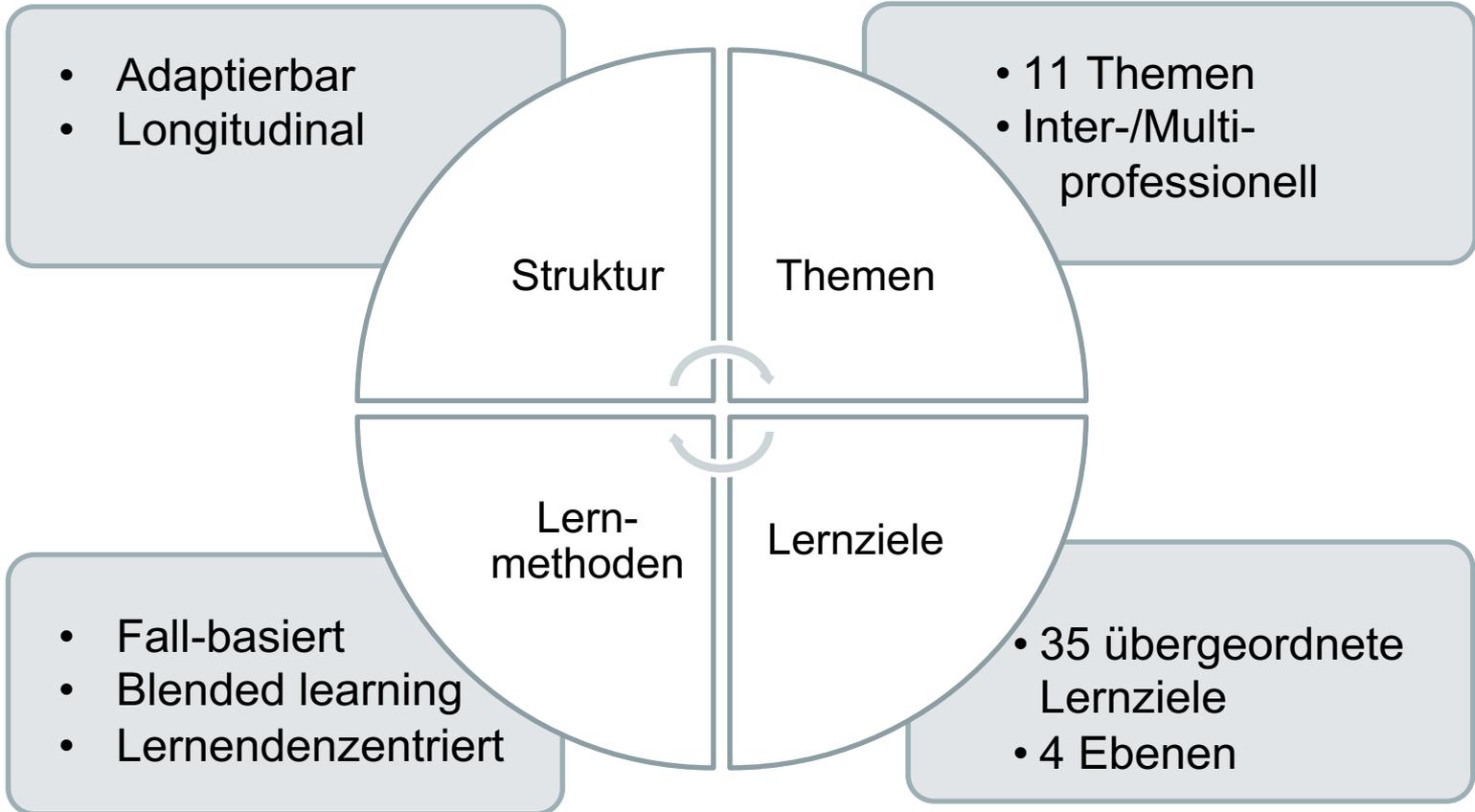
*“Most people don't know about how to teach clinical reasoning. There is ignorance. What you don't know, you can't implement.”*

*“It would be good to have multiple cases over a longer period of time based on concrete patient cases in different settings which not only cover prototypical cases...”*

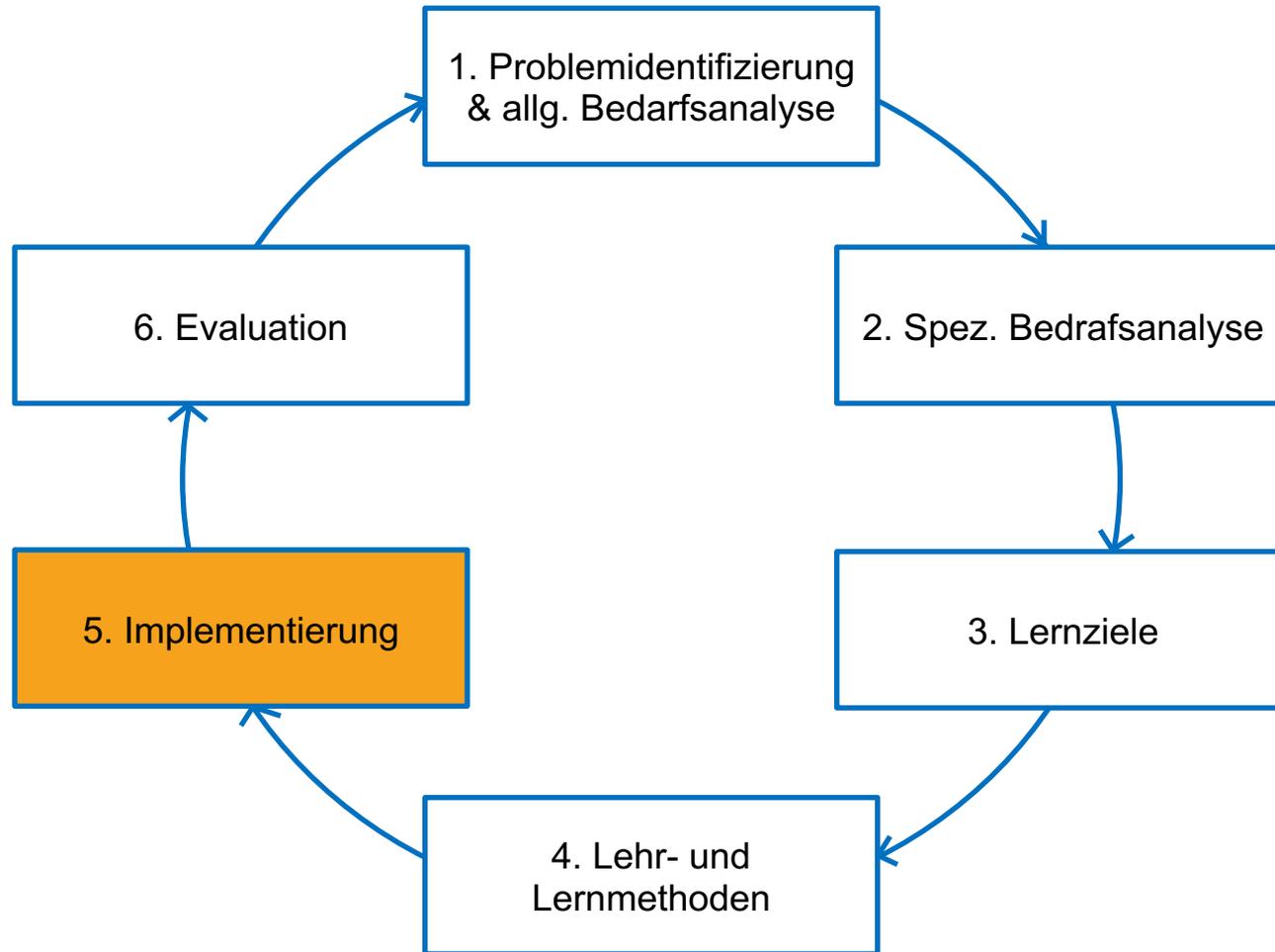
# Curriculumsentwicklung



# Curriculares Framework



# Curriculumsentwicklung



# Curricular Blueprint

Theme	Novice Level	Intermediate Level	Expert Level	Teaching Level
	(1) What is Clinical Reasoning	(20 & 23) What is Clinical Reasoning & Theories into Practice		(32) What is CR & Models & Theories (into practice)
	(4) Dual Process Theory			
	(3) OPT Model	(21) Models from all/other professions		
	(2) Illness Scripts			
	(5&7) HP's roles in clinical reasoning & Differences & similarities among HP	(24) Collaborate with others in CR & HPs and their role in health care		(35) Differences & similarities in CR among HP & HPs and their role in health care
	(12) Collaborate with others in Clinical Reasoning			
	(6) Person-centred approach & role of patient			(34) Person-centred approach & role of patient
	(19) Shared Decision Making in Clinical Reasoning	(25) Shared Decision Making in Clinical Reasoning	(30) Shared Decision Making in Clinical Reasoning	
	(18) Decision Support Systems		(31) Decision Support Systems	
	(8) Collect and prioritize key clinical findings			(33) Info gathering, generating differential diagnoses, Decision making, Treatment planning
	(9) Biomedical Knowledge in Clinical Reasoning			
	(10) Generating differential diagnoses & deciding about final diagnoses			
	(11) Developing a treatment/management plan	(22) Ethical aspects - patient management & treatment		
	(13) Biases, Cognitive (& system) errors		(26) Biases (Cognitive &) system errors & errors in the HPs	(36) Attitudes towards discussing biases, errors, uncertainty, self-reflection
	(14) Uncertainty		(29) Uncertainty	
	(16) Analysis of errors		(28) Analysis of errors & Avoiding errors	
	(17) Avoiding errors			
	(15) Metacognition, reflection, & mental training methods		(27) Metacognition, reflection, & mental training methods	
				(37) Application of clinical reasoning teaching/assessment methods
				(38) DID-ACT student curriculum
				(39) Evaluation of CR learning



Deliberate Practice with Virtual Patients & Scenarios

- Theories
  - Ethical Aspects
  - (Interprofessional) Collaboration
  - Errors & Biases
  - Gathering, interpreting & synthesizing information
  - Generating differential diagnoses
  - Developing a treatment / management plan
  - Patient perspective
  - Teaching Clinical Reasoning
  - Self-Reflection & Attitudes
  - Decision Making
- Virtual Patients

- Planung von 38 Lerneinheiten und einem Pool von virtuellen Patient\*innen
- Kleine Teams entwickeln eine Einheit (genauer Ablauf und Materialien)
- Anschließendes Review des Teams
- Umsetzung in moodle und CASUS und Bereitstellung des Kurs-Ablaufes und der Unterlagen für die Lehrenden (Verwendung von OERs wo möglich)
- Öffentlich zugänglich in moodle (CC Lizenz, Shibboleth Zugang)



**Health profession roles**

Participants

Badges

Grades

Health profession roles in clinical reasoning

Course outline

Clinical reasoning in different health professions (ca. 45 min)

Clinical reasoning in different health professions (ca. 45 min)

A clinical scenario (ca. 30 min)

Homework for the next meeting (ca. 15min)

References

Your Feedback (ca. 5min)

Dashboard

## Clinical reasoning in different health professions (ca. 45 min)

In the following we have provided short videos for each health profession, please carefully watch them. Then, please take a moment to reflect on the clinical reasoning definition proposed in the "What is Clinical Reasoning?" course and please answer the following questions in your E-Portfolio and be prepared to discuss these during the face-to-face teaching session: Please choose two of the health professions and in your E-Portfolio compose a short summary about:

1. definition of clinical reasoning for these professions.
2. characterization of the purpose(s) of clinical reasoning for these professions in 2-3 sentences.

If you are further interested in the different health professions, please see the articles in the [references section](#).

• **Nursing:**



(until minute 8:30)

• **Medicine:**

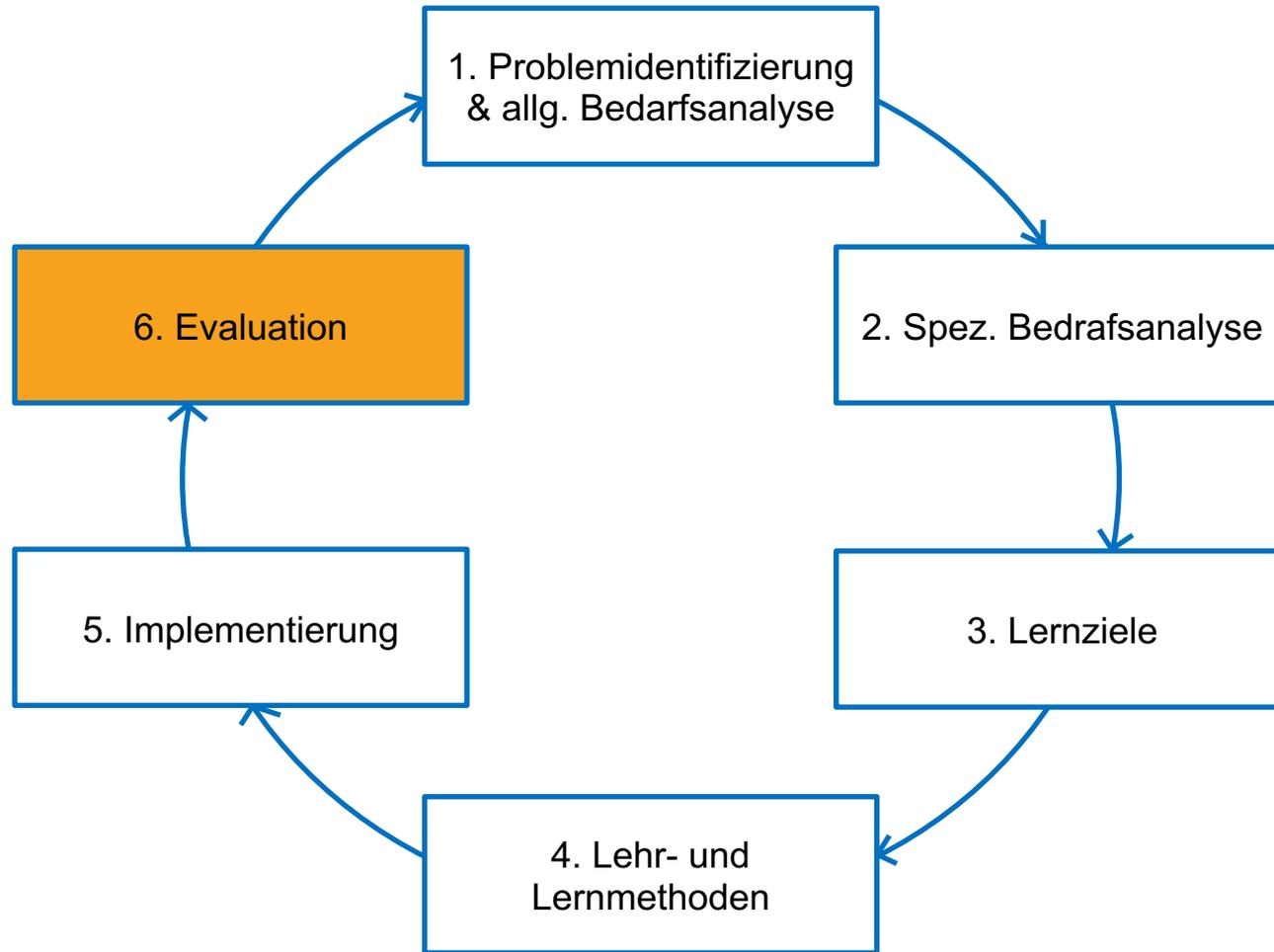


**Strong Diagnosis:**

**An Introduction to Clinical Reasoning**



# Curriculumsentwicklung



- Evaluierung der ersten Trainer\*innen-Kurse ab Oktober
- Evaluierung der ersten Studierendenkurse ab November
- Umsetzung von begleitenden Studien
- Anschließend Umsetzung von Verbesserungen und externes Review der Kurse



Vielen Dank!

- [www.did-act.eu](http://www.did-act.eu)
- [info@didact.eu](mailto:info@didact.eu)

