

Multi-professional clinical handover: observation of clinical reasoning in talk

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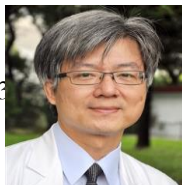
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Preliminary results: “Observing clinical reasoning during handover -- a multi-professional study”

The team

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Introduction

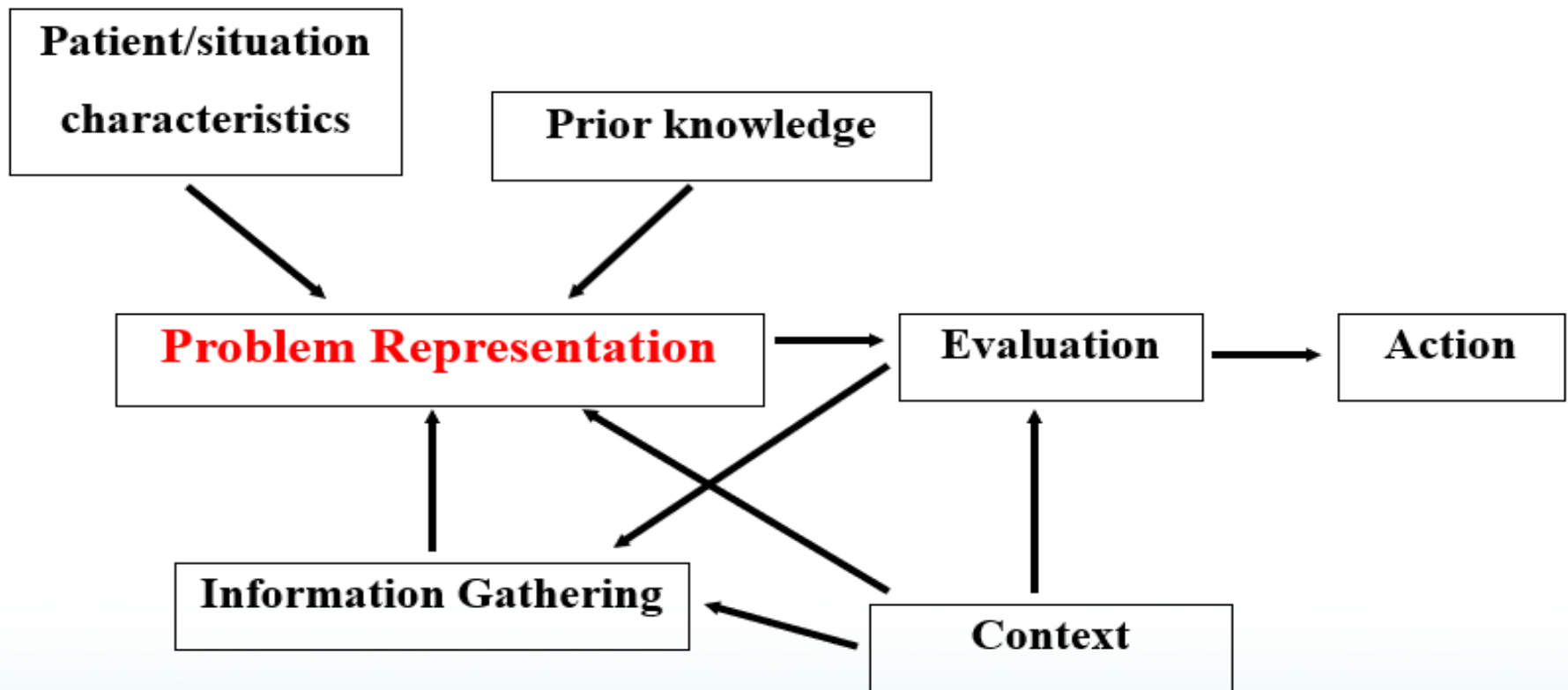
- Clinical reasoning

is the essential function of the physician; optimal patient care depends on keen diagnostic acumen and thoughtful analysis of the tradeoffs between the benefits and risks of tests and treatments.

Kassirer, J. P., Wong J. B., Kopelman, R. I. (2010). Learning clinical reasoning. (2nd ed.) Philadelphia: Lippincott Williams & Wilkins

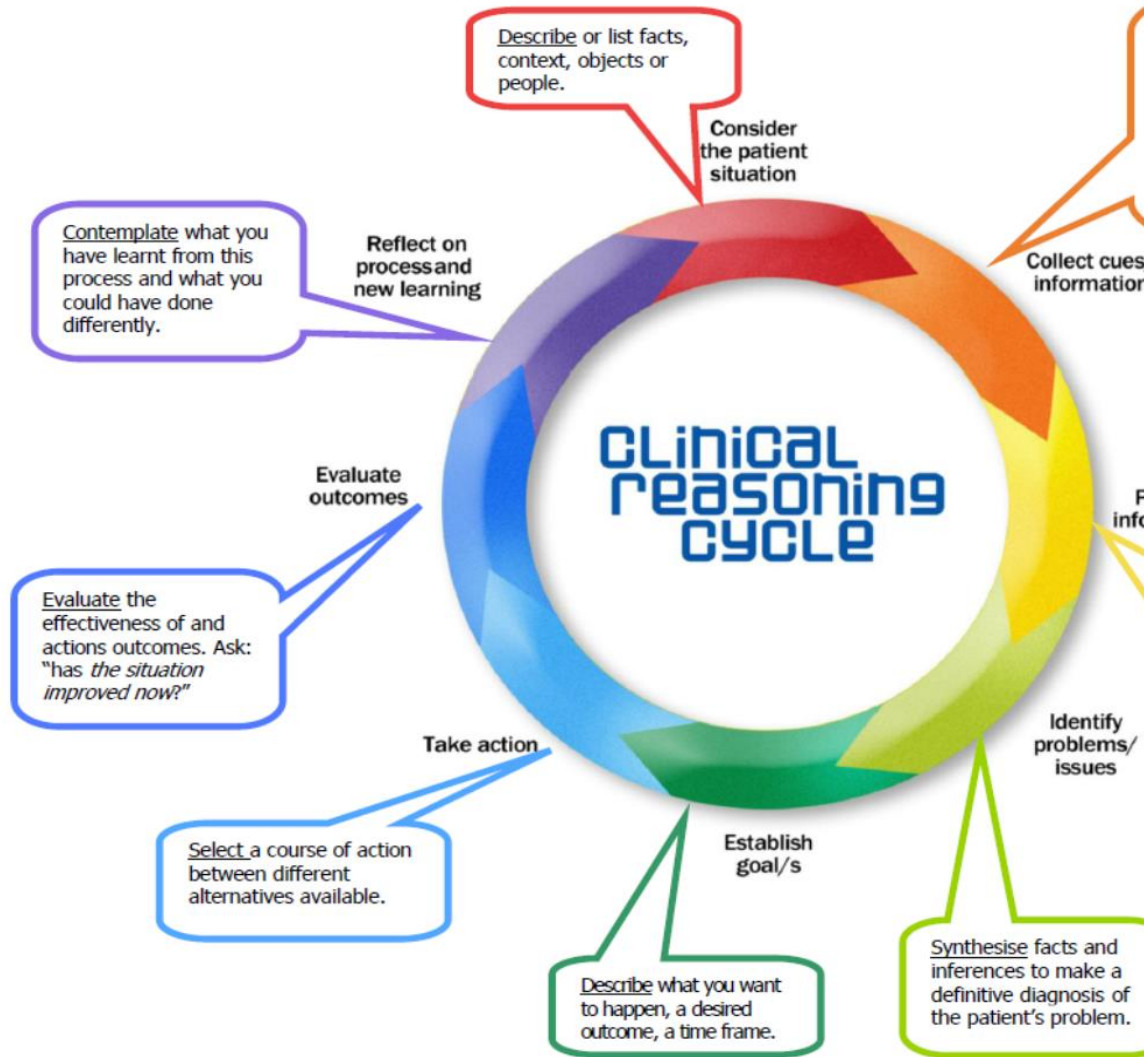
Introduction

- Clinical reasoning



Clinical Reasoning Cycle

Figure 2: The clinical reasoning process with descriptors



1. Consider the patient situation
2. Collect cues/information
 - 2.1. Review current information
 - 2.2. Gather new information
 - 2.3. Recall knowledge
3. Process information
 - 3.1. Interpret
 - 3.2. Discriminate
 - 3.3. Relate
 - 3.4. Infer
 - 3.5. Match
 - 3.6. Predict
4. Identify problem/issue
5. Establish goals
6. Take action
7. Evaluate
8. Reflect on process and new learning

Introduction

- **Teaching, learning, and assessing clinical reasoning:**

Teaching:

- Training clinical teachers?
- Teaching methods and strategies?

Learning:

- Learning process?
- Learning outcomes?

Assessing:

- Competence/performance?
- What, when, where, and how?

Introduction

- **Clinical handover:**
 - Clinical handover (clinical handoff in North America) refers to the *transfer of professional responsibility and accountability for some or all aspects of care for a patient, or group of patients, to another person or professional group on a temporary or permanent basis*
 - Handover arguably the most frequent and significant communicative process between clinicians in the delivery of patient care:
 - Estimated over 300 million in the US each year, over 40 million in Australia & over 100 million in England.

Introduction

- **Clinical handover:**
 - It is an important and necessary activity in routine clinical practice.
 - In teaching institutions, handover events not only serve the function of transfer of care, but are also an important part of the clinical education of health care professionals in training.



Introduction

- **Clinical handover:**
 - It is in these environments that key messages about relevance and judgment are communicated,
 - and that clinician-educators assess learners' clinical reasoning and higher order synthesis skills in clinical care.

Handover Framework: ISBAR

I: Identification

S: Situation

B: Background

A: Assessment

R: Recommendation

Research Objectives

To understand how clinical reasoning is conveyed during handover



Research Questions

RQ1: Where in the handover, and in what form, does clinical reasoning occur in talk?

This RQ aims to understand what aspects of clinical reasoning are present in talk, and so gives an insight into the opportunities for residents, respiratory therapists, and junior nurses to learn about them (in situ)

RQ2: Does handover talk differ across different ward settings? If so, in what ways.



References

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THANKS FOR YOUR ATTENTION