

RESEARCH ARTICLE

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# Teaching differential diagnosis in primary care using an inverted classroom approach: student satisfaction and gain in skills and knowledge

Stefan Bösner<sup>1\*</sup>, Julia Pickert<sup>2</sup> and Tina Stibane<sup>2</sup>

## Abstract

**Background:** Differential diagnosis is a crucial skill for primary care physicians. General practice plays an increasing important role in undergraduate medical education. Via general practice, students may be presented with an overview of the whole spectrum of differential diagnosis in regard to common symptoms encountered in primary care. This project evaluated the impact of a blended learning program (using the inverted classroom approach) on student satisfaction and development of skills and knowledge.

**Methods:** An elective seminar in differential diagnosis in primary care, which utilized an inverted classroom design, was offered to students. Evaluation followed a mixed methods design: participants completed a pre- and post-test, a questionnaire, and a focus group discussion. Interviews were transcribed verbatim and answers were grouped according to different themes. Test results were analysed using the Wilcoxon matched-pairs signed-ranks test.

**Results:** Participants ( $n = 17$ ) rated the course concept very positively. Especially the inverted classroom approach was appreciated by all students, as it allowed for more time during the seminar to concentrate on interactive and practice based learning. Students ( $n = 16$ ) showed a post-test significant overall gain in skills and knowledge of 33%.

**Conclusions:** This study showed a positive effect of the inverted classroom approach on students' satisfaction and skills and knowledge. Further research is necessary in order to explore the potentials of this approach, especially the impact on development of clinical skills.

**Keywords:** E-learning, Inverted classroom, General practice, Differential diagnosis, Blended learning

## Background

One of the essential skills of the clinician is the ability to make an accurate diagnosis. Especially in the field of primary care the process of making a differential diagnosis is a challenging and sometimes daunting task. Diseases often present at an early stage and sometimes in an atypical form, therefore primary care physicians use a broad range of diagnostic strategies [1]. Medical students are usually taught differential diagnosis in the high prevalence setting of a university hospital. In addition, differential diagnosis of disease symptoms with a broad underlying aetiology (e.g. dizziness) will be split among different disciplines (such as neurology, ENT and internal

medicine). However, many students will later work as physicians in the low prevalence context of primary care, where they will have to deal with the diagnostic uncertainty that is connected with seeing patients with a broad range of symptoms [2]. General practice/family medicine, which plays an increasingly important role in undergraduate medical education throughout Europe [3], is in an excellent position to give students an overview of the whole spectrum of differential diagnosis in regard to common symptoms encountered in primary care.

Nowadays, e-learning is an integral part of medical education, and has been shown to be most effective when combined with face-to-face teaching, facilitating the so-called blended learning approach [4-6]. Students increasingly use mobile devices like smartphones for learning purposes, and appreciate being able to utilise multimedia materials like video clips [7] or podcasts [8]

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**Differential Diagnosis and Treatment in Primary Care** R. Douglas Collins, 2017-07-18 For more than three decades Differential Diagnosis and Treatment in Primary Care has helped primary care practitioners to systematically approach the differential diagnosis of the symptoms and signs they see in practice Organized into categories such as pain mass bloody discharge non bloody discharge functional changes and abnormal laboratory results this bestselling clinical reference helps you apply your basic science knowledge to consider all of the possible causes of each symptom and then take the appropriate steps to determine which one is most likely Apply the latest knowledge due to comprehensive updates throughout the text including new signs and symptoms new and expanded case histories updated diagnostic tests and more Interact with patients more effectively with a new section on bedside manner and get therapeutic guidance from a new section on the treatment of common diseases Know what to look for thanks to abundant anatomical drawings that highlight relevant features in each body area Develop your diagnostic skills with cases and clinical questions for each sign or symptom as well as the framework for thinking through those questions to arrive at the appropriate diagnosis Select the

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*Handbook of Assessment and Treatment Planning for Psychological Disorders, 2/e* Martin M. Antony, David H. Barlow, 2011-02-25 This book has been replaced by *Handbook of Assessment and Treatment Planning for Psychological Disorders Third Edition* ISBN 978 1 4625 4488 2

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