Effective Clinical reasoning in Virtual Patients

Fact Sheet

Project Information

VirtualPatients
Grant agreement ID: 654857

Funded under
H2020-EU.1.3.2.

Overall budget
€ 199 828,20

EU contribution
€ 199 828,20

Closed project

Start date
1 July 2015

End date
31 December 2017

Coordinated by
LUDWIG-MAXIMILIANS-UNIVERSITAET MUENCHEN

Objective

The European Commission estimates in the report "Patient Safety and Quality of Care" (2014)1 that each year 8 - 12% of hospitalized patients suffer from adverse events, including errors in diagnosis. One reason for the occurrence of such errors is a lack of clinical reasoning skills, a core competency that medical students have to learn during their studies (Norman 2005, Scott 2009).

Clinical reasoning is often taught in face-to-face courses such as bedside-teaching, problem-based tutorials or during internships. Since the early nineties virtual patients (VPs) became more and more important in medical education to teach clinical reasoning skills (Cook 2009).

The knowledge gap this project addresses was raised by Cook et al. (2009, 2010) and, until know, remains unaddressed. He concluded that there is no evidence how VP design variations influence clinical reasoning acquisition and that it is not fully
understood how VPs teach clinical reasoning and how this process could be improved. Therefore, in this project research will be undertaken to develop and assess an effective clinical reasoning tool to be embedded into VPs, and create guidelines on how to implement the tool based on the outcomes of an interdisciplinary grounded theory approach.

The success of the project builds on the applicant's strong expertise in creating, integrating, and researching VPs, as well as on her interdisciplinary background in medicine, medical education research, and computer science, which enables her to manage all aspects of the project.

The project will have a major impact on the applicant's career development, enabling her to become an independent researcher and ultimately establish her own research group within the field of virtual patients.

Such a detailed elaboration of clinical reasoning in VPs will improve students' diagnostic skills potentially leading to a reduction of diagnostic errors, avoiding unnecessary treatment and pain for patients and reducing healthcare costs.

**Fields of science**

natural sciences  › computer and information sciences
social sciences  › educational sciences  › didactics

**Programme(s)**

H2020-EU.1.3.2. - Nurturing excellence by means of cross-border and cross-sector mobility

**Topic(s)**

MSCA-IF-2014-GF - Marie Skłodowska-Curie Individual Fellowships (IF-GF)

**Call for proposal**

H2020-MSCA-IF-2014

See other projects for this call

**Funding Scheme**

MSCA-IF-GF - Global Fellowships
Coordinator

LUDWIG-MAXIMILIANS-UNIVERSITAET MUENCHEN

Address: Geschwister Scholl Platz 1
          80539 Muenchen
          Germany

Activity type: Higher or Secondary Education Establishments

EU contribution: € 199 828,20

Contact the organisation

Website

Partners (1)

THE TRUSTEES OF DARTMOUTH COLLEGE CORP

Address: Rope Ferry Road 11
          03755 Hanover
          United States

Activity type: Higher or Secondary Education Establishments

Contact the organisation

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