

# **THE INFLUENCE OF TIME PRESSURE ON DIAGNOSTIC ACCURACY AMONG MEDICAL RESIDENTS**

## **Propositions**

*Dalal ALQahtani*

- 1- The growing workload crisis has become a significant issue. Physicians face many challenges during their practice. These challenges include long working hours, high workload, stress, sleep deprivation, fatigue, exhaustion, burnout, and work-life imbalance. (*This thesis*)
- 2- Time pressure experienced by physicians during clinical practice exerts negative effects on their psychological and physical status. (*This thesis*)
- 3- Most physicians believe that high levels of workload damage the quality of patient care, and that short patients' visits are inadequate to meet patient needs. (*This thesis*)
- 4- Time pressure has detrimental effects on diagnostic performance of physicians and lead to increased diagnostic errors. This effect is moderated by both the case difficulty level and the physician's level of experience. (*This thesis*)
- 5- The effect of time pressure on diagnostic accuracy is mediated by at least two pathways, an emotional and a cognitive pathway, alone or in concert. Time pressure may increase emotional stress levels, leading to mistakes. Alternatively, time pressure may cause a reduction in the number and relevance of provisional hypotheses, increasing the likelihood that the correct diagnosis will not be generated. (*This thesis*)
- 6- To facilitate the development of expertise in medical training, it is important to teach the basic sciences in a clinical context, and to introduce patient scenarios early in the curriculum in order to support the processes of encapsulation and formation of illness scripts.
- 7- Educational organizations with clearly communicated, widely understood, and collectively shared mission and vision perform better than those without them.
- 8- Curriculum development processes are influenced both by local needs and community issues. This is why it should reflect broad social values and the country's aspirations.
- 9- In the absence of effective feedback from supervising faculty, learners tend to generate their own feedback.
- 10- In clinical teaching, giving positive feedback early in the teaching conversation, and before probing for response, reduce learner performance anxiety.
- 11- During this time of Covid 19 pandemic, healthcare workers face extraordinary stress which make them vulnerable to various types of psychological illnesses. Early identification of the most vulnerable groups will allow for timely interventions such as appropriate psychological and social support.