

# Teaching Trainees and Residents to ‘Choose Wisely’



**TABLE 2:  
GRANULAR QUESTIONS TO ASK LEARNERS AROUND APPROPRIATENESS**

- Does this patient need this test?
  - Was it done previously?
  - If so, what is the indication for repeating it?
  - Is the result of a repeat test likely to be substantively different from the last result?
  - If it was done elsewhere, can I get the result instead of repeating it?
  - Did we consider a less invasive option?
- Is this test/treatment likely to change the patient's management? Will it help the patient achieve their care goals?
  - What are the goals of care for this patient at this time?
  - What matters to your patient?
- Can the patient's current presentation be the result of side effects from existing medication? Is withdrawing that medication more appropriate than further testing/treatment?
- Does the patient embrace the proposed plan? Did we truly integrate their viewpoint?
- What are the potential harms? Do the advantages outweigh the disadvantages?
- Does the patient understand potential risks versus benefits? Do the benefits outweigh the risks for them?
- What is the impact of potentially labelling this person 'sick'?
- Are you suggesting this primarily because the patient wants it, for academic reasons or because your supervisor wants it?
- Is the patient in potential danger (in the short term) if you do not perform this test or start this treatment? Is watchful waiting an appropriate alternative?
- How certain is the evidence for this test or treatment? Does the evidence apply to this patient?
- Could this intervention cause a significant burden to the patient? Practically speaking, how will it impact their life?

Source: Adapted from Choosing Wisely Canada's list 'Six things medical students and trainees should question' and from Ann. Internal Medicine