

## **Diagnostic Mindset (Diagnostic approach)**

Just as they are used in patient care, diagnostic assessments should play a central role in education, faculty selection, and student selection. At iMEDTrust, our position is that in education we are just as obligated to do an initial diagnostic workup with each learner, and to maintain a “diagnostic mindset” throughout our relationship, as we do when serving as clinicians with patients. That is, we have the same obligation to respect each learner’s uniqueness as we do with each patient, and to maintain an ongoing orientation of searching for signs of changing characteristics and needs over time.

In other words, just as good clinicians do, we are persuaded that educators need to remain perpetually “diagnostic”, never assuming that an earlier observation or decision about a learner is necessarily still accurate or relevant. We will bring this “diagnostic mindset” to our selection of and development of both our students and our faculty. As in clinical care, we regard the diagnostic process as needing to be continuous. It is a fully integrated component of our coaching, supervision, and mentoring.

Continuous diagnosis is the essence of continuous formative assessment, and it is at the center of our Adaptive Medical Education program.