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### MAIN OUTCOMES

#### Errors in interpretation

- Discuss interpretation and diagnostic errors
- Intuitive thought processes
- Identify types of errors
- Understand radiologic errors

#### Interpretation Improvement

- Strategies for error reduction
- Cognitive processes
- Checklist approach
- Structured Reporting

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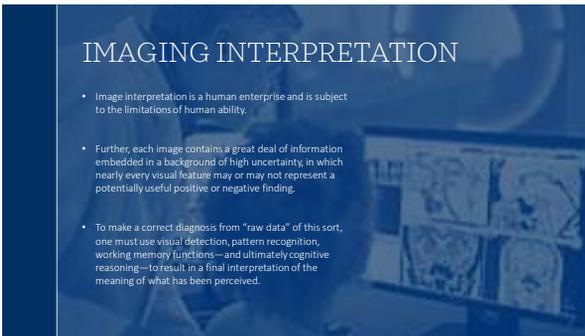
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### IMAGING INTERPRETATION

- Image interpretation is a human enterprise and is subject to the limitations of human ability.
- Further, each image contains a great deal of information embedded in a background of high uncertainty, in which nearly every visual feature may or may not represent a potentially useful positive or negative finding.
- To make a correct diagnosis from "raw data" of this sort, one must use visual detection, pattern recognition, working memory functions—and ultimately cognitive reasoning—to result in a final interpretation of the meaning of what has been perceived.

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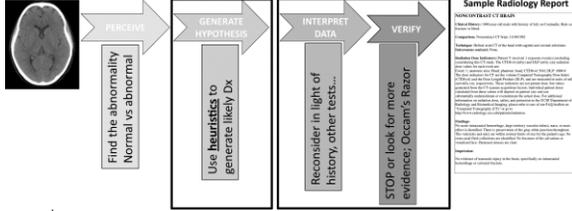
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## INTERPRETATION- IT'S COMPLEX!

Image to report requires thought processes:



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## HUMAN DECISION MAKING

- Heuristics, also known as system 1, type 1, or **fast thinking**, describe the ability of the brain to **think and act intuitively**. Experienced interpreters may reach a diagnosis without much conscious deliberation using a variety of heuristic techniques; however, heuristics may fail due to inherent errors called biases.
- In comparison with type 1 thinking, type 2 thinking, or system 2, is an **analytical, slow, deliberate**, and effortful approach to decision making. Type 2 thinking takes over when situations become difficult, and it is **more likely** than type 1 thinking to **help determine the correct diagnosis**.

Type 1 Thinking Features	Type 2 Thinking Features
Fast	Slow
Intuitive	Analytical
Unconscious	Deliberate
Driven by heuristics	Rational
Prone to cognitive biases	Most likely to facilitate the correct diagnosis

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## COMPLEX DECISION MAKING

A clinician must acknowledge his or her susceptibility to cognitive biases, which can result from type 1 thinking, when developing a thought process that incorporates both types of thinking to make diagnoses and generate reports.

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## DIAGNOSTIC ERRORS

- Missed radiologic diagnoses from **interpretation errors account for 30%** of all malpractice suits in the United States. <sup>4</sup>
- Garland (research from the 1960's), discovered that even skilled and experienced radiologists failed to note important findings on 30% of chest radiographs that were positive for disease and also had a false-positive rate of approximately 2% for negative cases. <sup>1</sup>
- Recent studies have confirmed his findings and furthered these findings by helping bring to light the **prevalence and nature of radiologic errors**.

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## INTERPRETATION AND ERROR

- Cognitive or interpretive errors occur when an abnormality is identified on an image but its importance is incorrectly understood, resulting in an incorrect final diagnosis.
- This type of error may be secondary to a lack of knowledge, a cognitive bias on the part of the interpreter, or misleading clinical information distorting the apparent pretest probability of disease.
- It could also simply be a result of inadvertently propagating an error made in a previous radiology report (sometimes termed an alliterative error or satisfaction of report).
- There are two broad categories of error
  - Perceptual Error – 60-80% of all interpretation errors
  - Cognitive Error

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## PERCEPTUAL ERROR

- Occur during the initial detection phase of image interpretation.
- Deemed to have occurred when an **abnormality is retrospectively determined to have been present on a diagnostic image** but was not seen at the time of primary interpretation.
- The finding would need to be deemed sufficiently conspicuous and detectable in retrospect by the interpreting radiologist or in the consensus of his or her peers.

### Example of a perceptual error:

Anteroposterior radiograph of the chest of a 4-year-old boy. The presence of a swallowed coin within the esophagus was missed twice by a skilled pediatric radiologist. The clinical history provided did not mention the possibility of a swallowed coin.



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## COGNITIVE ERROR

- Cognitive or interpretive errors occur when an **abnormality is identified on an image but its importance is incorrectly understood**, resulting in an incorrect final diagnosis.
- This type of error may be **secondary to a lack of knowledge, a cognitive bias** on the part of the radiologist interpreting the study, or **misleading clinical information** distorting the apparent pretest probability of disease.

### Example of a cognitive error:

Anteroposterior supine radiograph of the pelvis and hips in a 76-year-old man. The interpreting radiologist correctly identified an abnormal bone around the painful left hip arthroplasty stem and made an incorrect diagnosis of small-particle disease. At reinterpretation, the proximal left femur was noted to be expansile, with cortical and trabecular thickening, and it featured a blade-of-grass advancing edge (arrowhead). These findings were most consistent with a diagnosis of Paget disease. This error might have been due to insufficient knowledge.



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## TOP REASONS ERRORS OCCUR

Cause of Error	Explanation	Occurrence (%)
Underreading (missed findings)	A finding is present on the image but is missed.	42%
Satisfaction of search	A finding is missed because of failure to continue to search for additional abnormalities after the first abnormality was found.	22%
Faulty Reasoning	A findings is appreciated and interpreted as abnormal but is attributed to the wrong cause (true-positive finding misclassified)	9%
Location	A finding is missed because of the location of a lesion outside the area of interest on an image	7%

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## UNDERSTANDING ERRORS

Because perceptual error is the most common type of error, it follows that to substantially reduce the overall prevalence of radiologic error, the underlying psychophysical processes involved in perceiving must be better understood.



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### SUPER VISION?

- **Fine details are best seen with the fovea**, but spatial resolution drops off quickly toward the periphery.
- Radiograph shows the useful visual field (~5" in diameter) that can be processed with high-resolution foveal vision as the observer moves his or her eyes around an image to gather information.
- Recognizing our limitations in field of vision highlights the need to thoroughly search key areas and review the image in its entirety.

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## SCANNING PATTERNS

Establishing a systematic way of visually searching a radiograph the same way every time you approach that region.

This establishes patterns of recognition and connects the fast thinking system, making this (eventually) an intuitive process.



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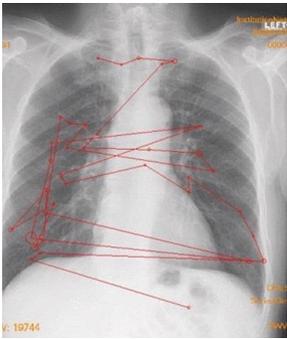
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## LASER VISION

- Chest radiograph shows the pattern typically used by a radiologist in searching for pulmonary nodules.
- Each circle represents a fixation point where the eye lands with foveal vision. The size of the circle reflects dwell time (ie, how long the observer's eye remains at that location), with larger circles reflecting longer dwell time. 4
- The lines between fixation points represent jumps between locations.
- Eye tracking studies have shown more experienced readers tend to find lesions faster and to require less time actually fixating on a lesion before deciding whether a finding really is a lesion.
- In short, with experience, interpreters become more efficient and effective decision makers.

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## STRUCTURED REPORTING - ABC'S

### MSK Exams

- Highlights **boney anatomy**
- **BCAS** formatting
- Discuss your bone findings first followed by joint (cartilage), alignment and soft tissue
- Don't forget the pertinent negatives related to each region

### Soft Tissue Exams

- Highlights **soft tissue anatomy** (chest and abdomen views)
- **SBCA** formatting
- Soft tissue findings are discussed first, followed by bone, joint (cartilage), and alignment
- Pertinent negatives for each exam

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## PERTINENT NEGATIVES

A pertinent or relevant negative is the absence of a finding which would help in narrowing the differential diagnosis or would be important in management of the patient.



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## CHECKLISTS

The rationale is that a checklist that is well designed and not too lengthy can reduce errors of omission by reminding the reader to take a second look at certain aspects, areas, and features of the images.



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## Radiology Interpretation

### Normal Anatomy

- Landmarks and Osseous Anatomy
- Joints
- Soft Tissue

### Interpretation

- Systematic Approach
- Importance of Normal Anatomy



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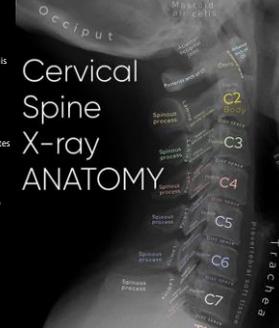
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### Lateral Cervical Interpretation



- ✓ **Outline the vertebral bodies** checking height is maintained and there is no endplate disruption suggesting fracture or erosion.
- ✓ **Look at the disc spaces** - have these lost height? Intervertebral discs (should increase in size slightly from C2 to C5 but be roughly symmetrical)
- ✓ **Assess the Remaining Joints** - no sclerotic areas or marginal osteophytes at the uncinate or the zygapophyseal joints.
- ✓ **ADI** - < 3 mm (up to 4 mm in kids)
- ✓ **Assess alignment**. Check that all of the lumbar spine vertebrae line up with each other and one isn't displaced forwards (spondylolisthesis).
- ✓ **Dentition** check for resorption around the teeth
- ✓ **Sella Turcica** borders should be well defined (15 mm x 12 mm)
- ✓ **No calcifications or foreign bodies**

Be systematic in your approach to assessing the anatomy.

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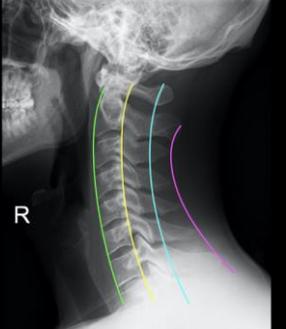
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### Pertinent Negatives



- ✓ **Prevertebral Soft Tissues - Retropharyngeal and retrotracheal space**
  - ✓ Retropharyngeal (1-7 mm at C2)
  - ✓ Retrotracheal (9-22 mm at C6)
- ✓ **Sinuses** aeration of the sinuses should be roughly symmetrical and lucent
- ✓ **If hardware is present** - check for resorption of bone as a sign of loosening or for displacement

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### AP Interpretation



This needs to be reviewed in conjunction with lateral and APOM views.

- ✓ **Pedicles** - Check to see there are two pedicles present at each vertebral level as a missing pedicle could represent an aggressive lesion such as a bone metastasis.
- ✓ **Outline the vertebra** - outline each vertebral body and check for any erosion of the endplates or loss of vertebral height. Then correlate this with the lateral view.
- ✓ **Vertebral body count** (C3-C7)
- ✓ **Posterior joints** - no sclerotic areas or marginal osteophytes
- ✓ **No calcifications or foreign bodies**

As always be systematic! Most mistakes are made because of a lack of a thorough review rather than a lack of knowledge.

### Pertinent Negatives

- ✓ **Tracheal deviation** - should align over the spinous processes to the level of T2, will then deviate because of the thoracic aorta
- ✓ **Lung apices** are clear

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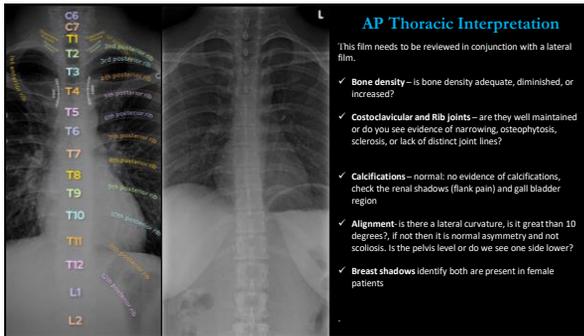
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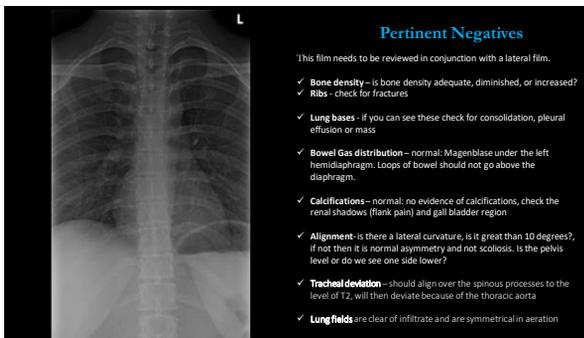
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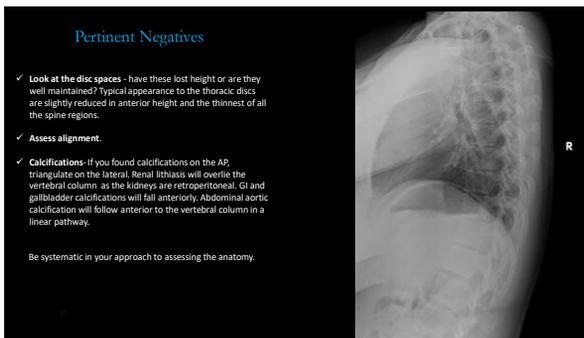
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### Pertinent Negatives

- ✓ **Look at the disc spaces** - have these lost height or are they well maintained? Do you see disc narrowing, endplate osteophytosis, or sclerosis associated with degeneration? If disc herniation is suspected an MRI is the definitive dx.
- ✓ **Assess alignment**. Check that all of the lumbar spine vertebrae line up with each other and one isn't displaced forwards (spondylolisthesis). Normal is slightly retro to segment below. Is there a loss of the lordosis or is well maintained? Do you see pelvic anterior or posterior tilt?
- ✓ **Calcifications**- If you found calcifications on the AP, triangulate on the lateral. Renal lithiasis will overlie the vertebral column, as the kidneys are retroperitoneal. GI and gallbladder calcifications will fall anteriorly. Abdominal aortic calcification will follow anterior to the vertebral column in a linear pathway.

Be systematic in your approach to assessing the anatomy.




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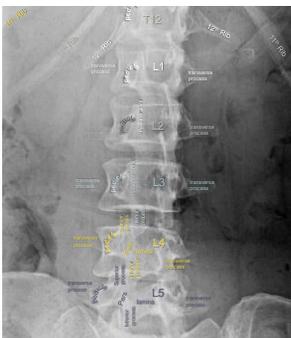
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### Lumbar Oblique Interpretation



- ✓ Check lumbar spine – visualize from T12/L1 - L5/S1
- ✓ Trace the scottic dog signs, showing the articular processes and facet joints
- ✓ Trace the lumbar vertebral bodies, with both trabecular and cortical bone outlined
- ✓ Pedicles should be complete and easily identified
- ✓ Always compare the pars interarticularis region on the AP and lateral views

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4. [Medical Imaging Displays and Their Use in Image Interpretation](#). George C. Kagadis, Alisa Walz-Flannigan, Elizabeth A. Krupinski, Paul G. Nagy, Konstantinos Katsanos, Athanasios Diamantopoulos, and Steve G. Langer. *RadioGraphics* 2013 33:1, 275-290

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