

POCKET
NOTEBOOK

POCKET

PRIMARY

CARE

Second Edition

Meghan M. Kiefer

Curtis R. Chong



**A Massachusetts General Hospital
Handbook**

 **Wolters Kluwer**

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CARE**

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Edited by

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A Massachusetts General Hospital Handbook

 **Wolters Kluwer**

Philadelphia • Baltimore • New York • London
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Executive Editor: Rebecca Gaertner
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Design Coordinator: Steve Druding
Production Service: Aptara, Inc.

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Two Commerce Square

2001 Market Street

Philadelphia, PA 19103 USA

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Printed in China

Library of Congress Cataloging-in-Publication Data

Names: Kiefer, Meghan, editor. | Chong, Curtis, editor.

Title: Pocket primary care / edited by Meghan M. Kiefer, Curtis R. Chong.

Other titles: Pocket primary care (Kiefer) | Pocket notebook.

Description: Second edition. | Philadelphia : Wolters Kluwer, [2018] |

Series: Pocket notebook | "A Massachusetts General Hospital handbook." |

Includes bibliographical references and index.

Identifiers: LCCN 2017055856 | ISBN 9781975106126 (loose-leaf)

Subjects: | MESH: Primary Health Care | Handbooks

Classification: LCC RA393 | NLM W 49 | DDC 362.1–dc23

LC record available at <https://lcn.loc.gov/2017055856>

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ACKNOWLEDGMENTS

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FOREWORD

The last decades have witnessed tremendous advances in scientific knowledge and medical technology. At the same time that these advances have transformed our ability to diagnose and treat disease, this new world has also served to remind us of the critical importance of the doctor–patient relationship. The longitudinal relationship between a patient and their doctor is at the heart of what makes medicine work and of what brought so many of us to the field. In many ways, the field of primary care embodies our commitment to that relationship. Thus, perhaps it should not be surprising that, even as technology grows around us, there is a widespread and growing reaffirmation of the importance of primary care to the field of medicine, to our health care system, and, ultimately, to the health of our nation.

The pace of change is accelerating. Thus, there are clear challenges to maintaining skills and knowledge in primary care in a manner that does not diminish the time available to sustain strong physician–patient relationships during periods of health and illness. Many of the most challenging and important communication opportunities reside in primary care as primary care providers try to change health-related behaviors, support informed decision making, and navigate the end of life. It is clear that new tools are needed to support education and practice in primary care.

The first edition of *Pocket Primary Care* arrived at the right moment to support this work. Representing the effort of a dedicated team of house staff and attending physicians at the Massachusetts General Hospital, it brought together evidence and experience to guide physicians through the many domains of primary care, providing concise and useful information for topics from chronic pain to incontinence. Building upon the tradition of the Pocket Medicine handbook, *Pocket Primary Care* understood that information is most

effective if it is accessed and understood when the question arises. As a result, *Pocket Primary Care* has become a valuable addition to the toolkit for primary care physicians. The second edition now arrives with key updates to help maintain the valuable role the guide can serve in the daily practice of primary care. We are deeply grateful to the outstanding team that assembled the second edition of *Pocket Primary Care* and their ongoing commitment to this important work.

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DEDICATION

*To Will, Liam, Rowan, Elliott, and BK—MMK
To my daughter Leilani Chong—CRC*

PREFACE

More than a century ago, the great physician Sir William Osler wrote, “It is much more important to know what sort of patient has a disease than what sort of disease a patient has.” In an era of ever-evolving medical specialties, primary care can seem like an ancient or even anachronistic model of care. Until you practice it. Being someone’s “primary,” no matter the nature or level of your training, reveals the fundamental nature of this relationship to the practice of medicine. The field is changing: team-based care, the new emphases on population health and the medical home, and the evolving use of the electronic health record. These new demands are being met with innovations to create evolving workdays, but the value of the primary care provider role—for the patient, for the family, for the community, and indeed for the provider—can never be in doubt.

Pocket Primary Care was created out of a desire to support those practicing in the ambulatory setting—to recognize the unique and full spectrum of care provided there, from counseling patients on insomnia to diagnosing STIs, from interpreting PFTs to treating osteoporosis. The second edition includes innumerable updates in clinical practice, guidelines, and research from the past 5 years. It reflects the work of dozens of physicians from the MGH diaspora, and we hope that this edition, when combined with sound clinical judgment, improves the lives of its readers and their patients.

This book would not be possible without the tireless efforts of its contributors, who spent their nights and weekends hammering out the best way to share their wisdom with us. To these experts we extend our deepest appreciation. We also wish to thank Dr. Valerie Stone and Dr. Hasan Bazari, who believed in this project even when it was just a fledgling idea in the minds of their trainees. The encouragement and leadership of Dr. Katrina Armstrong and Dr. Josh Metlay have been instrumental in the book’s success, and Dr.

Marc Sabatine provided critical mentorship to us along the way. To them, and to the larger MGH community, for the value it places on primary care and for its belief in the capabilities and responsibilities of its members, we are forever grateful.

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EVIDENCE-BASED MEDICINE

Definitions (Gordis L., *Epidemiology*. 4th ed.)

		Disease	
		+	-
Test of exposure	+	A	B
	-	C	D

- **Incidence:** (New cases of a disease)/(pop at risk) in a given period of time (e.g., 1 case of flu/10,000 elderly in February 2018)
- **Prevalence:** (Cases of disease)/(pop), can be at single timepoint (“point prevalence”) or over a period of time (“period prevalence”)
- **Sensitivity (True-positive rate):** *Among pts w/ disease*, probability of the disease will be detected by \oplus test (\uparrow sens desirable for screening); **$A/(A+C)$**
- **Specificity (True-negative rate):** *Among pts w/o disease*, probability of the disease will be excluded by \ominus test (\uparrow spec desirable for confirming dx); **$D/(B+D)$**
- **Positive predictive value:** *Among pts w/ \oplus test*, probability of a \oplus result being due to disease; PPV depends on disease prevalence in pop (\uparrow prevalence \rightarrow \uparrow PPV); **$A/(A+B)$**
- **Negative predictive value:** *Among pts w/ \ominus test*, probability of a \ominus result being due to lack of disease; NPV depends on disease prevalence (\uparrow prevalence \rightarrow \downarrow NPV); **$D/(C+D)$**
- **Odds ratio (OR):** (Odds of exposure in disease group)/(odds of exposure in control group) = A/C divided by B/D = **AD/BC** ; approximates relative risk

- **Relative risk (RR):** (Disease risk in exposed group)/(disease risk in unexposed group), e.g., 15% risk of CA in exposed vs. 5% risk in unexposed → $3 \times \uparrow$ RR in exposed group; RR of 1 suggests no assoc between exposure & outcome
- **Risk difference (reduction in RCTs):** (Disease risk in exposed group) – (disease risk in unexposed group), e.g., 15% risk of CA in exposed vs. 5% risk in unexposed → risk difference of 10% or 0.1
- **Number needed to treat/harm:** No. of pts that must be treated to prevent/cause 1 pt to have the measured outcome; $1/(\text{risk difference})$, e.g., 5% reduction in MI with drug X, $1/(0.05)$ → NNT of 20

Types of Studies (Weiss NS. *Clinical Epidemiology*. 3rd ed.)

- **Observational Studies:** often only practical/ethical way to look for association (exposure & outcome are somehow linked)
 - Case-control:* using groups characterized by *outcome*, goal is to identify differences in *risk factors/exposures*; e.g., using groups of pts w/ & w/o lung cancer & comparing smoking exposure; assoc measured w/ odds ratio
 - Cohort:* using groups characterized by *exposure/risk factor*, goal is to identify differences in *outcome*; e.g., using groups of patients who do & don't smoke & following them over time to compare lung cancer incidence; assoc measured w/ relative risk (RR)
 - Cross-sectional:* Assess simultaneously for outcome & exposure at single point in time (e.g., how many people in telephone survey are smokers? How many have lung cancer?); may use RR or OR
- **Randomized control trial:** Enrolled participants randomly assigned to intervention groups (e.g., diet vs. exercise for wt loss) & then followed over time to identify differences in outcome; allows for inferred *causality* (exposure → outcome) rather than just association
 - Single-blinded:* study participants unaware of group assignment (e.g., placebo pill vs. active study drug)
 - Double-blinded:* both study participants & investigators unaware of group assignment

- **Meta-analysis:** Analysis that pools data from several studies to ↑ statistical power; can be limited by weaknesses in individual studies or by combining disparate groups (e.g., combining studies for tx for acute LBP & chronic LBP)

Considerations in Study Review

- **Internal Validity:** Can I believe these results? Does study accurately answer its question?
- **Bias/study design:** Depending on nature of bias, can minimize or exaggerate true association; intrinsic to study itself
 - Selection bias:* (Primarily an effect of how study was designed) Other than the *known* way they differ (exposed/unexposed in cohort, disease/healthy in case control), how comparable are the two groups? Are they from the same time period, geographic location, SES, occupational group? Was one group more likely to be “lost to follow-up?” & thus not to have their events counted?
 - Information bias:* (Primarily an effect of how data were collected) Pts w/ known diseases may be prone to differential recall of exposure(s), providers may have different testing patterns for pts w/ risk factors or elicit different hx based on presence/absence of disease; nature of measurement may differ across groups (minimized by blinding)
- **Confounding:** Minimized by randomization in RCT, but major limitation of observational studies; when the assoc between 2 factors is at least partially explained by another, unmeasured factor; can lead to misattribution (e.g., hormone replacement therapy assoc w/ ↓ CAD risk in cohort study, but only because healthier women more likely to take HRT & less likely to have CAD; all other things being equal, HRT can actually ↑ CAD risk)
- **External Validity:** Do these results apply outside the context of this study? Was study population drawn from community it is meant to represent (e.g., people willing to enroll in weight-loss study may be more willing to start exercise program than random sampling from general population)? Who was excluded from the study? How pragmatic was the intervention (e.g., were participants called weekly to ensure adherence?)

- **Applicability:** How closely do study subjects resemble my pt?
- **Generalizability:** Can the results of this study be replicated elsewhere?

HEALTH LITERACY

Background *(Institute of Med 2004; NEJM 2010;363:2283)*

- **Definition:** Set of skills/abilities needed to gain access to, understand, & use health-related info; interaction between individual skills & health system demands
- **Numeracy:** Related concept; the math skills needed for timing, scheduling, dosing medications & understanding math concepts (arithmetic, percentages, probability) to understand & apply provider recommendations
- **Epidemiology:** 33% of US adults read at <5th grade level; 55% have difficulty w/ basic calculations; **36% have basic or below-basic health literacy** (e.g., unable to calculate healthy BMI on chart for a given ht, unable to correctly interpret Rx label re: Timing of medication in relation to food)
- **Risk factors:** ↑ Prevalence among elderly, ↓ education, ↓ income, ethnic/racial minorities, ESL
(<http://nces.ed.gov/pubs2006/2006483.pdf>)
- **Role in health disparities:** Poor health literacy is more strongly assoc w/ poor health than race or education level (↓ med adherence, ↓ f/u, ↓ DM control, ↑ costs, ↑ morbidity, ↑ mortality; may mediate some health care disparities)
- **Simpler communication improves outcomes:** Pts w/ ↓ health literacy may benefit most from education targeted at their level of understanding, esp for chronic disease mgmt (*JAMA* 2004;292:1711; *JGIM* 2011;27:190)

Evaluation

- **Screening:** Either of the following questions appropriate (*Fam Med* 2004;36:588):
 “How confident are you filling out medical forms by yourself?”

“How often do you have problems learning about your medical condition because of difficulty understanding written information?”

Many recommend “universal precautions” w/ all pts; okay to ↑complexity/speed/terminology of explanation as indicated by pt responses & questions

Management (ahrq.gov)

Health Literacy Universal Precautions	
<ul style="list-style-type: none">• Slow down• Use plain language; avoid confusing terms (e.g., “positive test”)• Show/draw pictures	<ul style="list-style-type: none">• Limit info provided to most important• Use “teach-back” method (below)• Encourage questions (below)

- **Teach-back:** Have pt explain in own words; not asking, “Do you understand?” but instead, “Show me how you’re going to take this...” or “What are you going to tell your partner about this?”
- **Encourage questions:** Pts who don’t have questions often have not fully understood; ask “*What* questions or concerns do you have?” rather than “*Do* you have any questions?”
- **Medication review:** Ask pts to bring in their meds to appts & describe how they take them; can help w/ clarifying pt understanding & med adherence
- **Medication adherence:** Provide pill boxes, simplify refills (90-day supply, 3 ref), use medication charts (https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/healthlittoolkit2_tool16.pdf)
- **Discussing risk** (*BMJ* 2003;327:745)
 - Frequency is easier to understand than percentages, i.e., “Two in 10 people will have a side-effect” is better understood than “a 20 percent chance of side-effect”
 - Framing influences pts, i.e., “If 100 pts are treated with drug A, 94 will experience no side effects” vs. “Six of 100 patients using drug A will experience hair loss”
 - Present absolute and relative risk: “5 out of 100 people will die of disease X in 10 y; If all 100 people are screened annually, 2 of

them will be saved from dying of X”
Visual aids (e.g., bar graphs) & comparisons to common risks
(e.g., driving) are helpful

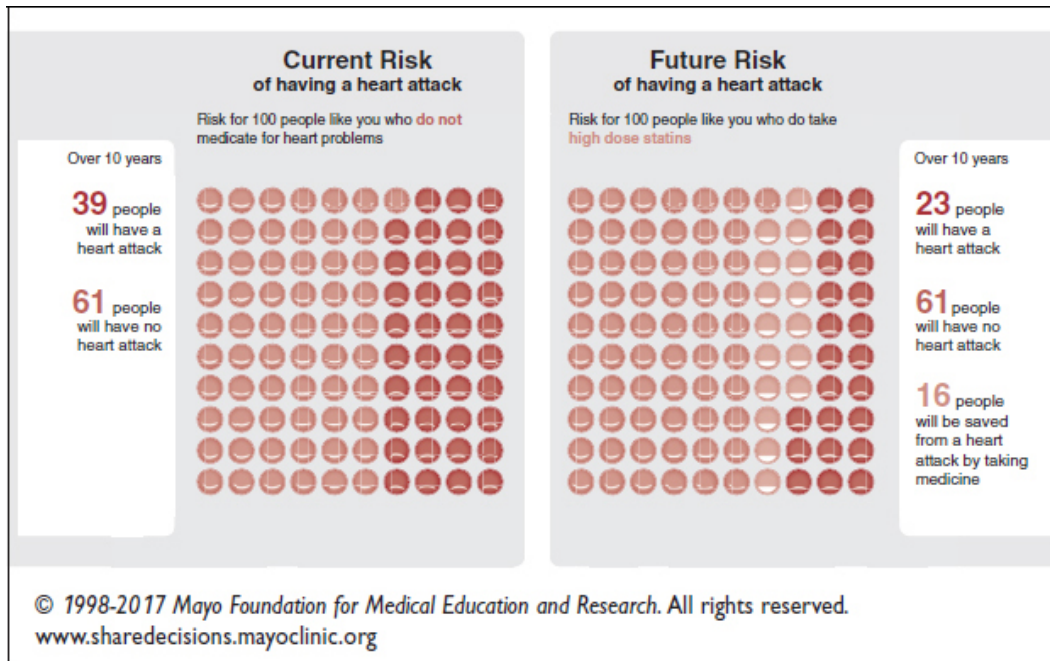
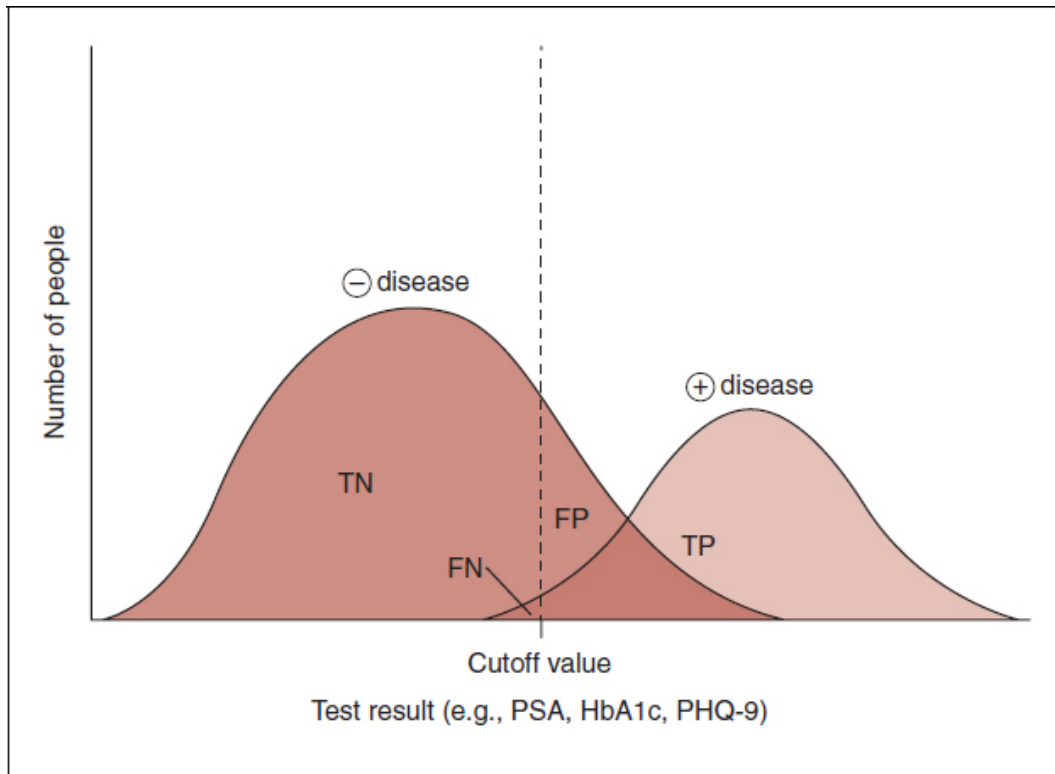


Figure 1-1. Example of Visual Representation of Risk Reduction; Mayo Clinic Statin Decision Aid; for use during clinical encounter)

DISEASE SCREENING

Background

- **Definition:** Screening intended to identify disease in asymptomatic individuals when **early detection** is feasible & early treatment **improves outcomes**
- Screening test rarely used to *diagnose* disease; instead used to identify persons at \uparrow risk \rightarrow further testing



Higher cutoff value leads to false \oplus , \uparrow Sp/PPV, \downarrow Se/NPV; lower cutoff value leads to \uparrow Se/NPV, \uparrow Sp/PPV

Figure 1-2. Characteristics of Screening Test

- **Benefits of screening:** Can be difficult to compare direct outcomes btw screened & unscreened groups; often established using:
 1. Proportion of tested population who test positive
 2. Ability of test result to detect disease while still asx
 3. Treatment effectiveness in test-positive people
- **Harms of screening:** False \oplus can \rightarrow overdiagnosis & overtreatment, which can have individual & public health costs; screening may identify disease early w/o being able to modify outcome; risks/harms vary based on test & disease

Characteristics of Ideal Screening Test	
Disease	High disease prevalence (\uparrow PPV of \oplus test) Tx of early disease is effective: can improve outcomes/avoid complications Disease has known asx/early stage which can be identified
Test	Can detect disease while still asymptomatic Is not overly time-consuming, cumbersome, or financially prohibitive Is sensitive (unlikely to give false \ominus); ideally, is also very specific (unlikely to give false \oplus), but this is more important for confirmatory tests

- **Screening recommendations:** Several government agencies (incl US Preventive Services Task Force, or USPSTF; CDC, NCI) periodically undertake systematic reviews of available data to make recommendations; professional societies (ACOG, AUA, ACP, AAFP) & advocacy organizations (ADA, ACS) also offer independent screening recommendations; may refer to www.guidelines.gov to compare
- **Applying recommendations:** All recommendations are *population-based* & based on principle of long-term/future benefit; they may not apply to certain individuals, particularly those w/ limited life expectancy
- Patients w/ active sx concerning for disease \rightarrow *testing*, not screening (diagnostics may be different: e.g., hx/PE concerning for cervical CA \rightarrow referral for colposcopy, not Pap)

Evaluation

- During routine visits, consider which screenings are indicated; guidelines typically by age & gender; can be helpful to organize screening by category (below)
- Potential risks & benefits of screening tests should be discussed w/ pt; goal is shared decision-making (*NEJM* 2012;366:780)

USPSTF Screening Recommendations	
Disease	Population, preferred test & interval (if given), & notes
Cancer	
Colon Cancer	50–75 y: FOBT (q1y), sigmoidoscopy or FIT-DNA (q1–3y), CT colonoscopy (q5y, requires bowel prep) or colonoscopy (q10y) benefits & burdens greatest w/ colonoscopy (most lives saved, most complications)
Breast Cancer	40–49 y ♀: Consider mammography q2y after discussion w/ pt 50–74 y ♀: Mammography q2y Excludes those at ↑ risk (known genetic mutation, hx chest XRT) ACOG, ACS, ACR recommend more screening (annual mammogram + CBE ± SBE starting at age 40); other groups (AAFP) recommend individual shared decision-making re: screening for ♀ 40–49 y; consider local practice patterns in light of medicolegal risk (<i>JAMA</i> 2013;309:2555)
Cervical cancer	21–29 y ♀: Pap q3y 30–64 y ♀: Pap q3y or (Pap + HPV q5y), n.b. draft 2018 recommendation See “ <i>Cervical Cancer Screening</i> ”
Prostate cancer	See “ <i>Prostate Cancer</i> ”; most groups recommend pt discussion
Lung cancer)	55–79 y w/ 30 pack-y tobacco hx and smoked w/in past 15 y: Annual low-dose CT, stop 15 y after quit; quitting >> effective in ↓ lung CA than screening CT
Cardiovascular	
HTN	All adults: q1y if last SBP 120–139 or last DBP 80–89; q2y if <120/<80
AAA	65–75 yo ♂ ever-smokers: Abd U/S, 1-time screening
Endocrine	
Diabetes	Adults w/ BP > 135/80: HbA1c, FPG, glucose tolerance test all ok ADA recommends screening all adults >45 & overwt adults <45 w/ 1 add'l risk factor (e.g., ⊕ FHx or PCOS); see “ <i>Diabetes</i> ”
Hyperlipidemia	All adults at ↑ risk; all ♂ >35: Total chol, HDL, LDL q5y May ↓ testing interval if borderline; ↑ interval if repeatedly nl
Osteoporosis	All ♀ >65; ♀ <65 at ↑ risk: DXA of hip & lumbar spine For ♀ <65, calculate FRAX score: If 10 y fx risk >9.3%, considered ↑ risk; see “ <i>Osteoporosis</i> ”
Infectious Disease	

USPSTF Screening Recommendations	
HCV	Hx IVDU, blood transfusion, all adults born 1945–1965: Once Pts at ongoing risk (IVDU): More frequent testing
HIV	All adults: Once ↑ Risk (MSM, IVDU): More frequently (see “HIV”)
Chlamydia	Sexually active & (<26 y or ↑ risk): Screen (see “Sexually Transmitted Infection”)
Gonorrhea	Adults at ↑ risk (see “Sexually Transmitted Infection”)
Syphilis	Adults at ↑ risk (see “Sexually Transmitted Infection”)
Social, Ψ, & Substance Use	
Depression	All adults: Brief screening, e.g., PHQ-2, if clinic has care support (SW, mental health counselor to assist in depression care)
EtOH abuse	All adults: Brief screening, e.g., AUDIT-C, single question (see “Alcohol Use Disorders”)
Tobacco use	All adults (see “Tobacco”): If screen ⊕, offer counseling
Intimate partner violence	All ♀ of childbearing age: Brief screen; see “Domestic Violence,” if screen ⊕, provide or refer to intervention services

(USPSTF uspstf.org, *Diabetes Care* 2013;36:S11)

Provider Tools

- USPSTF recommendations available as application for mobile devices at <http://epss.ahrq.gov/PDA/index.jsp>; enter basic pt info (age, gender) to see list of screening & other recommendations
- National Guidelines Clearinghouse at <http://www.guidelines.gov> lists recommendations from major government/nongovernment groups, organized by topic

IMMUNIZATIONS

Background (*Healthy People 2020*, cdc.gov, *MMWR Surveill Summ* 2016;65:1)

- Current US guidelines recommend adults be immunized against up to 14 pathogens w/ the goal of ↓ infectious disease incidence & complications
- **Immunization goals:**