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医学影像物理

甲状腺结节 AI超声辅助诊断系统在住院医师规范化培训教学中的应用

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【摘要】目的:探讨甲状腺结节AI超声辅助诊断系统在住院医师规范化培训教学中的应用效果。**方法:**选取2019年1月至2019年12月在广东省第二人民医院行甲状腺手术及超声检查的108名患者,共155个甲状腺结节,由两位2年级超声专业住院医师采用2017年美国放射学会发布的甲状腺影像报告与数据系统甲状腺结节超声指南(ACR TI-RADS)评估甲状腺结节;之后两位住院医师联合基于ACR TI-RADS超声特征的AI超声辅助诊断系统的预测结果再次评估上述结节。诊断标准以甲状腺结节手术病理结果作为金标准。**结果:**通过AI超声辅助诊断系统后,两位住院医师诊断甲状腺结节的AUC均有所提高。另外,两位住院医师联合AI超声辅助诊断系统在识别甲状腺结节的点状强回声方面的能力均得到提高,其中一位医师在识别甲状腺结构、回声、形状、分叶或不规则方面也有所提高。**结论:**与传统教学模式相比,应用甲状腺结节的AI超声辅助诊断系统可以帮助住院医师在较短的时间内提高掌握ACR TI-RADS指南的熟悉度,提高对结节超声特征的识别能力,缩短培训周期,起到辅助临床教学培训的作用。

【关键词】人工智能;甲状腺结节;超声医学;住院医师规范化培训;教学

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Application of ACR TI-RADS-based computer-aided diagnosis system for thyroid nodules in the teaching practice of standardized training for resident doctors

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Abstract: Objective To explore the role of ACR TI-RADS-based computer-aided diagnosis system ($M_{TI-RADS}$) for thyroid nodules in the teaching practice of standardized resident training. Methods A total of 155 thyroid nodules which underwent thyroid surgery and ultrasonic examination from January to December 2019 were evaluated by two residents using 2017 American College of Radiology Thyroid Imaging Reporting and Data System (ACR TI-RADS). Then, the two residents referred to the prediction results of $M_{TI-RADS}$ based on the ultrasonic features of ACR TI-RADS and reevaluated the above nodules. The surgical and pathological findings of thyroid nodules were taken as the golden standard. Results After using $M_{TI-RADS}$ for thyroid nodule diagnosis, the two residents achieved a higher AUC. In addition, the ability of the two residents to recognize the dotted high-echoes in thyroid nodules was improved after referring to $M_{TI-RADS}$ results, and one of the residents improved the accuracy in identifying thyroid structure, echo, shape, lobulation or irregularity. Conclusion Compared with the traditional teaching mode, $M_{TI-RADS}$ can help residents to increase their familiarity with ACR TI-RADS, improve their ability to recognize the ultrasonic features of nodules, shorten training cycle. $M_{TI-RADS}$ could become an effective way in assisting clinical teaching and training.

Keywords: artificial intelligence; thyroid nodule; ultrasonic medicine; standardized training for resident doctor; teaching

前言

甲状腺结节是临床常见病之一,具有较高的发病率。随着人群健康意识的增强及超声医学技术的发展,高频超声对甲状腺结节的检出率不断提高,其中大多为无须过多处理的良性结节^[1]。甲状腺结节

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的恶性率约为10%，且大多数恶性结节(特别是小于1 cm的结节)表现惰性，预后良好。因此，甲状腺结节面临着过度诊疗的现状^[2-3]。目前，超声是甲状腺结节首选的影像学检查方法^[4]。甲状腺结节超声诊断培训是住院医师培训教学中的一项重要内容。为提高超声对甲状腺结节的诊断准确性，学者们提出了许多甲状腺结节超声指南^[5-7]。既往研究表明，与其他指南相比，2017年美国放射协会发布的甲状腺结节超声指南(ACR TI-RADS)可提高超声医师对甲状腺结节风险分层的准确性且其不必要活检率最低^[8-9]。然而，该指南细化了甲状腺结节的超声特征，这要求住院医师在有限的培训周期内将ACR TI-RADS的理论知识演变成实战经验，并对多种结节进行学习和诊断。目前住院医师教学多采用LBL(lecture-based learning)教学模式，即以教师为中心，采用“一对多”的演讲式教学方法对住院医师进行超声理论知识、操作技能的培训^[10-11]。但是，随着患者医疗安全意识的提高，住院医师能在患者身上学习和演练临床技能机会逐渐减少。加之带教老师临床工作繁重、专业水平参差不齐，用于带教培训的时间有限，培训质量良莠不齐。因此，寻求一种高效的培训方法以提高住院医师培训效率和效果，对于超声医师培训具有重要意义。

本团队前期研发了基于ACR TI-RADS超声特征的AI超声辅助诊断系统(简称为M_{TI-RADS})，该系统利用深度学习对ACR TI-RADS评分体系中的超声特征进行多目标学习，克服了传统深度学习AI技术的不可解释性，其诊断效能与专家相媲美，AUC可达0.91(95% CI: 0.87, 0.95)，且具有较好的识别ACR TI-RADS超声特征的能力^[12-14]。本研究通过对比住院医师联合M_{TI-RADS}前后运用ACR TI-RADS评估甲状腺结节的结果，探讨其在超声专业临床教学中的应用效果。

1 资料与方法

1.1 研究对象

回顾性分析2019年1月至2019年12月在广东省第二人民医院行甲状腺手术及超声检查的108名患者，共155个甲状腺结节。纳入标准：甲状腺结节需经手术切除并得到明确的病理结果；排除标准：患者在进行甲状腺结节的超声检查和手术切除结节前已接受过任何有创性的检查或治疗。108名患者共155个甲状腺结节纳入本研究，男17名，女91例，年龄16~72岁，平均(46.4±13.0)岁，结节直径5.7~51.3 mm，平均(23.53±9.38) mm，其中良性结节43个，恶性结节112个。

1.2 仪器与方法

1.2.1 仪器 采用的彩色多普勒超声诊断仪器有Logic E9(General Electrics)、DC-8(迈瑞)、HD15(Philips)、Aixplorer(SuperSonic Imagine)，所有超声仪器设备均配备5~13 MHz的线阵探头。

1.2.2 研究方法 两位2年级住院医师(A、B医师)均在超声科进行为期3个月的甲状腺结节超声诊断规范化培训，培训内容包括理论教学和床旁教学，理论教学以ACR TI-RADS为理论基础培训，床旁教学结合临床实际病例进行临床实践培训。培训结束后两位住院医师均在不知晓患者身份信息及甲状腺结节病理结果的情况下，通过识别甲状腺结节的结构、回声、形态、边缘及局灶性强回声5个方面对甲状腺结节进行评分，再根据总分值将甲状腺结节分为5类，包括1类(良性结节，0分)、2类(无恶性风险，2分)、3类(低度恶性风险，3分)、4类(高度恶性风险，4~6分)、5类(高度恶性风险，≥7分)。M_{TI-RADS}对甲状腺结节的预测结果包括甲状腺结节良恶性和ACR TI-RADS的所有超声特征。然后，两位住院医师观看M_{TI-RADS}对甲状腺结节的预测结果后，根据主观意识分别再次对甲状腺结节的超声特征进行评估，从而得到一个新的ACR评分结果，再根据总分值对甲状腺结节进行分类。甲状腺结节良恶性的诊断标准以甲状腺结节手术病理结果作为金标准。

1.3 统计学处理

应用SPSS26.0及MedCalc软件进行统计学分析。采用McNemar检验比较每位学员联合M_{TI-RADS}前和每位学员联合M_{TI-RADS}后诊断符合率；采用DeLong检验比较受试者工作特征曲线下面积(AUC)。P<0.05表示差异有统计学意义。

2 结 果

2.1 住院医师联合M_{TI-RADS}前后评估甲状腺结节的AUC结果比较

M_{TI-RADS}评估甲状腺结节的AUC为0.942(95% CI: 0.893, 0.973)。A、B两名医师联合M_{TI-RADS}诊断前，其AUC分别为0.877(95% CI: 0.815, 0.925)和0.786(95% CI: 0.713, 0.847)。联合M_{TI-RADS}诊断后，A、B两名医师诊断甲状腺结节的AUC均有所提高(0.877 vs 0.921, 0.786 vs 0.845, P<0.05)。见图1。

2.2 住院医师联合M_{TI-RADS}前后识别甲状腺结节声像特征结果比较

通过联合M_{TI-RADS}诊断后，A、B医师在识别甲状腺结节的点状强回声方面能力均有所提高(78.7% vs 85.8%, 71.0% vs 76.8%, P<0.05)；除此之外B医师在识别甲状腺结构、回声、形状、边缘分叶或不规则等特征方面也有所提高(P<0.05)。见表1。

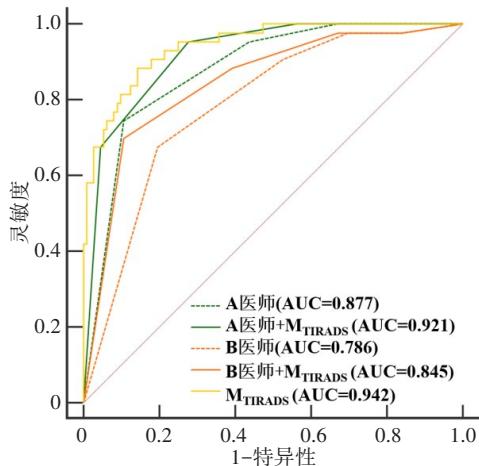


图1 M_{TIRADS}、两位住院医师联合 M_{TIRADS} 前后诊断甲状腺结节的AUC比较

Figure 1 Comparison of AUC of M_{TIRADS} and two residents before and after using M_{TIRADS}

3 讨论

住院医师规范化培训是医学生毕业后继续教育的重要组成部分。超声医学作为一门独立设置的规培学科在住院医师规范化培训中承担着重要的责任^[15-16]。传统的规培教学模式存在教学内容零碎分散、带教老师层次不齐、亚专业局限等多种问题。加之日益严峻的医患关系,为保证医疗安全,学员上机操作的机会减少,这些都极大地降低了学习效率。因此迫切需要新的教学方法、新的技术应用于规培教学中^[17]。

近年来,随着AI技术的发展,基于深度学习的AI技术在医学影像方面有着广泛的应用^[18-20],其在医学教育领域的应用也不断深入^[21-23]。本研究采用AI教学,借助M_{TIRADS}系统展开培训,对比分析住院医师联合M_{TIRADS}前后评估甲状腺结节的准确度变化。本研

表1 两位住院医师联合M_{TIRADS}前后对甲状腺结节评估结果的比较(%)

Table 1 Performance of two residents before and after using M_{TIRADS} for diagnosing thyroid nodules (%)

声像特征	A 医师	A 医师+M _{TIRADS}	B 医师	B 医师+M _{TIRADS}
结构	81.9	83.2	69.7	79.4*
回声	57.4	63.9	56.8	67.7*
形状	83.9	87.7	76.1	83.9*
边缘				
光滑/模糊	60.6	60.6	50.3	52.9
分叶状或不规则	80.0	83.9	74.8	80.0*
甲状腺向外侵犯	91.0	91.6	83.9	84.5
局灶性强回声				
大彗星尾征	95.5	95.5	97.4	98.1
粗大钙化	95.5	95.5	86.5	89.7
边缘钙化	98.7	98.7	95.5	95.5
点状强回声	78.7	85.8*	71.0	76.8*

*表示与未联合M_{TIRADS}比较,P<0.05

究结果显示,M_{TIRADS}评估甲状腺结节的AUC为0.942(95% CI: 0.893, 0.973),对甲状腺结节具有较好的诊断效能。联合M_{TIRADS}后,两位住院医师诊断甲状腺结节的准确性和识别甲状腺结节的部分声像特征均有所提高。这与既往文献报道相似^[24-25]。利用M_{TIRADS}对超声专业住院医师进行甲状腺结节超声诊断教学培训,可以有效提高住院医师们对ACR TI-RADS指南的熟悉度,加强其对甲状腺结节超声特征的学习,在短期内提高住院医师评估甲状腺结节风险分层管理的精准性^[26]。然而,既往文献所采用的深度学习AI技术,由于其“黑盒”现象缺乏一定的可

解释性,无法使临床医师信服。本团队前期开发的M_{TIRADS}不仅能快速客观地评估甲状腺结节的良恶性风险,还具有良好的识别甲状腺结节超声特征的能力,增加了可解释性,弥补了住院医师经验不足、主观性强的缺点,同时增加了住院医师运用M_{TIRADS}协助诊断甲状腺结节的信心。另外,在教学培训的过程中,笔者发现与传统的教学方式相比,联合AI超声辅助诊断系统能有效地解决临床教学病例不足、带教老师水平参差不齐、培训时间有限等问题,避免潜在医疗风险的发生,并且对住院医师培养诊断、鉴别诊断思维方式具有重要意义。

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