

ASSESSMENT of REASONING TOOL



SOCIETY to
IMPROVE
DIAGNOSIS in
MEDICINE

Learner: _____

Evaluator: _____

Did the Learner...	Assessment		
	Minimal	Partial	Complete
Collect/report history and examination data in a hypothesis-directed manner ?	<ul style="list-style-type: none"> • Non-directed in questioning and exam • Asked questions without clear focus on potential diagnoses 	<ul style="list-style-type: none"> • Questioning and exam generally reflective of potential diagnoses, but some less relevant or tangential questions 	<ul style="list-style-type: none"> • Followed clear line of inquiry, directing questioning and exam to specific findings likely to increase or decrease likelihood of specific diagnoses
Articulate a complete problem representation using descriptive medical terminology?	<ul style="list-style-type: none"> • Included extraneous information • Missed key findings • Did not translate findings into medical terminology 	<ul style="list-style-type: none"> • Generally included key clinical findings (both positive and negative) but either missed some key findings or missed important descriptive medical terminology 	<ul style="list-style-type: none"> • Gave clear synopsis of clinical problem • Emphasized important positive and negative findings using descriptive medical terminology
Articulate a prioritized differential diagnosis of most likely, less likely, unlikely, and "can't miss" diagnoses based on the problem representation?	<ul style="list-style-type: none"> • Missed key elements of differential diagnosis, including likely diagnoses or "can't miss" diagnoses 	<ul style="list-style-type: none"> • Gave differential diagnosis that included likely and "can't miss" diagnoses but either missed key diagnoses or ranked them inappropriately 	<ul style="list-style-type: none"> • Gave accurately ranked differential diagnosis including likely and "can't miss" diagnoses
Direct evaluation/treatment towards high priority diagnoses ?	<ul style="list-style-type: none"> • Directed evaluation and treatment toward unlikely/unimportant diagnoses • Did not evaluate or treat for most likely/"can't miss" diagnoses 	<ul style="list-style-type: none"> • Major focus of evaluation and treatment was likely and "can't miss" diagnoses but included non-essential testing 	<ul style="list-style-type: none"> • Efficiently directed evaluation and treatment towards most likely and "can't miss" diagnoses • Deferred tests directed towards less likely or less important diagnoses
Demonstrate the ability to think about their own thinking (metacognition)? <i>Consider asking: Is there anything about the way you are thinking or feeling about this case that may lead to error?</i>	<ul style="list-style-type: none"> • Not able to describe the influence of cognitive tendencies or emotional/situational factors that may have influenced decision-making 	<ul style="list-style-type: none"> • Can name one cognitive tendency or emotional/situational factor that may have influenced decision-making 	
OVERALL ASSESSMENT	NEEDS IMPROVEMENT <input type="checkbox"/>	MEETS COMPETENCY <input type="checkbox"/>	EXCELLENCE <input type="checkbox"/>
Comments:			