

## BUSM: End of Third Year Assessment-Clinical Reasoning

Student:

Date:

Clerkship Case:

Faculty Observer:

Description:	Anchors
<p><b><u>Hx and PE :</u></b> Observation of Hx taking skills and PE skills</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Most</b> Key Hx and PE findings were <b>missing or incorrect</b></li> <li><input type="checkbox"/> About <b>half</b> of the key positive and negative findings were asked/done</li> <li><input type="checkbox"/> <b>Most</b> key positive and negative findings were <b>present</b>. May miss a few pertinent positive or negative findings.</li> <li><input type="checkbox"/> <b>All</b> key information was present, concise and well organized with little irrelevant information</li> </ul>
<p><b><u>DDX:</u></b> Differential Diagnosis</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 0-1 of the correct diagnoses is suggested</li> <li><input type="checkbox"/> 2 of the correct diagnoses is suggested</li> <li><input type="checkbox"/> All diagnoses (3) diagnoses are listed but in <b>incorrect rank</b> order</li> <li><input type="checkbox"/> All diagnoses (3) are listed and <b>correctly ranked</b></li> </ul>
<p><b><u>Justification:</u></b> Justification of Differential Diagnosis</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>No</b> justification provided OR many missing or <b>incorrect</b> links between findings and Dx</li> <li><input type="checkbox"/> About <b>half</b> of the key links between findings and Dx are missing or incorrect</li> <li><input type="checkbox"/> Only a few missing or incorrect attributions</li> <li><input type="checkbox"/> Links to diagnoses are <b>correct and complete</b></li> </ul>
<p><b><u>Workup:</u></b> Plan for <u>Immediate</u> Diagnostic Workup</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Diagnostic work up discussed but omitted places puts patient in unnecessary risk or danger</li> <li><input type="checkbox"/> Ineffective plan with most essential tests <b>missed</b>, AND/OR ineffective plan with many <b>irrelevant</b> tests included</li> <li><input type="checkbox"/> <b>Reasonable plan</b> for diagnostic work up, may have some unnecessary tests or missing a few essential tests</li> <li><input type="checkbox"/> Plan for diagnostic work up is <b>effective and efficient</b> and includes <b>all essential test</b> and few or no unnecessary tests</li> </ul>
<p><b><u>Final Recommendations</u></b> of Diagnostic Skill:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This student was able to provide the correct clinical differential diagnoses</li> <li><input type="checkbox"/> This student was able to provide <u>some</u> accurate differential diagnoses</li> <li><input type="checkbox"/> This student <u>COULD NOT</u> provide a reasonable differential diagnosis at all</li> </ul>
<p>Comments:</p>	

Yudkowsky R, Park YS, Hyderi A, Bordage G: Characteristics and Implications of Diagnostic Justification Scores Based on the New Patient Note Format of the USMLE Step 2 CS exam. *Academic Medicine* 2015; 90:S56-S62.