

Evaluating A Workplace-Based Assessment Tool to Facilitate Feedback on Resident Clinical Reasoning Skills: A Mixed Methods Study using the Pragmatic Lens

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ASSESSMENT of REASONING TOOL



SOCIETY to
IMPROVE
DIAGNOSIS in
MEDICINE

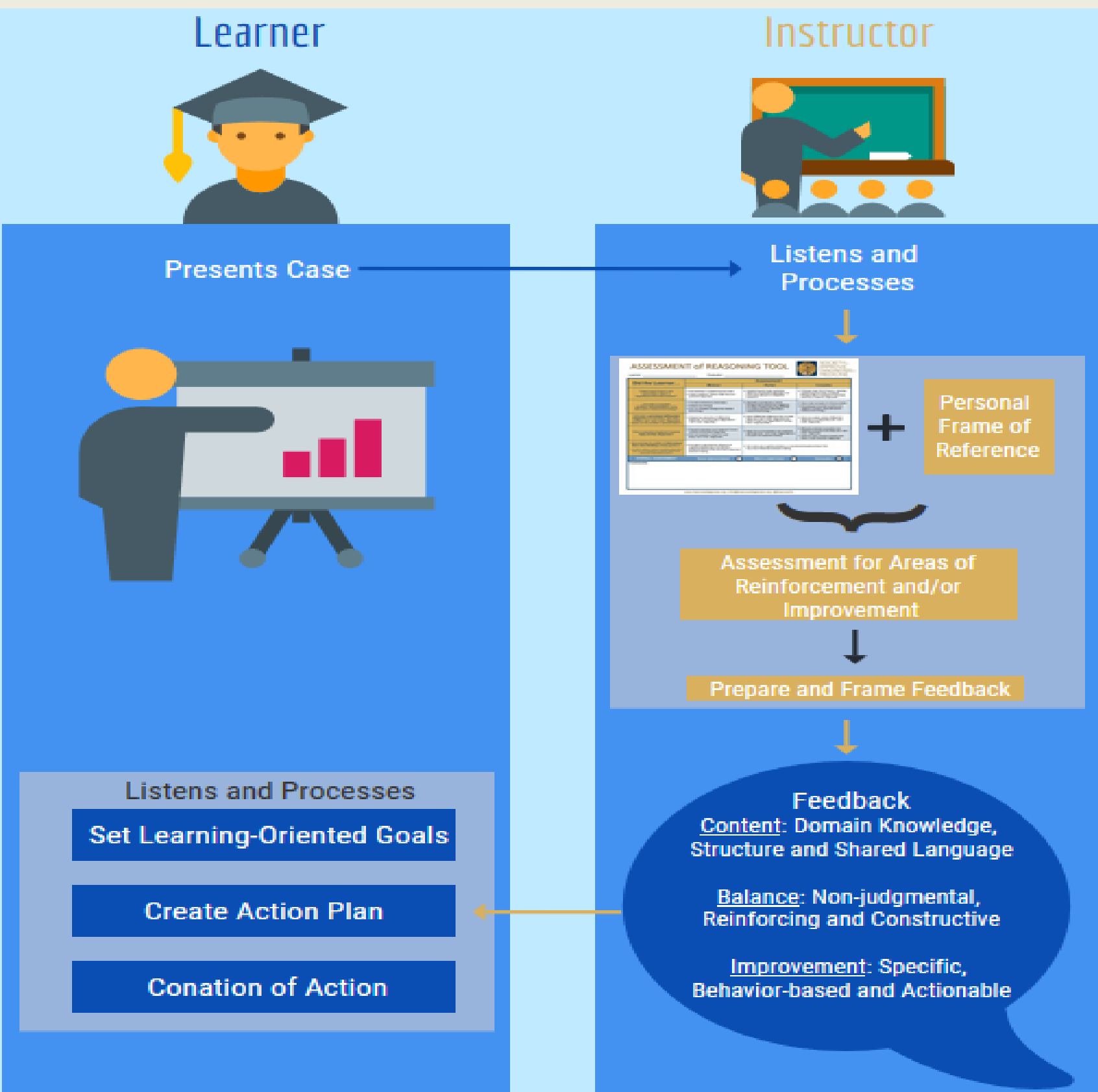
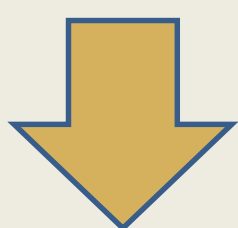
Learner: _____ Evaluator: _____

Did the Learner...	Assessment		
	Minimal	Partial	Complete
Collect/report history and examination data in a hypothesis-directed manner?	• Non-directed in questioning and exam • Asked questions without clear focus on potential diagnoses	• Questioning and exam generally reflective of potential diagnoses, but some less relevant or tangential questions	• 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?	• Included extraneous information • Missed key findings • Did not translate findings into medical terminology	• Generally included key clinical findings (both positive and negative) but either missed some key findings or missed important descriptive medical terminology	• 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?	• Missed key elements of differential diagnosis, including likely diagnoses or "can't miss" diagnoses	• Gave differential diagnosis that included likely and "can't miss" diagnoses but either missed key diagnoses or ranked them inappropriately	• Gave accurately ranked differential diagnosis including likely and "can't miss" diagnoses
Direct evaluation/treatment towards high priority diagnoses?	• Directed evaluation and treatment toward unlikely/unimportant diagnoses • Did not evaluate or treat for most likely "can't miss" diagnoses	• Major focus of evaluation and treatment was likely and "can't miss" diagnoses but deferred tests directed towards less likely or less important diagnoses	• 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>	• Not able to describe the influence of cognitive tendencies or emotional/situational factors that may have influenced decision-making	• 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:			

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The Assessment of Reasoning Tool (ART):

- Validated assessment-for-learning tool for clinical
- Provides a clear structure, specific domains of behaviors and shared language for teachers and learners to discuss learner performance



WHAT?

Resident Survey

You just received feedback after presenting a case to your attending. Your attending used a new clinical reasoning feedback tool during this interaction.

Please reflect on the characteristics of the feedback session you just had and answer the questions below.

1. How accurately did the feedback reflect your performance during the presentation?

Very inaccurate	Mostly inaccurate	Between accurate and inaccurate	Mostly accurate	Very accurate

2. How balanced was the feedback in discussing things you did well and areas for improvement?

Imbalanced	Somewhat imbalanced	Not sure	Somewhat balanced	Balanced

3. How much did you learn about clinical reasoning from this feedback?

Not at all	Only a little	Some	A lot	A great deal

4. How helpful was the feedback in setting personal learning goals?

No	A minimal amount	A fair amount	A large amount	A great deal

5. How well did the feedback provide specific, competency-based goals for you to improve upon?

Not at all well	Slightly well	Somewhat well	Moderately well	Very well

6. How helpful was the feedback in setting personal learning goals?

Not at all helpful	Slightly helpful	Somewhat helpful	Modestly helpful	Very helpful

7. How likely are you to use the feedback to achieve your personal learning goals?

Not at all likely	Slightly likely	Somewhat likely	Modestly likely	Very likely

8. How useful was the feedback in setting personal learning goals?

Not at all useful	Slightly useful	Somewhat useful	Modestly useful	Very useful

9. How useful was the feedback in setting personal learning goals?

Not at all useful	Slightly useful	Somewhat useful	Modestly useful	Very useful

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Not at all useful	Slightly useful	Somewhat useful	Modestly useful	Very useful

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