

IDEA ASSESSMENT TOOL
2009-2010

Student Name _____

Evaluator _____

Date _____

Were elements included in write-up?

<i>Elements of H&P:</i>	<u>No</u>	<u>Some</u>	<u>Many</u>	<u>All/Yes</u>
Chief complaint-descriptive/brief	0	1	2	3
History of Present Illness:				
• Detailed-includes complete description of complaint including location/quality/severity/duration/timing radiation/aggravating and alleviating factors	0	1	2	3
• Descriptive-uses semantic vocabulary to fully describe findings such as acute/chronic, sharp/dull, continuous/intermittent	0	1	2	3
• Chronologic-story flows logically/includes HPI as well as beginning of illness	0	1	2	3
• Complete-pertinent PMH/PSH/Gyne-Sexual Hx/FH/SH and ROS included in HPI	0	1	2	3
• Rest of History-important elements of HPI/PMH/PSH/Gyne-Sexual Hx/Meds/All/FH/SH and ROS included	0	1	2	3
Physical Exam:				
• Key parts of physical exam are fully/accurately documented	0	1	2	3
• Pertinent positives and negatives are fully/accurately documented	0	1	2	3
Problem list-completed, processed, prioritized (+/-)	0	1	2	3
<i>Assessment</i> of primary problem/problem group:				
I – Interpretive summary/problem statement-summarizes most important elements of HPI, PE and testing, uses semantic vocabulary to interpret and represent problem	0	1	2	3
D – Differential diagnosis – pertinent differential and commitment to most likely diagnosis listed.	0	1	2	3
E – Explains reasoning – the epidemiology and key features of most likely diagnosis is accurately defined, and compared to the patient’s HPI, PE and test findings.	0	1	2	3
A – Alternative diagnoses – the epidemiology and key features of each alternative diagnosis is accurately defined and compared to the patient’s HPI, PE and test findings.	0	1	2	3
<i>Plan</i> for primary problem/problem group – reasons for diagnostic testing and treatment explained. Evidence used to support diagnostic and treatment decisions.	0	1	2	3

Please rate the skills this student documented in this write-up:

Reporting skills (History and Physical Exam)

- Early: includes *some* important elements of HPI, history and PE
- Good: includes *many* important elements of HPI, history and PE
- Excellent: includes *nearly all* important elements of HPI, history and PE

Diagnostic reasoning skills (Assessment)

- Early: does not explain reasoning OR errors in reasoning
- Good: commits to at least one pertinent diagnosis, accurately defines epidemiology and key features of diagnosis and compares to the patient's HPI, PE and test findings
- Excellent: includes complete, pertinent DDx, commits to most likely diagnosis, accurately defines epidemiology and key features of most likely diagnosis and alternative diagnoses, and compares to the patient's HPI, PE and test findings

Decision making skills (Assessment and Plan)

- Early: considers diagnostic testing and treatment plans
- Good: uses sound reasoning to support diagnostic testing and treatment plans
- Excellent: uses high level evidence to support diagnostic testing and treatment plans, considers patient preferences (if applicable)