

## **The CIP Assessment Method – appendices for Medical Teacher website**

### **Appendix 1. Instruction to Teachers**

Dear Teachers,

It is important to bear in mind that construction of a CIP is teamwork. Therefore:

Every team needs a

- coordinator who organizes the team
- The team determines the clinical scenarios
- Team members prepare relevant material
- Team members scrutinize CIP
- The coordinator writes “Student Instructions for CIP” - see Appendix 2.
- The coordinator is responsible for pilot testing and timing of the CIP on colleagues & senior student peers.

- The team determines the clinical scenarios
- Begin with the Hx, having in mind a real patient with the disease
- Describe the Px you would expect to find
- Attach the pertinent laboratory tests
  - biochemical
  - serological
  - microbiological
  - hematological
- Attach an imaging investigation film (or its description)

- When appropriate, attach a non-invasive investigation (e.g. ECG, EEG, EMG) (or its interpretation)
- Suggest treatment (pharmacological) option/ mechanism of action
- Attach an appropriate pathological macro or micro specimen (or its description)

**This completes one clinical case, now proceed:**

- Repeat procedure for 5 additional cases
- Rule out ambiguous cases
- Determine option numbers
- each option may be used once, more than once, or not at all
- Muddle case investigation numbers (*a-f*)
- Team decides and publishes criteria for scoring/grading before the assessment and decides which are criteria columns - this is most important.
- Team prepares the CIP prior to teaching the module
- Team goes through “dummy” CIP with students at the end of teaching module
- Team studies results of CIP and module coordinator gives students feedback.

**Appendix 2. Instruction to students (Example of a most simple CIP)**

***Instructions to students in the preclinical-clinical integrative course for solving a CIP in the cardiovascular system.***

Dear Student,

The following instruction pertain to CIP CV#1

You have just completed studying the **cardiovascular system**.

This CIP relates to 6 clinical pictures reflecting the above system.

The CIP answering sheet is a puzzle grid, this grid is comprised of 1+6 columns and 6 rows.

The purpose of the CIP is to assess your clinical thinking, but because of the objective limitations at this stage of your studies (i.e., your limited clinical data base) you will see that the left hand column of the CIP grid contains a list of 6 diagnoses.

The other 6 columns are designed as follows:

Column I relates to the patient's story

Column II relates to the physical findings

Column III relates to the chest x-ray and electrocardiogram

Column IV relates to laboratory and other tests

Column V relates to treatment

Column VI relates to pathology

***Remember to bring your microscope to the examination room!***

The 6 parts of the exam, marked I to VI, correspond to the 6 columns. In each one of these 6 parts you will find 6 options, marked (a) to (f).

There are a number of ways to solve a puzzle. However, clinical medicine almost always begins with the patient's story and we therefore suggest that you begin with part I -the patient's story: match each one of the six clinical stories to the 6 diagnoses in the grid.

Now proceed to parts II to VI, matching the findings to the clinical picture one by one. If you face a mismatch, go back to your former decision steps and reconsider.

When the puzzle is completed, each one of the 6 completed rows should reflect a coherent picture of one disease entity.

After completing the puzzle grid, please transfer your answers ((a) to (f))to the optical reading sheet, according to the numbers in the upper left hand corner of each square in the puzzle grid.

Hand in both the optical reading sheet and the puzzle grid, with your name clearly marked on both.

Good luck!