

## Self-Questions

### Direct patient care

- What would be my approach to a patient with a chief complaint of...
- **Differential Diagnosis Questions**
  - What is my differential diagnosis? Make sure that you are explicit about what you are doing a differential diagnosis of.
    - What are the 3 to 6 most likely diagnoses?
    - What could seriously harm this patient?
    - What strategy for recalling the differential should I choose?
      - Do I feel comfortable that I generated the right differential and a complete enough differential? If not, what other strategy should I use for generating this differential diagnosis?
  - How do I distinguish between the various conditions on my differential diagnosis? What are the differences between X and Y?
  - What are sensitive and specific findings?
  - Does my diagnosis explain all of the signs, symptoms, and lab values from this patient? If not, what am I missing?
  - Keep in mind that certain “diagnoses” are really not diagnoses at all, rather, a constellation of symptoms. For example, CHF, HTN, etc. therefore, if I think this patient has heart failure, “why does the patient have heart failure”?
  - Why is this patient presenting now with this illness or set of symptoms?
  - Ask the question “Why?” Keep explaining and ask yourself, “have I gone deep enough”? For example, when you diagnose “pneumonia” you ask, “why does this patient have pneumonia? Is there something predisposing the patient to pneumonia? What germ is causing this and pneumonia?”
- **Treatment Questions:**
  - When do we admit a patient with \_\_\_\_\_?
  - When do we anticoagulate?
  - What is the first line drug for \_\_\_\_\_?
  - When do we go to a second line drug?
  - Under what circumstances do we use \_\_\_\_\_?
  - If the patient is not getting better on treatment, “why is the patient failing to respond to treatment? What is my differential diagnosis of failure to respond?”
- What is the gist of this patient?

## Studying

- What is the gist of this article or paragraph or chapter?
- Make connections
  - Why is the author telling me this?
  - Why is this important?
  - Why do I need to know this?
  - How does this help me take care of the patient?
  - How can I use this information? Ask hypotheticals, for example “what if this patient was older/younger/pregnant/had renal disease/etc?”
  - How does this fit in with what I already know or what I just read?
  - How is this condition similar to the others on my list?
  - What are the differences between the items on my list?
  - What signs are sensitive or specific (or have good NPV or PPV)?

- Allison King: American Educational Research Journal Summer 1992, Vol. 29, No. 2, pp. 303-323

Questions	Cognitive processes the questions are intended to induce in learners
Explain why .... (Explain how....)	analysis of processes and concepts --explicit or implicit in the lecture translating terms into different vocabulary
What is the main idea of ... ?	identification of central idea explicit or implicit in the lecture
How would you use ... to... ?	application of information in another context --perhaps relating to prior knowledge or experience
What is a new example of... ?	generation of novel examples of a concept or procedure --perhaps involving relating to prior knowledge or experience
What do you think would happen if... ?	retrieval of background knowledge and integration with lecture material to make predictions
What is the difference between ... and ... ?	analysis of two concepts --comparison and contrast of concepts
How are... and ... similar?	analysis of two concepts --comparison and contrast of concepts
What conclusions can you draw about...?	drawing conclusions based on the content presented
How does ... affect ... ?	analysis of relationships among ideas
What are the strengths and weaknesses of... ?	analysis and integration of concepts
What is the best... and why?	evaluation of ideas based upon criteria and evidence
How is ... related to ... that we studied earlier?	activation of prior knowledge and integration with new informatio