

VP Checklist
Name of VP _____

Date: _____

Author(s): _____

Fill out the “complete” column with either “yes” or “no” whenever possible.

If an aspect doesn’t apply, please fill out the “complete” cell with “NA” (not applicable).

If it’s “no”, please use the “comments” column for clarification.

	Complete - If your answer is "no" please explain in the comments	Comments
METADATA		
Language correctly selected		
License selected		
Author’s names are in		
COMPARISON WITH BLUEPRINT		
Do VP aspects match the outline of the blueprint? (e.g. is the stated profession, sexual orientation etc. visible in the VP)		
key symptom		
final diagnosis		
onset		
disease group		
age		
sex		
profession		
ethnicity		
difficult cultural background		
disability		
addiction		
sexual orientation		
scenario end		
encounter setting		
learner role		
STRUCTURE		
Are the cards well structured (not too many aspects on one card)		
Does the VP have an appropriate length (5-10 cards)		
Is the final diagnosis only revealed after students have to make the decision		

Are treatment options introduced only after reaching a diagnosis?		
The described process (diagnostics, treatment) is based on current guidelines		
Details of the process are relevant for the clinical reasoning of students in general (and not too specific)		
MULTIMEDIA MATERIAL		
All clinically relevant images included and they show the described findings/pathologies		
Audio included (e.g. ECG, x-ray, auscultation sounds, etc.)		
License information entered		
Card 1 includes a matching patient image in a clinical setting (to be done later on)		
Patient image matches patient description in text & blueprint		
TEXT		
Direct speech is used		
Patient / accompanying person describes the key symptom and history in own words (might not be applicable in emergency settings)		
QUESTIONS		
Questions are not repeating what students should do in the concept map		
Students have to interpret images themselves and are prompted with a question to do so		
Such questions include a "normal" or "no pathological finding" option		
Appropriate question type is used		

Questions and answer options are according to didactical principles, such as avoiding negations, clear and comparable answer items, reasonable discriminators (wrong answers)		
Answer comments explain the correct & incorrect solutions (in case of image interpreting an image with illustration arrows can help)		
Questions and answers in the VP are relevant and not too specific and solutions are correct		
CONCEPT MAPPING TOOL		
Has a clear final diagnosis		
Has a "reasonable" number of findings, with the key symptom included		
Has a "reasonable" number of differentials		
Has a "reasonable" number of tests		
Has a "reasonable" number of treatment options		
Has a "reasonable" number of connections		
Working diagnosis, must-not-miss, ruled-out and negations are used (if appropriate)		
Progress is in-sync with the case progression		
References / Links		
The provided references or links are up-to-date		
References / Links are relevant for the symptoms/diagnoses at hand, are freely accessible (not behind a paywall, or accessible through educational institutions), and adapted to the student's level		