ORAL PRESENTATION

A 4th year student who is competent in this domain:
- Delivers presentations that are accurate, clear, well organized, focused, and concise for all patients
- Integrates/synthesizes new patient information in real time into presentation
- Proactively seeks to involve patient and family when presenting in front of the patient
- Able to tailor length and complexity of presentation to situation and receiver of information
- Presents clinical reasoning effectively, including a concise, well-organized synthesis statement with a leading diagnosis, a prioritized differential diagnosis with justification, and a clear management plan for common and less common conditions
- Where relevant, able to provide structured signout to next provider shift using IPASS format.

- Not observed or not enough information to make a judgment
- Needs intensive remediation in this domain
- Needs directed coaching in this domain
- Approaching competency in this domain
- Competent in this domain
- Achieving behaviors beyond the 4th year competency criteria

Use the target behaviors described above to provide a narrative of the student’s oral presentation skills

DOCUMENTATION

A 4th year student who is competent in this domain:
- Documents pertinent positive and negative findings in a manner that enables reader to recognize/prioritize the differential diagnosis and rule in/out diseases
- Documents diagnostic reasoning clearly, including a synthesis statement with a leading diagnosis and a prioritized differential diagnosis, justifying it with relevant epidemiology (e.g., prevalence), positive and negative findings, and pathophysiology
- Creates a problem list that is appropriately prioritized and complete for major and minor biopsychosocial problems
- Provides an appropriate rationale for the management plan for common conditions, citing relevant guidelines and evidence where applicable
- Includes discharge criteria/follow up plan as part of documentation

- Not observed or not enough information to make a judgment
- Needs intensive remediation in this domain
- Needs directed coaching in this domain
- Approaching competency in this domain
- Competent in this domain
- Achieving behaviors beyond the 4th year competency criteria

Use the target behaviors described above to provide a narrative of the student’s documentation skills

DATA SYNTHESIS/DIAGNOSTIC REASONING

A 4th year student who is competent in this domain:
- Identifies “sick” vs. “not sick” patients correctly
- Prioritizes differential diagnosis accurately for common and uncommon clinical problems specific to the patient including “can’t miss” diagnoses
- Justifies differential diagnosis logically for less common clinical presentations by using disease prevalence, pathophysiology, and pertinent positive and negative clinical findings
- Makes the correct diagnosis for typical presentations of common diseases and occasionally makes the correct diagnosis for atypical presentation of common diseases or typical presentations of uncommon diseases

- Not observed or not enough information to make a judgment
- Needs intensive remediation in this domain
- Needs directed coaching in this domain
- Approaching competency in this domain
- Competent in this domain
- Achieving behaviors beyond the 4th year competency criteria

Use the target behaviors described above to provide a narrative of the student’s data synthesis/diagnostic reasoning skills

Updated May 2021
MANAGEMENT REASONING
A 4th year student who is competent in this domain:
- Provides appropriate management suggestions for common and less common conditions
- Provides an appropriate rationale for the management of common and less common conditions
- Provides specific, accurate suggestions and changes to plan, based on patient specific factors, acuity, current response to treatment and new data.
- Incorporates best available evidence-based data into management planning using point of care resources
- Integrates/synthesizes new clinical data effectively in real time to modify diagnostic plans when appropriate
- Begins to incorporate contingency planning into management plans
- Defines discharge criteria/follow up plan for patients starting at admission and as part of daily management plan

☐ Not observed or not enough information to make a judgment
☐ Needs intensive remediation in this domain
☐ Needs directed coaching in this domain
☐ Approaching competency in this domain
☐ Competent in this domain
☐ Achieving behaviors beyond the 4th year competency criteria

Use the target behaviors described above to provide a narrative of the student’s management reasoning skills.

COMMUNICATING PLAN AND COUNSELING PATIENTS
A 4th year student who is competent in this domain:
- Communicates information that is accurate, at an appropriate level of detail, emphasizes key points and encourages patient questions/perspectives/concerns
- Uses language familiar to the patient based on health literacy, avoiding medical jargon, and using an interpreter appropriately
- Uses teach back method with patients to confirm patient understanding
- Communicates about diagnostic testing and how results will influence diagnosis, further evaluation and future plans of care
- Able to address common patient questions while communicating plan
- Provides patient-centered education/resources to patients when applicable
- Includes best available information about discharge readiness in discussions with patient/family

☐ Not observed or not enough information to make a judgment
☐ Needs intensive remediation in this domain
☐ Needs directed coaching in this domain
☐ Approaching competency in this domain
☐ Competent in this domain
☐ Achieving behaviors beyond the 4th year competency criteria

Use the target behaviors described above to provide a narrative of the student’s patient education skills.

TEAMWORK SKILLS
A 4th year student who is competent in this domain:
- Demonstrates respectful interactions with team members (ie inpatient and outpatient staff, faculty and trainees)
- Integrates into team function by being prepared, completing assigned tasks and volunteering to help with team tasks
- Actively integrates into the team by anticipating workflow and positively contributing to the team’s efficiency
- Demonstrates an understanding of the roles and responsibilities of different interprofessional team members
- Communicates effectively with interprofessional team members and proactively keeps team members informed and up to date
- Coordinates with interdisciplinary team members (e.g. consults, referrals, PT, social work, VNA) to improve patient care
- Incorporates recommendations from interprofessional team members into the care plan
- Able to articulate an appropriate consult question prior to initiating a consult.

☐ Not observed or not enough information to make a judgment
☐ Needs intensive remediation in this domain
☐ Needs directed coaching in this domain
☐ Approaching competency in this domain
☐ Competent in this domain
☐ Achieving behaviors beyond the 4th year competency criteria

Use the target behaviors described above to provide a narrative of the student’s teamwork skills.

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PROFESSIONALISM AND HUMANISTIC CONDUCT

A 4th year student who is competent in this domain:

- Demonstrates preparedness, punctuality, and reliability with student responsibilities
- Maintains confidentiality
- Shows patients, colleagues, and staff respect, empathy, and compassion
- Validates patient’s physical and emotional needs and tries to address them
- Receives feedback openly and incorporates it to change behavior
- Demonstrates understanding and appreciation for the professional role and the gravity of being the “doctor” by becoming fully engaged in patient care activities
- Displays self-awareness of knowledge, skills, and emotional limitations by engaging in appropriate help-seeking behaviors

☐ Not observed or not enough information to make a judgment
☐ Needs intensive remediation in this domain
☐ Needs directed coaching in this domain
☐ Approaching competency in this domain
☐ Competent in this domain
☐ Achieving behaviors beyond the 4th year competency criteria

Use the target behaviors described above to provide a narrative of the student’s professionalism and humanistic conduct

INTERVIEWING TECHNIQUE

A 4th year student who is competent in this domain:

- Introduces self to patient and attempts to develop rapport
- Follows an organized interview framework and completes within an appropriate time frame
- Uses summarization of history back to patient or checks for accuracy
- Actively listens using verbal and non-verbal techniques (reflective statements, summary statements, open body language, nodding, eye contact, etc.)
- Demonstrates patient-centered interview skills (e.g. attends to patients’ verbal/nonverbal cues, culture, social determinants, need for interpretive/adaptive services etc.)
- Demonstrates a hypothesis driven approach to gathering the history of present illness
- Probes for subtle pertinent details when gathering data necessary for differential diagnosis prioritization

☐ Not observed or not enough information to make a judgment
☐ Needs intensive remediation in this domain
☐ Needs directed coaching in this domain
☐ Approaching competency in this domain
☐ Competent in this domain
☐ Achieving behaviors beyond the 4th year competency criteria

Use the target behaviors described above to provide a narrative of the student’s interviewing techniques

PHYSICAL EXAM/MENTAL STATUS EXAM SKILLS

A 4th year student who is competent in this domain:

- Uses correct technique for routine physical examination in an organized fashion
- Performs examination in a patient-sensitive manner
- Identifies and correctly interprets common and obvious pertinent findings
- Performs specific maneuvers to increase or decrease likelihood of diagnoses on the differential
- Demonstrates focused, efficient and systematic exam on all relevant systems

☐ Not observed or not enough information to make a judgment
☐ Needs intensive remediation in this domain
☐ Needs directed coaching in this domain
☐ Approaching competency in this domain
☐ Competent in this domain
☐ Achieving behaviors beyond the 4th year competency criteria

Use the target behaviors described above to provide a narrative of the student’s physical exam skills

Updated May 2021