

Medicine Clerkship CSEF Target and Reach Competencies

Oral Presentations

0	Not observed or not enough information to make a judgment	Student was not observed by me, or not enough time was spent to evaluate them
1	Needs intensive remediation in this domain	Student was NOT able to meet the competency behaviors even WITH significant supervisor support
2	Needs directed coaching in this domain	Student was able to meet the competency behaviors only SOME of the time WITH significant supervisor support
3	Approaching competency in this domain	Student was able to meet the competency behaviors SOME but NOT all the time
4	Competent in this domain <u>A 3rd year student who is competent in this domain:</u>	<ul style="list-style-type: none"> • Delivers precise, organized, and concise presentations for most patients • Communicates patient data (history, exam) accurately • Effectively engages audience in delivery of presentation • Presents pertinent positive and negative findings for recognizing/prioritizing the differential diagnosis • Includes a synthesis statement (“one-liner”) with a leading diagnosis, prioritized problem list, justified differential diagnosis and management plan
5	Achieving behaviors beyond the 3rd year competency criteria <u>A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:</u>	<ul style="list-style-type: none"> • Incorporates new patient information in real-time, • Effectively engages audience during bedside presentation • Adjusts presentation length and complexity to workflow Provides concise IPASS sign out when relevant

Documentation

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4	Competent in this domain <u>A 3rd year student who is competent in this domain:</u>	<ul style="list-style-type: none"> • Writes detailed, concise, updated, and well-organized notes independently, and not copy-forward from another provider • Records diagnostic reasoning, with a synthesis statement (“one-liner”) and justified, prioritized differential diagnoses based on relevant positive and negative findings and basic epidemiology

		<ul style="list-style-type: none"> • Creates a comprehensive active problem list that is updated (e.g., SOB→ CHF), prioritized, and including social determinants of health • Explains the management plan for common conditions with justification, when needed
5	<p>Achieving behaviors beyond the 3rd year competency criteria</p> <p><u>A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:</u></p>	<ul style="list-style-type: none"> • Documents more subtle pertinent positive and negative findings in a manner that recognizes/prioritizes the differential diagnosis and rule in/out diseases • Records diagnostic reasoning clearly, including a synthesis statement with a leading diagnosis and a prioritized differential diagnosis, justifying it with relevant, more complex epidemiology, positive and negative findings, and pathophysiology • Creates a comprehensive 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 • Defines discharge criteria/follow up plan for uncomplicated patients

Data Synthesis/Diagnostic Skills

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4	<p>Competent in this domain</p> <p><u>A 3rd year student who is competent in this domain:</u></p>	<ul style="list-style-type: none"> • Appropriately includes relevant patients' biopsychosocial problems and concerns in synthesis statement • Accurately prioritizes differential diagnosis for common clinical problems including "can't miss" diagnoses • Logically justifies differential with epidemiology, pathophysiology, and pertinent positive and negative clinical findings, using point of care resources if appropriate • Often correctly diagnoses common diseases with typical presentations
5	<p>Achieving behaviors beyond the 3rd year competency criteria</p> <p><u>A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:</u></p>	<ul style="list-style-type: none"> • Often identifies "sick" vs. "not sick" patients correctly (e.g., identifies need for MICU consult or discharge) • Prioritizes differential diagnosis accurately for common and some uncommon clinical problems specific to the patient including "can't miss" diagnoses

		<ul style="list-style-type: none"> • Justifies differential diagnosis logically for less common clinical presentations by using disease prevalence, pathophysiology, and pertinent positive and negative clinical findings • Applies primary literature to the specific patients effectively • Consistently makes the correct diagnosis for typical presentations of common diseases and usually makes the correct diagnosis for atypical presentation of common diseases or typical presentations of uncommon diseases • Creates concise synthesis statement that includes relevant patients' biopsychosocial problems and concerns and specific leading diagnosis
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Management Planning

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4	Competent in this domain <u>A 3rd year student who is competent in this domain:</u>	<ul style="list-style-type: none"> • Suggests suitable management with rationale for common conditions • Attempts to suggest appropriate management for less common conditions • Occasionally incorporates basic risks and benefits analysis into management, when appropriate • Utilizes point of care resources for basic management development
5	Achieving behaviors beyond the 3rd year competency criteria <u>A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:</u>	<ul style="list-style-type: none"> • Suggests suitable management and rationale for common and less common conditions, incorporating best available evidence • Provides specific and accurate changes to plan, based on patient specific factors and preferences, acuity, current response to treatment and new data. • Integrates/synthesizes new clinical data effectively in real-time to modify diagnostic plans when appropriate • Incorporate basic contingency planning into management plans • Sometimes defines discharge criteria/follow up plan for patients • Consistently considers risks and benefits analysis in management planning

Communicating Plan and Counseling Patients

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4	Competent in this domain <u>A 3rd year student who is competent in this domain:</u>	<ul style="list-style-type: none"> • Provides accurate information to the patient • Emphasizes key points of diagnosis and/or plan • Encourages patient questions/perspectives/concerns • Uses appropriate language based on patient's health literacy • Avoids medical jargon for most patients • Engages appropriately with interpreters when interpreters are needed • Ensures that patient/family understands explanations/counseling using verbal and non-verbal techniques (reflective statements, summary statements, open body language, nodding, eye contact, etc.)
5	Achieving behaviors beyond the 3rd year competency criteria <u>A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:</u>	<ul style="list-style-type: none"> • Communicates about diagnostic testing and how results will influence diagnosis, further evaluation, and future plans of care • Identifies appropriate opportunities for basic patient counseling and teach-back • Addresses 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 • 4th year reach: Engages in shared decision making with consideration of patient values and psychosocial determinants

Teamwork Skills

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4	Competent in this domain <u>A 3rd year student who is competent in this domain:</u>	<ul style="list-style-type: none"> • Shows respect towards team members and clinical staff using verbal and non-verbal communication (e.g., avoiding inappropriate cellphone use)

		<ul style="list-style-type: none"> • Integrates into team function by being prepared, completing assigned tasks and volunteering • Demonstrates an understanding of roles and responsibilities of interprofessional team members • Communicates effectively with interprofessional team members • Proactively keeps team members informed and up to date
5	<p>Achieving behaviors beyond the 3rd year competency criteria</p> <p><u>A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:</u></p>	<ul style="list-style-type: none"> • Coordinates with interdisciplinary team members (e.g., Consults, referrals, PT, social work, VNA) to improve patient care • Actively integrates into the team by anticipating workflow and positively contributing to the team's efficiency • Incorporates recommendations from interprofessional team members into the care plan • Able to articulate an appropriate consult question prior to initiating a consult

Professionalism and Humanistic Conduct

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4	<p>Competent in this domain</p> <p><u>A 3rd year student who is competent in this domain:</u></p>	<ul style="list-style-type: none"> • Displays respect and empathy towards patients, colleagues, and staff • Acknowledges and tries to address patient's physical and emotional needs • Demonstrates trustworthiness with patients, colleagues, staff, and team members • Is prepared, punctual, and reliable in completing student responsibilities • Maintains confidentiality • Receptive to feedback and uses it to grow and change behavior
5	<p>Achieving behaviors beyond the 3rd year competency criteria</p> <p><u>A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:</u></p>	<ul style="list-style-type: none"> • 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

Interviewing Technique

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4	Competent in this domain <u>A 3rd year student who is competent in this domain:</u>	<ul style="list-style-type: none"> • Introduces self to patient and attempts to build rapport • Actively listens using verbal and non-verbal techniques (reflective statements, summary statements, open body language, nodding, eye contact, etc.) • Adapts daily questions to assess for change in status • Adapts daily questions to reflect a basic differential driven approach appropriate to context and site for basic problems • Completes within appropriate time frame
5	Achieving behaviors beyond the 3rd year competency criteria <u>A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:</u>	<ul style="list-style-type: none"> • Demonstrates patient-centered interview skills (e.g., attends to patients' verbal/nonverbal cues, culture, social determinants, need for interpretive/ adaptive services etc.) • Probes for subtle pertinent details when gathering data necessary for differential diagnosis prioritization • Asks clarifying follow-up questions efficiently • Adapts daily questions to assess for change in status and real-time changes in differential driven appropriate to context and site for complex and/or acute problems

Physical Exam/Mental Status Exam Skills

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4	Competent in this domain <u>A 3rd year student who is competent in this domain:</u>	<ul style="list-style-type: none"> • Uses correct technique for routine physical exam • Performs exam maneuvers based on differential diagnosis • Performs examination in a patient- sensitive manner

		<ul style="list-style-type: none">• Identifies and interprets common and obvious pertinent findings
5	Achieving behaviors beyond the 3rd year competency criteria <u>A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:</u>	<ul style="list-style-type: none">• Performs specific maneuvers to increase or decrease likelihood of diagnoses on the differential• Demonstrates focused, efficient, and systematic exam on all relevant systems