

Neurology 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 presentations that are accurate, clear, well organized, focused, and concise for most patients • Accurately reports patient data (history, neurological exam, prior imaging, serum, CSF, and electrophysiological data) • Presents pertinent positive and negative findings in a manner that enables listener to recognize/prioritize the differential diagnosis and rule in/out diseases • Presents clinical reasoning, including a synthesis statement of the patient’s history and neurological examination, with a leading localization and a prioritized differential diagnosis based on that localization, and a management plan for common conditions
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"> • 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 and localization, a prioritized differential diagnosis with justification, and a clear management plan for uncommon conditions • Where relevant, able to provide concise and structured sign-out to next provider shift using IPASS format

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 notes that are complete, accurate, and well-organized Documents diagnostic reasoning, including a synthesis statement of the patient's history and neurological examination, with a leading localization and a prioritized differential diagnosis based on that localization, justifying it with epidemiology (e.g., prevalence) and positive and negative findings Creates a problem list that is appropriately prioritized and complete for major biopsychosocial problems Provides an appropriate rationale for the management plan for common conditions
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"> 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 of the patient's history and neurological examination with a leading diagnosis and a prioritized differential diagnosis based on localization, 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 Defines discharge criteria/follow-up plan for uncomplicated patients

Data Synthesis/Diagnostic 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"> Identifies and attempts to prioritize patients' major biopsychosocial problems and concerns, in the synthesis statement (i.e., "one-liner") Prioritizes differential diagnosis accurately based the localization along the neuro-axis of the patient's historical symptoms and neurological examination signs for most common clinical problems specific to the patient, including "can't miss" diagnoses

		<ul style="list-style-type: none"> Justifies differential diagnosis logically for common clinical problems by using localizing evidence from the patient’s history and neurological examination as well as relevant ancillary data Routinely attempts to localize the patient’s symptoms and signs along the neuro-axis, and occasionally makes the correct diagnosis for typical presentations of common diseases
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"> Identifies “sick” vs. “not sick” patients correctly, identifies proper level of service for patient (Neuro-ICU, step-down, floor, observation, or discharge) Prioritizes differential diagnosis based on localization accurately for common and most 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

Management Planning

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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"> Provides appropriate diagnostic and therapeutic management suggestions for the most common routine outpatient conditions (e.g., headache, memory loss, dizziness) Appropriately incorporates management algorithms for common acute inpatient presentations (e.g., protocol for acute stroke or seizure management) Attempts to provide appropriate management suggestions for less common conditions (e.g., multiple sclerosis flare, Guillain-Barre Syndrome) Appropriately includes underlying rationale for the management of these conditions
5	Achieving behaviors beyond the 3rd year competency criteria	<ul style="list-style-type: none"> Provides appropriate diagnostic and therapeutic management suggestions for common and less common inpatient and outpatient neurological conditions

	<u>A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:</u>	<ul style="list-style-type: none"> Integrates/synthesizes new clinical data effectively in real time to modify diagnostic plans when appropriate Incorporates best available evidence-based data into management planning using primary literature and consensus guidelines 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
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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"> Communicates information to the patient that is accurate Communicates 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 Adapts communication to the clinical context and patient's mental status Checks that patient/family understands explanations/counseling
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 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

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"> • Demonstrates respectful interactions with team members and clinical staff • Integrates into team function, by being prepared, completing assigned tasks and volunteering to help with team tasks • Demonstrates an understanding the roles and responsibilities of interprofessional team members • Communicates effectively with interprofessional team members • Proactively keeps team members informed and up to date
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"> • 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, including checklist completion while in the Neuro-ICU • Incorporates recommendations from interprofessional team members into the care plan • Able to articulate an appropriate consult question prior to initiating a consult • Able to relay recommendations to the primary team while serving as a consultant

Professionalism and Humanistic Conduct

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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 patients, colleagues, and staff respect, empathy, and compassion • Demonstrates trustworthiness with patients, colleagues, staff, and team members

		<ul style="list-style-type: none"> Validates patient’s physical and emotional needs and tries to address them Demonstrates preparedness, punctuality, and reliability with student responsibilities Maintains confidentiality Receives feedback openly 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	<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"> Introduces self to patient and attempts to develop rapport Takes a chronologic history of present illness without interruption Attempts to use the principles of localization and differential diagnosis to gather data Follows an organized interview framework 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.) Completes within appropriate time frame
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 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 based on localization

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"> • Includes aspects of all routinely tested neurological systems in the routine neurological examination including mental status, cranial nerve, motor, sensory, reflex, coordination, and gait examinations in an organized fashion • Attempts to use the patient's history to guide the neurological examination and expands testing of specific neurological systems based on the suspected localization (e.g., neuromuscular, movement, neuro-ophthalmologic, cognitive examinations) • Performs examination in a patient-sensitive manner • 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 (e.g., neuromuscular, movement, neuro-ophthalmologic, cognitive, coma examinations) • Demonstrates focused, efficient, and systematic exam on all relevant systems