

Pediatric 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 accurate organized and concise presentations for most patients • 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 • Begins to tailor the presentation to the audience and clinical setting (e.g., focused in ED)
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 or family centered rounds • Consistently tailors the presentation to the audience and clinical setting • 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 using templates when appropriate • 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., wheezing→asthma), 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 • Begins to identify "sick" vs. "not sick" pediatric patient
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"> • Consistently identifies "sick" vs. "not sick" patients correctly • Prioritizes differential diagnosis accurately for common and some 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

		<ul style="list-style-type: none"> • 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 well pediatric patients and 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> Communication (follow up questions?) b. How often did the learner use language and non-verbal behavior to effectively communicate ailments and treatment plans to patients and caregivers? d. How often did the learner engage in shared decision making with consideration of patient values and psychosocial determinants?	<ul style="list-style-type: none"> • Provides accurate information to the patient/family • Emphasizes key points of diagnosis and/or plan • Encourages patient/family questions/perspectives/concerns • Uses appropriate language based on patient/family's health literacy • Avoids medical jargon for most patients/families • 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/family counseling and teach-back • Addresses common patient/family questions while communicating plan • Provides patient-and-family-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> (follow up questions?)	<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) • Integrates into team function by being prepared, completing assigned tasks and volunteering

	<p>a. How often did the learner use verbal and non-verbal communication that values all members of the healthcare team?</p> <p>b. How often did the learner perform patient care responsibilities requested by the team?</p> <p>c. How often did the learner perform administrative tasks in a timely manner?</p>	<ul style="list-style-type: none"> • 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