ORAL PRESENTATION

A 3rd year student who is competent in this domain:
- Delivers presentations that are well organized, focused, and concise for most patients
- Accurately reports patient data (history, exam, tests)
- Engages audience with appropriate pacing and voice dynamics
- Presents an organized history and physical to demonstrate a differential diagnosis-driven presentation for most patients

☐ 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 3rd year competency criteria

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

DOCUMENTATION

A 3rd year student who is competent in this domain:
- Writes notes that are complete, accurate and organized
- Documents a well-developed synthesis statement in their assessment (that includes a commitment to a leading diagnosis and/or a “can’t miss” diagnoses)
- Creates a problem list that is appropriately prioritized and complete
- Justifies/explains diagnostic reasoning using prevalence, pertinent positives and negatives, and pathophysiology
- Provides an appropriate rationale for the management plan for common conditions

☐ 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 3rd year competency criteria

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

DATA SYNTHESIS

A 3rd year student who is competent in this domain:
- Identifies and attempts to prioritize patients’ major problems and concerns while considering the impact of psychosocial factors
- Prioritizes differential diagnosis accurately for common clinical presentations specific to the patient including “can’t miss” diagnoses
- Justifies differential diagnosis logically for common clinical presentations by using disease prevalence, pathophysiology, and pertinent positive and negative clinical findings
- Develops an appropriate synthesis statement in their assessment (that includes a commitment to a leading diagnosis and/or a “can’t miss” diagnoses)

☐ 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 3rd year competency criteria

Use the target behaviors described above to provide a narrative of the student’s data synthesis skills
MANAGEMENT PLANNING
A 3rd year student who is competent in this domain:
- Provides appropriate management suggestions for most common conditions
- Attempts to provide appropriate management suggestions for less common conditions
- Provides an appropriate rationale for the management of common conditions

☐ 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 3rd year competency criteria

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

COMMUNICATING PLAN AND COUNSELING PATIENTS
A 3rd year student who is competent in this domain:
- 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
- Checks that patient/family understands explanations/counseling

☐ 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 3rd year competency criteria

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

TEAMWORK SKILLS
A 3rd year student who is competent in this domain:
- Demonstrates respectful interactions with team members
- Integrates into team function, completes assigned tasks and volunteers to help with team tasks
- Communicates effectively with interprofessional team, integrating perspectives and opinions of other team members
- Proactively keeps team members informed and up to date

☐ 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 3rd year competency criteria

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

A 3rd year student who is competent in this domain:
- Shows patients, colleagues, and staff respect, empathy, and compassion
- Demonstrates trustworthiness with patients and team
- Validates patient’s physical and emotional needs and tries to address them
- Demonstrates preparedness, punctuality, and reliability with student responsibilities
- Maintains confidentiality

☐ 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 3rd year competency criteria

Use the target behaviors described above to provide a narrative of the student’s professionalism and humanistic conduct
OTHER- TO BE USED BY PSYCH OR ANY OTHER CLERKSHIP WHO ROUTINELY OBSERVES THESE

PHYSICAL EXAM/MENTAL STATUS EXAM SKILLS

A 3rd year student who is competent in this domain:
- Attempts to use correct technique in an organized fashion
- Attempts to use the differential diagnosis to guide exam
- Performs examination in a patient-sensitive manner
- Identifies and interprets key pertinent findings
  - 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 3rd year competency criteria

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

INTERVIEWING TECHNIQUE

A 3rd year student who is competent in this domain:
- Introduces self to patient and attempts to develop rapport
- Takes a chronologic history of present illness without interruption
- Attempts to use the 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

- 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 3rd year competency criteria

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