

**ORAL PRESENTATION**A 3<sup>rd</sup> year student who is competent in this domain:

- Delivers presentations that are accurate, clear, well organized, focused, and concise for most patients
- Accurately reports patient data (history, exam, tests)
- Engages audience with excellent public speaking skills
- 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 (i.e., “one-liner”) with a leading diagnosis, a prioritized differential diagnosis with justification, and a 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 3<sup>rd</sup> year competency criteria

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

**DOCUMENTATION**A 3<sup>rd</sup> year student who is competent in this domain:

- Writes notes that are complete, accurate, and well-organized
- Documents diagnostic reasoning, including a synthesis statement (i.e., “one-liner”) with a leading diagnosis and a prioritized differential diagnosis, 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

- 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 3<sup>rd</sup> year competency criteria

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

**DATA SYNTHESIS / DIAGNOSTIC SKILLS**A 3<sup>rd</sup> year student who is competent in this domain:

- Identifies and attempts to prioritize patients’ major biopsychosocial problems and concerns, in the synthesis statement (i.e., “one-liner”)
- Prioritizes differential diagnosis accurately for majority of common clinical problems specific to the patient including “can’t miss” diagnoses
- Justifies differential diagnosis logically for common clinical problems by using relevant epidemiology (e.g., prevalence), pathophysiology, and pertinent positive and negative clinical findings
- Occasionally makes the correct diagnosis for typical presentations of common 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 3<sup>rd</sup> year competency criteria

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

**MANAGEMENT PLANNING**A 3<sup>rd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> year competency criteria

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

**TEAMWORK SKILLS**

A 3<sup>rd</sup> year student who is competent in this domain:

- 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*

- 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 3<sup>rd</sup> year competency criteria

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

**PROFESSIONALISM AND HUMANISTIC CONDUCT**

A 3<sup>rd</sup> year student who is competent in this domain:

- Shows patients, colleagues, and staff respect, empathy, and compassion*
- Demonstrates trustworthiness with patients colleagues, staff and team members*
- 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*

- 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 3<sup>rd</sup> 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

### INTERVIEWING TECHNIQUE

A 3<sup>rd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> year student who is competent in this domain:

- Uses correct technique for routine physical exam in an organized fashion
- Uses the differential diagnosis to guide exam
- Performs examination in a patient-sensitive manner
- Identifies and interprets common and obvious 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 3<sup>rd</sup> year competency criteria

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