

## 4th year CSEF

**ORAL PRESENTATION**A 4<sup>th</sup> year student who is competent in this domain:

- Delivers presentations that are accurate, clear, well organized, focused, and concise for all patients
  - 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, a prioritized differential diagnosis with justification, and a clear management plan for common and less common conditions
  - Where relevant, able to provide structured signout to next provider shift using IPASS format.
- 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 4<sup>th</sup> year competency criteria

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

**DOCUMENTATION**A 4<sup>th</sup> year student who is competent in this domain:

- 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 with a leading diagnosis and a prioritized differential diagnosis, 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
  - Includes discharge criteria/follow up plan as part of documentation
- 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 4<sup>th</sup> year competency criteria

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

**DATA SYNTHESIS/DIAGNOSTIC REASONING**A 4<sup>th</sup> year student who is competent in this domain:

- Identifies "sick" vs. "not sick" patients correctly
  - Prioritizes differential diagnosis accurately for common and 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
- 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 4<sup>th</sup> year competency criteria

Use the target behaviors described above to provide a narrative of the student's data synthesis/diagnostic reasoning skills

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**MANAGEMENT REASONING**A 4th year student who is competent in this domain:

- Provides appropriate management suggestions for common and less common conditions
  - Provides an appropriate rationale for the management of common and less common conditions
  - Provides specific, accurate suggestions and changes to plan, based on patient specific factors, acuity, current response to treatment and new data.
  - Incorporates best available evidence-based data into management planning using point of care resources
  - Integrates/synthesizes new clinical data effectively in real time to modify diagnostic plans when appropriate
  - 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
- 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 4<sup>th</sup> year competency criteria

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

**COMMUNICATING PLAN AND COUNSELING PATIENTS**A 4th year student who is competent in this domain:

- Communicates information that is accurate, at 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
  - Uses teach back method with patients to confirm patient understanding
  - 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
- 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 4<sup>th</sup> year competency criteria

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

**TEAMWORK SKILLS**A 4th year student who is competent in this domain:

- Demonstrates respectful interactions with team members (ie inpatient and outpatient staff, faculty and trainees)
  - Integrates into team function by being prepared, completing assigned tasks and volunteering to help with team tasks
  - Actively integrates into the team by anticipating workflow and positively contributing to the team's efficiency
  - Demonstrates an understanding of the roles and responsibilities of different interprofessional team members
  - Communicates effectively with interprofessional team members and proactively keeps team members informed and up to date
  - Coordinates with interdisciplinary team members (e.g. consults, referrals, PT, social work, VNA) to improve patient care
  - Incorporates recommendations from interprofessional team members into the care plan
  - Able to articulate an appropriate consult question prior to initiating a consult.
- 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 4<sup>th</sup> year competency criteria

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

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**PROFESSIONALISM AND HUMANISTIC CONDUCT**A 4<sup>th</sup> year student who is competent in this domain:

- Demonstrates preparedness, punctuality, and reliability with student responsibilities
  - Maintains confidentiality
  - Shows patients, colleagues, and staff respect, empathy, and compassion
  - Validates patient's physical and emotional needs and tries to address them
  - Receives feedback openly and incorporates it to change behavior
  - 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
- 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 4<sup>th</sup> year competency criteria

Use the target behaviors described above to provide a narrative of the student's professionalism and humanistic conduct

**INTERVIEWING TECHNIQUE**A 4<sup>th</sup> year student who is competent in this domain:

- Introduces self to patient and attempts to develop rapport
  - Follows an organized interview framework and completes within an appropriate time frame
  - 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.)
  - Demonstrates patient-centered interview skills (e.g. attends to patients' verbal/nonverbal cues, culture, social determinants, need for interpretive/ adaptive services etc.)
  - Demonstrates a hypothesis driven approach to gathering the history of present illness
  - Probes for subtle pertinent details when gathering data necessary for differential diagnosis prioritization
- 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 4<sup>th</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 4<sup>th</sup> year student who is competent in this domain:

- Uses correct technique for routine physical examination in an organized fashion
  - Performs examination in a patient- sensitive manner
  - Identifies and correctly interprets common and obvious pertinent findings
  - Performs specific maneuvers to increase or decrease likelihood of diagnoses on the differential
  - Demonstrates focused, efficient and systematic exam on all relevant systems
- 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 4<sup>th</sup> year competency criteria

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