

Emergency Medicine 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 an accurate, clear, and well-organized EM-style presentation in under 3 minutes that includes pertinent information from other sections of the history (past medical/surgical history, social history, family history, etc.) for most patients • Presents pertinent positive and negative findings in a manner that enables listener to recognize/prioritize the differential diagnosis • Presents a summary statement (0-2 sentences) that includes the patient's chief concern, abbreviated HPI, followed by a leading diagnosis and a prioritized differential diagnosis including "can't miss" diagnoses with justifications of why/why not
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"> • 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 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"> • Attempts to document diagnostic reasoning, medical decision making, and management plan for common ED chief concerns • Attempts to document a brief synthesis statement with a leading diagnosis and a prioritized differential diagnosis, justifying why/why not with positive and negative 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"> • 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

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"> • Reliably synthesizes data from multiple sources (patient, medical records, nursing, family, etc.) into a complete differential, prioritizing “can’t miss” diagnoses • Recognizes and attempts to interpret abnormal vital signs and trends, seeks help when appropriate

		<ul style="list-style-type: none"> Identifies and attempts to prioritize patients' major biopsychosocial problems and concerns Occasionally makes the correct diagnosis for typical presentations of common ED chief concerns
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 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

Management Planning

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3	Approaching competency in this domain	Student was able to meet the competency behaviors SOME but NOT all the time
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"> Suggests a work-up and management plan for basic EM chief concerns including chest pain, shortness of breath, abdominal pain, headache, minor trauma, etc. Attempts to suggest appropriate management suggestions for less common EM chief concerns Re-evaluates patients and follows-up results in a timely manner, integrates data into ongoing management plan
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"> 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

		<p>point of care resources</p> <ul style="list-style-type: none"> 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
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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"> Accurately communicates information to the patient with an appropriate level of detail, emphasizes key points and encourages patient questions/perspectives/concerns Uses language familiar to the patient based on health literacy, avoids medical jargon, uses interpreter services appropriately 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 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

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 all team members • Integrates into team function by being prepared, completing assigned tasks and volunteering to help • Demonstrates an understanding of the roles and responsibilities of team members • Proactively keeps team members informed and up to date when appropriate
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"> • 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.

Professionalism and Humanistic Conduct

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3	Approaching competency in this domain	Student was able to meet the competency behaviors <u>SOME but NOT all the time</u>
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 • Validates patients' physical and emotional needs and tries to address them • Demonstrates preparedness, punctuality, and reliability with student responsibilities • Maintains confidentiality and demonstrates trustworthiness with patients, colleagues, staff, and team members • Receives feedback openly and uses it to grow and change behavior
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"> • 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