

Family Medicine Clerkship 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 presentations that are accurate, clear, well organized, focused, and concise for most patients • Accurately reports patient data (history, exam, tests) • Effectively engages audience in delivery of presentation (e.g., making frequent eye contact, not reading directly from notes, etc.) • 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
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"> • 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

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 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 • Includes healthcare maintenance and a follow up plan for each patient
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 listener 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 • Defines follow up plan and next steps in management for uncomplicated patients

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"> • Identifies and attempts to prioritize patients' major biopsychosocial problems and concerns, in the synthesis statement (i.e., “one-liner”)

		<ul style="list-style-type: none"> • 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 • Consistently assesses chronic illness severity or status (i.e. controlled vs uncontrolled)
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 most 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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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"> • 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 based on the severity, control and chronicity of the illness • Accurately assesses health maintenance needs with each visit
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

		<ul style="list-style-type: none"> • Provides specific, accurate suggestions and changes to plan, based on patient specific factors, acuity, current response to treatment and new data. • Integrates/synthesizes new clinical data effectively in real time to modify diagnostic plans when appropriate • Incorporates best available evidence-based data into management planning using point of care resources • Begins to incorporate contingency planning into management plans
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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"> • 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
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 • Able to address common patient questions while communicating plan • Provides patient-centered education/resources to patients when applicable • Uses motivational interviewing to drive behavior change • Includes best available information 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 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 of the roles and responsibilities of interprofessional team members. (e.g. medical assistants, nursing, social work, nutrition) • Communicates effectively with interprofessional team members • Proactively keeps team members informed and up to date
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"> • 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

Professionalism and Humanistic Conduct

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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"> • 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

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 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
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Interviewing Technique

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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"> • 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
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 patient-centered interview skills (e.g., attends to patients’ verbal/nonverbal cues, culture, social determinants, need for interpretive/ adaptive services etc.) • Probes for subtle pertinent details when gathering data necessary for differential diagnosis prioritization

Physical Exam

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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"> • 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
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"> • Performs specific maneuvers to increase or decrease likelihood of diagnoses on the differential • Demonstrates focused, efficient and systematic exam on all relevant systems