Psychiatry 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 A 3rd 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) • Effectively engages audience in delivery of presentations • 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 A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:	• 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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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 A 3rd 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 DSM-5 criteria • Provides an appropriate rationale for the management plan for common psychiatric conditions
5	Achieving behaviors beyond the 3rd year competency criteria A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:	• 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 A 3rd 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 by citing DSM-5 diagnostic criteria • Occasionally makes the correct diagnosis for typical presentations of common psychiatric 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>	• 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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4	Competent in this domain <u>A 3rd year student who is competent in this domain:</u>	• Identifies appropriate medication and therapeutic interventions for common conditions • Attempts to suggest appropriate levels of care for common psychiatric conditions • Identifies acute psychiatric conditions and provides recommendations for appropriate interventions • Provides an appropriate rationale for the management of 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>	• 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

Communicating Plan and Counseling Patients

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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	Competent in this domain 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
5	Achieving behaviors beyond the 3rd year competency criteria A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:	• 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 A 3rd 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
5	Achieving behaviors beyond the 3rd year competency criteria A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:	• Demonstrates respectful interactions with team members (i.e. 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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4	Competent in this domain A 3rd 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
5	Achieving behaviors beyond the 3rd year competency criteria A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:	• 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

Interviewing Technique

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4	Competent in this domain A 3rd year student who is competent in this domain:	• Introduces self to patient and attempts to develops rapport • Takes a chronologic history of present illness • 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 A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:	• 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

Physical Exam/Mental Status Exam Skills

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4	Competent in this domain A 3rd year student who is competent in this domain:	• Presents all elements of the mental status exam in a clear and organized fashion • Accurately uses appropriate terms to describe mental status findings • Identifies pertinent findings in patients' mental status exam
5	Achieving behaviors beyond the 3rd year competency criteria A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:	• 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