

Radiology 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 presentations that are accurate, clear, well organized, focused, and concise • Accurately reports patient findings and describes their rationale based on their differential diagnosis. • Presents clinical reasoning, including a synthesis statement (i.e., “impression”) with a leading diagnosis, a prioritized differential diagnosis with justification, and a management plan
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"> • Demonstrates an understanding of the standard radiology template including where to put information in each section (i.e. descriptions of entities in findings, and synthesis and management in impression). • Provides succinct and pertinent information in the reason for the report in the clinical history • Demonstrates an understanding of specific terms used in the various radiologic modalities (i.e. density is used in x-ray and CT, echogenicity is used in ultrasound)
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"> • Identifies common pertinent patient findings • Attempts to provide differential diagnosis with appropriate rationale for common entities • Occasionally describes the correct findings for common radiologic entities

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"> • 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
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Management Planning

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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 provide appropriate recommendations for further imaging for common conditions • Identify critical findings that need to be communicated immediately to a clinical team
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"> • 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

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"> • Demonstrates respectful interactions with faculty, residents and staff • 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 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