

# Surgery 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 <b>NOT</b> able to meet the competency behaviors even <b>WITH significant</b> supervisor support
2	Needs directed coaching in this domain	Student was able to meet the competency behaviors only <b>SOME</b> of the time <b>WITH significant</b> supervisor support
3	Approaching competency in this domain	Student was able to meet the competency behaviors <b>SOME but NOT all the time</b>
4	Competent in this domain <u>A 3<sup>rd</sup> year student who is competent in this domain:</u>	<ul style="list-style-type: none"> <li>• Delivers presentations that are accurate, clear, well organized, focused, and concise for most patients</li> <li>• Accurately reports patient data (history, exam, tests)</li> <li>• Engages audience with excellent public speaking skills</li> <li>• Presents pertinent positive and negative findings</li> <li>• 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</li> </ul>
5	Achieving behaviors beyond the 3rd year competency criteria <u>A 3<sup>rd</sup> year student who is achieving behavior beyond the 3<sup>rd</sup> year competency criteria:</u>	<ul style="list-style-type: none"> <li>• Delivers presentations that are accurate, clear, well organized, focused, and concise for all patients</li> <li>• Integrates/synthesizes new patient information in real time into presentation</li> <li>• Proactively seeks to involve patient and family when presenting in front of the patient</li> <li>• Able to tailor length and complexity of presentation to situation and receiver of information</li> <li>• 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</li> <li>• Where relevant, able to provide structured sign-out to next provider shift using IPASS format.</li> </ul>

## Documentation

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4	Competent in this domain <u>A 3<sup>rd</sup> year student who is competent in this domain:</u>	<ul style="list-style-type: none"> <li>Writes notes that are complete, accurate, and well-organized</li> <li>Documents diagnostic reasoning, including a synthesis statement (i.e., “one-liner”) with a leading diagnosis and a prioritized differential diagnosis, with positive and negative findings</li> <li>Provides an appropriate rationale for the management plan for common conditions</li> </ul>
5	Achieving behaviors beyond the 3rd year competency criteria <u>A 3<sup>rd</sup> year student who is achieving behavior beyond the 3<sup>rd</sup> year competency criteria:</u>	<ul style="list-style-type: none"> <li>Documents pertinent positive and negative findings in a manner that enables reader to recognize/prioritize the differential diagnosis and rule in/out diseases</li> <li>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</li> <li>Creates a problem list that is appropriately prioritized and complete for major and minor biopsychosocial problems</li> <li>Provides an appropriate rationale for the management plan for common conditions, citing relevant guidelines and evidence where applicable</li> <li>Includes discharge criteria/follow up plan as part of documentation</li> </ul>

### Data Synthesis/Diagnostic Skills

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4	Competent in this domain <u>A 3<sup>rd</sup> year student who is competent in this domain:</u>	<ul style="list-style-type: none"> <li>Identifies and attempts to prioritize patients' major biopsychosocial problems and concerns, in the synthesis statement (i.e., “one-liner”)</li> <li>Prioritizes differential diagnosis accurately for majority of common clinical problems specific to the patient with pertinent positive and negative clinical findings</li> <li>Occasionally makes the correct diagnosis for typical presentations of common diseases</li> </ul>

5	Achieving behaviors beyond the 3rd year competency criteria <u>A 3<sup>rd</sup> year student who is achieving behavior beyond the 3<sup>rd</sup> year competency criteria:</u>	<ul style="list-style-type: none"> <li>• Prioritizes differential diagnosis accurately for common and uncommon clinical problems specific to the patient including “can’t miss” diagnoses</li> <li>• Justifies differential diagnosis logically for less common clinical presentations by using disease prevalence, pathophysiology, and pertinent positive and negative clinical findings</li> <li>• 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</li> </ul>
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### Management Planning

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3	Approaching competency in this domain	Student was able to meet the competency behaviors <b>SOME but NOT all the time</b>
4	Competent in this domain <u>A 3<sup>rd</sup> year student who is competent in this domain:</u>	<ul style="list-style-type: none"> <li>• Provides appropriate management suggestions for most common conditions</li> <li>• Attempts to provide appropriate management suggestions for less common conditions</li> </ul>
5	Achieving behaviors beyond the 3rd year competency criteria <u>A 3<sup>rd</sup> year student who is achieving behavior beyond the 3<sup>rd</sup> year competency criteria:</u>	<ul style="list-style-type: none"> <li>• Provides appropriate management suggestions for common and less common conditions</li> <li>• Provides an appropriate rationale for the management of common and less common conditions</li> <li>• Provides specific, accurate suggestions and changes to plan, based on patient specific factors, acuity, current response to treatment and new data.</li> <li>• Incorporates best available evidence-based data into management planning using point of care resources</li> <li>• Integrates/synthesizes new clinical data effectively in real time to modify diagnostic plans when appropriate</li> <li>• Begins to incorporate contingency planning into management plans</li> <li>• Defines discharge criteria/follow up plan for patients starting at admission and as part of daily management plan</li> </ul>

## Communication Plan

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4	Competent in this domain <u>A 3<sup>rd</sup> year student who is competent in this domain:</u>	<ul style="list-style-type: none"> <li>Communicates information to the team that is accurate with appropriate level of detail</li> <li>Communicates patient/family concerns to the interprofessional team</li> </ul>
5	Achieving behaviors beyond the 3rd year competency criteria <u>A 3<sup>rd</sup> year student who is achieving behavior beyond the 3<sup>rd</sup> year competency criteria:</u>	<ul style="list-style-type: none"> <li>Communicates information that is accurate, at an appropriate level of detail, emphasizes key points and encourages patient questions/perspectives/concerns</li> <li>Uses language familiar to the patient based on health literacy, avoiding medical jargon, and using an interpreter appropriately</li> <li>Provides patient-centered education/resources to patients when applicable</li> </ul>

## Teamwork Skills

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3	Approaching competency in this domain	Student was able to meet the competency behaviors <b>SOME but NOT all the time</b>
4	Competent in this domain <u>A 3<sup>rd</sup> year student who is competent in this domain:</u>	<ul style="list-style-type: none"> <li>Demonstrates respectful interactions with team members and clinical staff</li> <li>Integrates into team function, by being prepared, completing assigned tasks and volunteering to help with team tasks</li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrates an understanding the roles and responsibilities of interprofessional team members</li> <li>• Communicates effectively with interprofessional team members</li> <li>• Proactively keeps team members informed and up to date</li> </ul>
5	<p>Achieving behaviors beyond the 3rd year competency criteria</p> <p><u>A 3<sup>rd</sup> year student who is achieving behavior beyond the 3<sup>rd</sup> year competency criteria:</u></p>	<ul style="list-style-type: none"> <li>• Demonstrates respectful interactions with team members (ie inpatient and outpatient staff, faculty and trainees)</li> <li>• Integrates into team function by being prepared, completing assigned tasks and volunteering to help with team tasks</li> <li>• Actively integrates into the team by anticipating workflow and positively contributing to the team's efficiency</li> <li>• Demonstrates an understanding of the roles and responsibilities of different interprofessional team members</li> <li>• Communicates effectively with interprofessional team members and proactively keeps team members informed and up to date</li> <li>• Coordinates with interdisciplinary team members (e.g. consults, referrals, PT, social work, VNA) to improve patient care</li> <li>• Incorporates recommendations from interprofessional team members into the care plan</li> <li>• Able to articulate an appropriate consult question prior to initiating a consult.</li> </ul>

### Professionalism and Humanistic Conduct

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3	Approaching competency in this domain	Student was able to meet the competency behaviors <b>SOME but NOT all the time</b>
4	<p>Competent in this domain</p> <p><u>A 3<sup>rd</sup> year student who is competent in this domain:</u></p>	<ul style="list-style-type: none"> <li>• Shows patients, colleagues, and staff respect, empathy, and compassion</li> <li>• Demonstrates trustworthiness with patients, colleagues, staff and team members</li> <li>• Demonstrates preparedness, punctuality, and reliability with student responsibilities</li> <li>• Maintains confidentiality</li> <li>• Receives feedback openly and uses it to grow and change behavior</li> </ul>

5	Achieving behaviors beyond the 3rd year competency criteria <u>A 3<sup>rd</sup> year student who is achieving behavior beyond the 3<sup>rd</sup> year competency criteria:</u>	<ul style="list-style-type: none"> <li>• Demonstrates preparedness, punctuality, and reliability with student responsibilities</li> <li>• Maintains confidentiality</li> <li>• Shows patients, colleagues, and staff respect, empathy, and compassion</li> <li>• Validates patient’s physical and emotional needs and tries to address them</li> <li>• Receives feedback openly and incorporates it to change behavior</li> <li>• Demonstrates understanding and appreciation for the professional role and the gravity of being the “doctor” by becoming fully engaged in patient care activities</li> <li>• Displays self-awareness of knowledge, skills, and emotional limitations by engaging in appropriate help-seeking behaviors</li> </ul>
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### Surgical/Procedural Skills

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3	Approaching competency in this domain	Student was able to meet the competency behaviors <b>SOME but NOT all the time</b>
4	Competent in this domain <u>A 3<sup>rd</sup> year student who is competent in this domain:</u>	<ul style="list-style-type: none"> <li>• Demonstrates preparation for operating room by discussing the indications, pathology and anatomy relevant to the case.</li> <li>• Demonstrates the ability to independently scrub into an operative case using appropriate technique and maintain sterility during the case.</li> <li>• Actively participates in the operating room when appropriate and able to assist when asked.</li> <li>• Exhibits effort to learn and shows progress in suturing and knot tying techniques</li> </ul>
5	Achieving behaviors beyond the 3rd year competency criteria <u>A 3<sup>rd</sup> year student who is achieving behavior beyond the 3<sup>rd</sup> year competency criteria:</u>	<ul style="list-style-type: none"> <li>• Understands and asks appropriate questions about the procedure/surgery being performed.</li> <li>• Understands the risk and benefits of the procedure being performed.</li> <li>• Asks pertinent questions about intraoperative decision making.</li> <li>• Demonstrates exceptional suturing and knot tying skills with little to no assistance.</li> </ul>