

CSEF Milestones – Radiology Clerkship

This document illustrates the progression from 3rd to 4th year and the performance expectations of a 3rd year versus a 4th year student.

Oral Presentations

Target Behaviors for 3 rd Year	Target Behaviors for 4 th Year/ Reach Behaviors for 3 rd Year	Reach Behaviors for a 4 th Year
<ul style="list-style-type: none"><input type="checkbox"/> Delivers presentations that are accurate, clear, well organized, focused, and concise<input type="checkbox"/> Accurately reports patient findings and describes their rationale based on their differential diagnosis.<input type="checkbox"/> Presents clinical reasoning, including a synthesis statement (i.e., “impression”) with a leading diagnosis, a prioritized differential diagnosis with justification, and a management plan	<ul style="list-style-type: none"><input type="checkbox"/> Delivers presentations that are accurate, clear, well organized, focused, and concise for all patients<input type="checkbox"/> Integrates/synthesizes new patient information in real time into presentation<input type="checkbox"/> Proactively seeks to involve patient and family when presenting in front of the patient<input type="checkbox"/> Able to tailor length and complexity of presentation to situation and receiver of information<input type="checkbox"/> 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<input type="checkbox"/> Where relevant, able to provide structured sign-out to next provider shift using IPASS format.	<ul style="list-style-type: none"><input type="checkbox"/> Can effectively involve patient and family when presenting in front of the patient<input type="checkbox"/> Tailors length and complexity of presentation to situation and receiver of information with minimal advance warning

Documentation

Target Behaviors for 3 rd Year	Target Behaviors for 4 th Year/ Reach Behaviors for 3 rd Year	Reach Behaviors for a 4 th Year
<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) 	<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 	<ul style="list-style-type: none"> • Provides an appropriate rationale for the management plan for common and less common conditions, citing relevant guidelines and evidence, where applicable • Proactively updates discharge documentation (when relevant) in real time to facilitate transfer of care and handoffs • Updates electronic handover tool with clear, relevant, and succinct documentation, when applicable • Sometimes documents patient's values and goals of care which may include advanced care planning

Data Synthesis/Diagnostic Skills

Target Behaviors for 3 rd Year	Target Behaviors for 4 th Year/ Reach Behaviors for 3 rd Year	Reach Behaviors for a 4 th Year
<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	<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	<ul style="list-style-type: none">❑ Often identifies “sick” vs. “not sick” patients correctly for common and uncommon presentations❑ Filters, prioritizes, and synthesizes the history to develop a differential diagnosis in real time for complicated or atypical presentations❑ Identifies one’s own clinical reasoning errors within the diagnostic process, with guidance❑ Makes the correct diagnosis for typical presentations of common diseases and often makes the correct diagnosis for atypical presentation of common diseases or typical presentations of uncommon diseases

Management Planning

Target Behaviors for 3 rd Year	Target Behaviors for 4 th Year/ Reach Behaviors for 3 rd Year	Reach Behaviors for a 4 th Year
<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to provide appropriate recommendations for further imaging for common conditions <input type="checkbox"/> Identify critical findings that need to be communicated immediately to a clinical team 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides appropriate management suggestions for common and less common conditions <input type="checkbox"/> Provides an appropriate rationale for the management of common and less common condition <input type="checkbox"/> Provides specific, accurate suggestions and changes to plan, based on patient specific factors, acuity, current response to treatment and new data. <input type="checkbox"/> Incorporates best available evidence-based data into management planning using point of care resources <input type="checkbox"/> Integrates/synthesizes new clinical data effectively in real time to modify diagnostic plans when appropriate <input type="checkbox"/> Begins to incorporate contingency planning into management plans <input type="checkbox"/> Defines discharge criteria/follow up plan for patients starting at admission and as part of daily management plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops and implements an initial management plan for patients with urgent or emergent conditions, when applicable <input type="checkbox"/> Consistently incorporates contingency planning into management plans <input type="checkbox"/> Able to modify management plans in real time with minimal guidance based on new information or a change in status <input type="checkbox"/> Accurately defines discharge criteria/follow up plan for all patients <input type="checkbox"/> Share best available evidence-based data/guidelines with their supervisor, peer, and/or team

Teamwork & Professionalism

Target Behaviors for 3 rd Year	Target Behaviors for 4 th Year/ Reach Behaviors for 3 rd Year	Reach Behaviors for a 4 th Year
<ul style="list-style-type: none"> <input type="checkbox"/> Shows respect towards peers, supervisors and clinical staff through appropriate verbal and nonverbal communication <input type="checkbox"/> Integrates effectively into team activities by recognizing distinct roles, responsibilities, and contributions of interprofessional team members' and demonstrates understanding and limitations of their role and where they can proactively participate in meeting needs of team <input type="checkbox"/> Communicates with the interprofessional team, keeping members informed and up-to-date while maintaining clear and effective communication channels. <input type="checkbox"/> Demonstrates trustworthiness and reliability including consistent punctuality, preparation, and commitment to assigned tasks, while maintaining confidentiality and ethical standards <input type="checkbox"/> Identifies opportunities for growth in one's performance through self-reflection, being receptive to feedback and actively using it to improve behavior and performance 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows respect towards peers, supervisors and clinical staff through appropriate verbal and nonverbal communication <input type="checkbox"/> Actively integrates into the team by anticipating workflow and positively contributing to the team's efficiency <input type="checkbox"/> Proactively communicates with interprofessional team members (e.g., Consults, referrals, PT, social work, VNA) to improve patient care <input type="checkbox"/> Able to articulate an appropriate consult question prior to initiating a consult <input type="checkbox"/> Incorporates recommendations from interprofessional team members into the care plan <input type="checkbox"/> Demonstrates trustworthiness and reliability, appreciates the professional role and gravity of being the "doctor" by being fully engaged in patient care activities, while maintaining confidentiality and ethical standards <input type="checkbox"/> Displays self-awareness of knowledge, skills, and limitations by engaging in appropriate help-seeking behaviors, and soliciting input from supervisors 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively integrates into the team by anticipating workflow and positively contributing to the team's efficiency by mentoring students <input type="checkbox"/> Leads coordination of care of patients in complex clinical situations, effectively utilizing the roles of interprofessional teams <input type="checkbox"/> Anticipates consultative needs and incorporates recommendations <input type="checkbox"/> Proactively develops strategies and plans to address limitations of knowledge, skills, and emotions whether self-identified or highlighted through feedback from others <input type="checkbox"/> Demonstrates flexibility and maturity in adjusting to change and constructive feedback <input type="checkbox"/> Displays self-awareness of knowledge, skills, and limitations by engaging in appropriate help-seeking behaviors, and soliciting input from supervisors in an efficient and timely way