

CSEF Milestones – Geriatrics Clerkship

This document illustrates the performance expectations of a 4th year student.

Oral Presentations

Target Behaviors for 4 th Year	Reach Behaviors for a 4 th Year
• Delivers precise, organized, and concise presentations all patients • Incorporates new patient information in real time into presentation • Proactively seeks to involve patient and family when presenting in front of the patient • Adjusts presentation length and complexity to situation • 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	• Can effectively involve patient and family when presenting in front of the patient • Tailors length and complexity of presentation to situation and receiver of information with minimal advance warning

Documentation

Target Behaviors for 4 th Year	Reach Behaviors for a 4 th Year
• Always writes detailed, concise, updated and well-organized notes independently and not copy-forward from another provider • Records diagnostic reasoning clearly, including a synthesis statement with a leading diagnosis and a prioritized differential diagnosis, justifying it with relevant epidemiology	• Provides an appropriate rationale for the management plan for common and less common conditions, citing relevant guidelines and evidence, where applicable • Documents advanced directives or what matters most

(e.g., prevalence), positive and negative findings, and pathophysiology • Creates a comprehensive active problem list that is updated, prioritized and includes social determinants of health • Provides an appropriate rationale for the management plan for common conditions, citing relevant guidelines and evidence where applicable	
---	--

Data Synthesis/Diagnostic Skills

Target Behaviors for 4 th Year	Reach Behaviors for a 4 th Year
• Identifies 'sick' vs. 'not sick' patients correctly for common presentations • Accurately prioritizes differential diagnosis accurately for common and uncommon clinical problems specific to the patient including 'can't miss' diagnoses • Logically justifies differential diagnosis 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	• 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

Management Planning

Target Behaviors for 4 th Year	Reach Behaviors for a 4 th Year
• Develops and implements an initial management plan for patients with urgent or emergent conditions, when applicable • Includes Geriatric specific guidelines for common problems such as hypertension and diabetes • Able to engage in shared decision-making re end of life or what matters • Identifies polypharmacy and provides suggestions to mitigate • Suggests patients with resources/services relevant to address structural and social barriers when prompted	• Develops and implements an initial management plan for patients with urgent or emergent conditions, when applicable • Includes Geriatric specific guidelines for common problems such as hypertension and diabetes • Able to engage in shared decision-making re end of life or what matters • Identifies polypharmacy and provides suggestions to mitigate • Suggests patients with resources/services relevant to address structural and social barriers independently

Teamwork & Professionalism (NEW)

Target Behaviors for 4 th Year	Reach Behaviors for a 4 th Year
• Shows respect towards peers, supervisors and clinical staff through appropriate verbal and nonverbal communication • Actively integrates into the team by anticipating workflow and positively contributing to the team's efficiency • Proactively communicates with interprofessional team members (e.g., Consults, referrals, PT, social work, VNA) to improve patient care • Able to articulate an appropriate consult question prior to initiating a consult • Incorporates recommendations from interprofessional team members into the care plan • Demonstrates trustworthiness and reliability, appreciates the professional role and gravity of being the "doctor" by being	• Actively integrates into the team by anticipating workflow and positively contributing to the team's efficiency by mentoring students • Leads coordination of care of patients in complex clinical situations, effectively utilizing the roles of interprofessional teams • Anticipates consultative needs and incorporates recommendations • Proactively develops strategies and plans to address limitations of knowledge, skills, and emotions whether self-identified or highlighted through feedback from others • Demonstrates flexibility and maturity in adjusting to change and constructive feedback

fully engaged in patient care activities, while maintaining confidentiality and ethical standards • Displays self-awareness of knowledge, skills, and limitations by engaging in appropriate help-seeking behaviors, and soliciting input from supervisors	• 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
---	---

Patient-Centered and Humanistic Care

Target Behaviors for 4 th Year	Reach Behaviors for a 4 th Year
• Communicates about diagnostic testing and how results will influence diagnosis, further evaluation, and future plans of care • Addresses patient questions while communicating plan • Integrates medical literature into explanations of care plans with patients/family • Communicates appropriately about discharge readiness in discussions with patient/family • Demonstrates ability to navigate difficult patient conversations and encourage behavioral change • Identifies appropriate opportunities for basic patient counseling, motivational interviewing, teach-back and provides patient centered education/resources when applicable • Demonstrates cultural humility through active learning, seeking patient perspectives on their experiences with the healthcare system and adjusting approach accordingly	• Identifies and attempts to mitigate barriers to effective communication • Attempts to lead challenging conversations, i.e. family meetings, delivering bad news, and discussing goals of care with patients and families when applicable • Engages in shared decision-making with consideration of patient values and psychosocial determinants • Consistently demonstrates cultural humility and mentors students in developing these skills

Interviewing Techniques

Target Behaviors for 4 th Year	Reach Behaviors for a 4 th Year
• 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.) • Attempts to obtain collateral information from caregiver if applicable • Demonstrates a hypothesis driven approach to gathering the history of present illness • Probes for pertinent details when gathering data necessary for differential diagnosis prioritization	• Able to communicate with patients who have sensory or cognitive impairment • Probes for subtle, relevant details. • Uses the geriatrics review of systems

Physical Exam/Mental Status Exam

Target Behaviors for 4 th Year	Reach Behaviors for a 4 th Year
• Uses correct technique (i.e., auscultating directly on the skin for cardiac exam) for routine physical examination in an organized fashion • Performs examination in a patient- sensitive manner • Identifies and correctly interprets common and pertinent findings	• Identifies and interprets even subtle findings accurately such as examining the feet or checking for pressure ulcers • Performs advanced specific physical exam maneuvers to increase or decrease likelihood of diagnoses on the differential • Attempts to perform elements of the mental status exam for patients with cognitive impairment

- | | |
|---|--|
| <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 | |
|---|--|