

Mock Master Clinical Teacher Assessment Form

Patient Care

PC1: Performance of H+P: "Perform a problem-focused or complete history and physical examination as indicated, and to obtain necessary diagnostic studies, including imaging, laboratory and procedural tests."

PC1a.1 Hx	Unacceptable	Entry				Aspirational
Thoroughness of Hx	Not engaged. Not focused on patient interaction.	Actively observes history taking by another provider; engaged in learning during the encounter. May ask some questions of patient.	Performs part of a history or a basic history. Important information be lacking, or may be overly inclusive.	Performs a reasonably complete history. Gathers necessary elements to arrive at a correct diagnosis or short differential diagnosis. May be overly inclusive.	Performs a complete history. No major information is missed; perhaps a few small details forgotten; may be overly inclusive.	Targeted and appropriate history, including pertinent positives and negatives. Thoroughly and efficiently elicits patient's history.

PC1a.2 Hx	Unacceptable	Entry				Aspirational
Organization of Hx	Disruptive when asking questions or entering the conversation.	Captures fragmented information without an intentional approach.	Disorganized approach, or heavily relies upon a template, but student eventually captures pertinent information.	Some organization, with some reliance on template or notes. Misses some helpful information or broadly inclusive without focus.	Organized, linear approach to history taking; able to independently obtain sufficient data with minimal reliance on template or checklist.	Organized, linear, hypothesis-driven approach. Able to elicit all important aspects of HPI, medical history, current medications, family and social history.

EPA 1: Gather a History and Perform a Physical Examination

Modified Chen
If you were to supervise this student again in a similar situation, which of the following statements aligns with how you would assign the task?

1b "Watch me do this"
2a "Let's do this together"
2b "I'll watch you"
3a "You go ahead, and I'll double check all of your findings"
3b "You go ahead, and I'll double check key findings"

PC2b	Unacceptable	Entry				Aspirational
Differential diagnosis	Does not engage with preceptor or team in clinical discussion, or is overly deferential and avoidant. Not focused on needs of the patient.	Actively engages in discussion of case; follows the clinical reasoning thought process of others.	Identifies some key problems in the case. Differential is too limited (single diagnosis) or too broad (generic differential that is not sorted into the top 2-3 possibilities).	Identifies all major problems in the case. Differential is focused on the top 2-3 relevant possibilities, and includes acute threats (even if not most likely dx).	Exhibits a logical approach to identifying major and minor problems. Recognizes appropriate priorities.	Efficiently identifies major and minor problems. Outlines accurate prioritization in light of patient-specific considerations.

PC2c	Unacceptable	Entry				Aspirational
Diagnostic work-up	Does not engage with preceptor or team in clinical discussion, or is overly deferential and avoidant. Not focused on needs of the patient.	Actively engages in discussion of case; follows the clinical reasoning thought process of others.	Able to list possible diagnostic tests, but uncertain which apply in a given case.	Articulates generic list of possible next steps; "shot-gun" diagnostic work-up.	Articulates appropriate next steps in diagnostic work-up in optimal order.	Clearly outlines appropriate next steps in light of patient-specific issues and consideration of costs.

Mock Master Clinical Teacher Assessment Form

EPA2: Prioritize a Differential Diagnosis Following a Clinical Encounter

Modified Chen
If you were to supervise this student again in a similar situation, which of the following statements aligns with how you would assign the task?

1b "Watch me do this"
2a "Let's do this together"
2b "I'll watch you"
3a "You go ahead, and I'll double check all of your findings"
3b "You go ahead, and I'll double check key findings"

IPCS 7a: Communication with patient/family /

IPCS7a.1	Unacceptable	Entry				Aspirational
Rapport with patients and families	Conducts interview in a manner that is condescending, rude or uncaring. Inappropriate behaviors demonstrating lack of awareness of, or respect for, interpersonal boundaries.	Appropriately polite: introduces self, calls patient by name, explains role on care team. However, largely directive in approach; relies heavily upon a template of scripted questions.	Conducts patient interview in a caring manner that fosters the development of a therapeutic relationship. Some persistent reliance upon a template, but demonstrates active listening.	Uses statements of legitimization, affirmation, apology, and respect as appropriate. Manner encourages patient trust and disclosure of relevant concerns.	Take ownership for relationship building. Communicates complex information using nontechnical language and avoids medical jargon. Calibrates language and vocabulary to that of the patient.	Easily "weaves" back and forth between discussion of the clinical problem and the patient's perspective.

+

PR8a	Unacceptable	Entry				Aspirational
Respect for all	Openly judgmental or hostile toward certain individuals or groups.* <i>*If this is observed, the individual noting the behavior should seek guidance from Vanderbilt's Equal Opportunity, Affirmative Action and Disability Services.</i>	Acknowledges that differences in values, beliefs, and experiences with fellow students, faculty and patients exist.	Listens respectfully to personal views and opinions of classmates, faculty and/or patients with differing views; may not express willingness to consider altering one's personal stance.	Empathetically listens in a non-judgmental manner. Acknowledges the perspectives of others; demonstrates willingness to critically analyze one's personal views.	Models non-judgmental interactions across settings or situations. Actively encourages others to share opposing views.	Strives to create a group or work environment that supports non-judgmental interactions among all members.

Comments for the Student:

Plan to approach a Feedback and COACHING conversation:
