

Presentation of Deficits:

The following charts highlight the notable problems associated with each competency.

Medical Knowledge

Unable to answer knowledge-based, fact-based questions

Lack evidence of reading

Poor written exam notes

Clinical Skills

Most evident during direct observation

Physical exams lack key elements, are performed incorrectly or inaccurate info is obtained

Does not understand what type of information is obtained by individual exam element

Ownership of patient care

Clinical Reasoning & Judgement

Has adequate knowledge when asked knowledge-based, fact-based questions

Good pre-clinical exam scores

Extraneous information in H&Ps

Unable to focus history and/or physical

Orders too many tests

Difficulty assigning pre- and post-test probabilities

Difficulty prioritizing the differential diagnosis and analyzing diagnoses

Difficulty individualizing protocols / practice deadlines

Time Management & Organization

Unprepared

Disorganized in appearance

Disorganized presentations / notes / thought process

Shuffling through multiple document on rounds

Multiple incomplete tasks

Starts earlier and/or leaves later than peers

Keep patients waiting, frequently running behind

Spends patient care or otherwise dedicated time trying to get caught up on prior work

Interpersonal Skills

Difficulty functioning within a team

High incidence of interpersonal conflicts

Frequently attempts to transfer blame

Inflexible with negotiations

Difficulty reading social clues

Awkward peer interactions

May expect too much or too little from peers, nurses or ancillary support, inappropriate or lack of delegation

Reports of unprofessional team interactions such as blocking/turfing patients, yelling at colleagues, or condescending or inappropriate interactions with nursing and other staff

Presentation of Deficits (continued):

The following charts highlight the notable problems associated with each competency.

Communication

- Has adequate knowledge and organization skills
- Poor oral presentations, not as articulate as her/his peers
- Struggles to answer questions, in contrast to exam scores
- Struggles to convey information to patients
- Difficulty formulating and asking questions
- Struggles to convey variation in level of urgency and severity
- Poor communication in patient charts
- Needs to call patients or re-visit to obtain more information
- Appears to have more “non-compliance patients” than peers (due to the learner’s poor communication skills)

Professionalism

- Poor patient-doctor relationships
- Unknown to patients / uses technical jargon with patients
- Demonstrates lack of respect
- Inappropriate dress or comments
- Late, absent, or unreliable
- Dishonest and/or lazy
- Specific unethical actions may be brought to your attention
- Inability to develop longitudinal continuity with her/his peers
- Tries to pass off inappropriate amounts of work

Practice-Based Learning and Improvement

- Does not show evidence of self-directed learning
- Does not set personal learning and patient care goals
- Does not show evidence of reading, not reviewing literature to answer patient care questions
- Does not utilize quality improvement methods
- Does not seek feedback, defensive when receiving feedback
- Does not understand own limitations
- Does not seek help when needed

Systems-Based Practice

- Does not value interprofessional input
- Neglects health care resources
- Does not consider cost and risk-benefit analyses
- Does not advocate for patients
- Does not seek resources for patients
- Neglects transitions of care

Mental Well-Being

- Wide variety of problems = wide variety of presentations
- Inconsistent performance