**Presenting Behaviors for Competency Deficits**

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| **Deficit** | **Presentation** |  |  |
| Medical Knowledge | * Unable to answer knowledge-based. Fact-based questions
* Lacks evidence of reading
* Poor ITE scores
 | Mental Well-Being (Not a competency) | * Wide variety of problems = wide variety of presentations
* Inconsistent performance
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| Clinical Skills—Patient Care | * Most evident during direct observation
* Physical exams lack key elements, are performed incorrectly or inaccurate information is obtained
* Does not understand what type of information is obtained by individual exam element
* Poor procedural/surgical skills
* Unable to answer technique questions about the exam or procedures
 | Professionalism | * Poor patient-doctor relationships
* Unknown to patients
* Demonstrates lack of respect
* Uses technical jargon with patients
* Late, absent or unreliable
* Dishonest
* Lazy
* Specific unethical actions may be brought to your attention
* Inability to develop longitudinal continuity with her/his patients
* Tries to pass off inappropriate amounts of work
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| Clinical Reasoning and Judgment—Patient Care | * 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
* Difficulty individualizing protocols/practice guidelines
 | Practice-Based Learning & Improvement | * Does not show evidence of self-directed learning
* Does not set personal learning and patient care goals
* Does not show evidence of reading
* Does not utilize quality improvement methods
* Not reviewing literature to answer patient care questions
* Does not seek feedback
* Defensive when receiving feedback
* Does not understand own limitations
* Does not seek help when needed
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| Time Management and Organization—Patient Care | * Unprepared
* Disorganized in appearance
* Disorganized presentations
* Disorganized notes
* Disorganized thought process
* Shuffling through multiple documents on rounds
* Multiple incomplete tasks
* Starts earlier and/or leaves later than peers
* Keeps patient waiting, frequently running behind
* Spends patient care or otherwise dedicated time trying to get caught up on prior work
 | 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
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| Interpersonal Skills | * Difficulty functioning within a team
* High incidence of interpersonal conflicts
* Frequently attempts to transfer blame
* Inflexible with negotiations
* Difficulty reading social cues
* Awkward peer interactions
* Actions and questions may seem inappropriate
* 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 patient, yelling at colleagues, or condescending or inappropriate interactions with nursing and other staff
 | Communication | * Has adequate knowledge and organizational skills
* Poor oral presentations
* Not as articulate as her/his peers
* Struggles to answer questions, in contact to exam scores
* Struggles to convey information to patients
* 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-compliant patients” than peers (due to the learner’s poor communication skills)
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Based on material from Guerrasio, J. *The struggling medical learner*. pp. 38-41