

Faculty Instructions For The Integrated Curriculum Evaluation Exercise

You will be asked to silently observe a fourth-year medical student interview, examine and/or perform patient education/counseling for several patients trained to simulate a medical complaint or illness. You will observe the cases from a video monitoring station. Typically, a clinician (MD) will be paired with a faculty colleague (MD or Ph.D.) from a basic science discipline. After each 15-minute patient encounter, the student will write an initial patient note summarizing the interview, examination, pertinent positive/negative findings, differential diagnosis, and diagnostic management plan (students are not asked to include therapeutic options, such as medications in the written note). After the 10-minute note-writing period, the student will have a brief opportunity to revisit the patient, if they wish to acquire additional information on interview or physical exam, or provide the patient additional information. The student will then have a brief period to update their written note, if they wish to do so. You will receive a copy of each note for use in your evaluation of the student.

After the student completes all of the cases and post-encounter notes, you will meet with the student, have an opportunity to hear an oral presentation of one or more cases, then question the student about his/her thinking, initial assessments, and understanding of the cases. In addition to providing feedback to the student, you will be asked to rate the student on these skills:

Interview
Physical Examination
Oral Presentation
Problem Solving
Professional Behavior

Finally, you will be expected to tell the student whether he/she PASSED the exercise or will be required to REPEAT the exercise. You may wish to take notes on the aspects of performance upon which you will be asked to evaluate the student. These are

Observation During Medical Interview

Progresses from open-ended to directed questions
Organized
Relates well to patient
Obtain important content specific to the cases

Observation During Physical Examination

Technique is appropriate
Relates well to patient
Examines appropriate body regions

Oral Communication With Patient and Physician

Fluent and understandable
Organized
Counsels patient appropriately

Problem Solving

Identifies pertinent positive/negative findings
Identifies pertinent diagnoses
Identifies pertinent diagnostic plan
Explains and justifies decisions

Professional Behavior

Solicits/addresses patient questions and concerns
Treats patient with respect
Accepts criticism; able to identify own limitations

Suggestions For Faculty Discussion with Student

You will evaluate the student on your observation of their patient encounters, written notes, discussion, and professional behavior. During your discussion, we suggest you:

1. Ask the student to make a brief (5 minute) oral presentation of one of the cases you observed.
This will help you rate the student's oral presentation skills on the evaluation form.
2. Review the student's note on the case (including any updates added after the revisit opportunity).
Are the findings congruent with the data you heard/saw being collected? If not, ask the student to explain the discrepancies.
3. Review the student's differential diagnosis on that case (including any updates).
Are the diagnoses reasonable based on the data collected, with most likely diagnoses listed first? If not, ask the student to explain his/her diagnoses and their order based on the data.
4. Review the student's initial diagnostic management plans on that case (including any updates).
Are the diagnostic plans reasonable based on the likely diagnoses? Did the student list appropriate positive/negative history and physical findings to support their differential diagnoses? If not, ask the student to explain his/her rationale for each management suggestion.
5. Probe the student's understanding of pathophysiology underlying the problems in that case.
Mechanisms of disease
E.G., Explain the mechanism of heart failure in a patient with dyspnea
Pathogenesis of signs and symptoms
E.G., Recognize why heart failure leads to dyspnea
Drug metabolism and toxicity
E.G., Recognize the risk of theophylline toxicity when erythromycin is added
Use of diagnostic and therapeutic agents
E.G., Explain the use of diuretics v. vasodilators for heart failure

Repeat this process for additional cases as time and opportunity allow. Probe the student's interpersonal skills, particularly if your observations suggest this is an area of weakness.

The patient "revisit" and note update opportunity after each encounter is designed to mimic the opportunity often available to physicians in a genuine clinical setting. Therefore you should not penalize a student for omissions during the initial patient visit/note, if he/she corrects them during the revisit and note revision.

6. Complete your discussion with the student by providing for self-evaluation and feedback.

Excuse the student and

- (1) review the student's performance with your faculty partner, if applicable;
- (2) complete the student evaluation form, with attention to narrative comments on specific student behaviors; and
- (3) determine whether the student should **PASS** or **REPEAT** the exercise.

Ask the student to rejoin you and

- (1) ask the student for his/her self-assessment of strengths and weaknesses, and what he/she would do differently if he/she repeated the cases (you may choose to do this prior to completing your evaluation forms so that the student's insights and response to feedback may be incorporated into your assessment of his/her professional behavior), and
- (2) inform the student of your impressions of his/her performance, and your **PASS/REPEAT** decision.

For any student whom you award a mark of **UNACCEPTABLE** in one or more categories, consider requiring the student to repeat the exercise with another set of observers. In recent years approximately 20% of students displayed sufficient weakness or inconsistency to prompt this decision from faculty. Students are always given a second opportunity to satisfactorily complete the exercise. A grade of "FAIL" on the ICEE is recorded only if a student is unable to demonstrate competency on two faculty-rated attempts at the ICEE. To maintain objectivity, faculty are not told whether their student is attempting the exercise for the first or subsequent time.