

Case #18

MS3 with strong book knowledge, but does not know how to apply

Jeff is a third year medical student halfway through his clinical rotations. He is frequently found reading textbooks and has a strong knowledge of disease pathophysiology. He is able to recite extensive differential diagnoses for common pediatric problems (i.e. respiratory distress, abdominal pain), but has had difficulty using clinical observations and physical exam skills to develop a prioritized problem list with most likely diagnoses and is not yet able to use this information to develop management plans. For example, in caring for an infant with increased work of breathing and mild hypoxia, he was able to describe the most likely organisms to cause bronchiolitis vs. pneumonia, but when asked to use data obtained from his history and physical to generate the most likely etiology of illness in his patient, he was unable to identify hallmark features of bronchiolitis.

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Feedback Script

Case 18 – Strong book knowledge, but can't apply

<p>Step 1: Action Identify the Trigger Behavior</p> <ul style="list-style-type: none"> • <i>Describe specific examples</i> 	<ul style="list-style-type: none"> • Strong knowledge base but cannot translate this to clinical care. • Knows the common bacterial/viral causes of bronchiolitis and pneumonia but cannot use pertinent history and physical exam data to narrow differential.
<p>Step 2: Subcompetency Identify Milestone-based correlation</p> <ul style="list-style-type: none"> • <i>Correlate behavior to milestone/EPA anchor</i> 	<p>EPA1. Gather a history and perform a physical exam. EPA2. Prioritize a differential diagnosis following a clinical encounter.</p> <p>PC1. Gather essential and accurate information about the patient. PC4. Make informed diagnostic and therapeutic decisions that result in optimal clinical judgement.</p>
<p>Step 3: Evidence Target High Yield Feedback Points</p> <ul style="list-style-type: none"> • <i>Real issue behind behavior</i> • <i>Identify impact of behaviors</i> 	<ul style="list-style-type: none"> • Understanding of disease pathophysiology is important, but as providers we need to learn to synthesize this information and identify key components that help differentiate between diagnoses. This will help guide management decisions (i.e. use of bronchodilators, suctioning, antibiotics).
<p>Step 4: Script Create Brief Script</p> <ul style="list-style-type: none"> • <i>No more than 3-4 sentences</i> • <i>Neutral language</i> • <i>Focus on behaviors and actions</i> 	<p>You have a strong background in disease pathophysiology and are able to explain individual disease processes. This is an important background to have when learning to care for patients. However, I have noticed that you have difficulty narrowing down your differential based on clinical history and examination, and often list a variety of unrelated diagnoses rather than highlighting the most likely etiology of a patient's presentation. Appropriately identifying most likely diagnoses can have significant implications for developing a treatment plan for your patients.</p>

<p>Step 5: Strategy Describe Possible Plan for Improvement</p> <ul style="list-style-type: none">• <i>Create 1-2 specific methods for improvement</i>	<ul style="list-style-type: none">• For each new patient, develop your differential diagnoses and then rank them in order of most likely to least likely.<ul style="list-style-type: none">○ Use information from your history and physical to support or refute each diagnosis.• Tailor your reading to a specific patient, comparing and contrasting their presentation to the information you are reading and identify key differences in presentations that can allow you to differentiate between common diagnoses.
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