

## Patient Case

Based on the provided transcript, I will grade and assess the medical student's performance using the given rubric:

### 1. Empathy Expression:

The student demonstrated some empathy by acknowledging the patient's anxiety and concern about their symptoms.

Score: 3/5 - There is room for improvement in actively listening and expressing more empathy through verbal and non-verbal cues.

2. The student demonstrated some empathy by acknowledging the patient's anxiety and concern about their symptoms.

3. Score: 3/5 - There is room for improvement in actively listening and expressing more empathy through verbal and non-verbal cues.

### 4. Questioning Technique:

The student did not ask any specific questions in the provided transcript.

Score: 2/5 - The student needs to actively engage in questioning the patient to elicit essential details about the history of present illness, medical history, and other relevant information.

5. The student did not ask any specific questions in the provided transcript.

6. Score: 2/5 - The student needs to actively engage in questioning the patient to elicit essential details about the history of present illness, medical history, and other relevant information.

### 7. Clinical Orders:

No orders were placed in the provided transcript.

Score: 1/5 - The student should consider appropriate diagnostic tests and treatment options based

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on the patient's presentation and suspected diagnosis.

8. No orders were placed in the provided transcript.

9. Score: 1/5 - The student should consider appropriate diagnostic tests and treatment options based on the patient's presentation and suspected diagnosis.

10. Communication Effectiveness:

The student did not convey any results, suspected diagnosis, or necessary steps to the patient in the provided transcript.

Score: 1/5 - The student needs to improve their ability to clearly communicate the suspected diagnosis, explain the reasoning, and outline the necessary next steps to the patient.

11. The student did not convey any results, suspected diagnosis, or necessary steps to the patient in the provided transcript.

12. Score: 1/5 - The student needs to improve their ability to clearly communicate the suspected diagnosis, explain the reasoning, and outline the necessary next steps to the patient.

Empathy Expression:

- The student demonstrated some empathy by acknowledging the patient's anxiety and concern about their symptoms.
- Score: 3/5 - There is room for improvement in actively listening and expressing more empathy through verbal and non-verbal cues.

Questioning Technique:

- The student did not ask any specific questions in the provided transcript.

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- Score: 2/5 - The student needs to actively engage in questioning the patient to elicit essential details about the history of present illness, medical history, and other relevant information.

### Clinical Orders:

- No orders were placed in the provided transcript.
- Score: 1/5 - The student should consider appropriate diagnostic tests and treatment options based on the patient's presentation and suspected diagnosis.

### Communication Effectiveness:

- The student did not convey any results, suspected diagnosis, or necessary steps to the patient in the provided transcript.
- Score: 1/5 - The student needs to improve their ability to clearly communicate the suspected diagnosis, explain the reasoning, and outline the necessary next steps to the patient.

### Final Assessment:

#### Strengths observed:

- The student acknowledged the patient's emotional state, showing some level of empathy.

#### Areas for improvement:

- Questioning technique: The student needs to actively engage in questioning the patient to elicit a comprehensive history and gather essential details relevant to the case.
- Clinical reasoning and decision-making: The student did not demonstrate diagnostic reasoning or

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place appropriate orders based on the patient's presentation.

- Communication effectiveness: The student did not effectively communicate the suspected diagnosis, reasoning, or necessary next steps to the patient.

Suggested actions and learning resources:

- Practice patient interviewing skills, focusing on asking open-ended questions and following up on relevant details.
- Review diagnostic reasoning frameworks and algorithms for common respiratory complaints, such as the ASTHMA or MASQUERADE-2 mnemonic.
- Utilize case-based learning resources or simulated patient encounters to improve clinical decision-making and order management.
- Seek feedback from clinical preceptors on communication techniques, including explaining diagnoses and treatment plans clearly and effectively.
- Consider taking courses or workshops focused on patient-centered communication and empathetic rapport-building.

The student has significant room for improvement in various areas, including questioning technique, clinical reasoning, order management, and effective communication with the patient. With dedicated practice, feedback, and continuous learning, the student can enhance their skills and provide more comprehensive and patient-centered care.