

## Patient Case

After carefully reviewing the interaction and the provided rubric, I would assess the student's performance as follows:

### 1. History Taking: 5/5

The student did an excellent job in obtaining a detailed and focused history, covering all relevant aspects of the chief complaint, including onset, duration, character, aggravating/alleviating factors, and associated symptoms. The sequence and relevance of questions were appropriate, and the student adapted the line of questioning based on the patient's responses.

2. The student did an excellent job in obtaining a detailed and focused history, covering all relevant aspects of the chief complaint, including onset, duration, character, aggravating/alleviating factors, and associated symptoms. The sequence and relevance of questions were appropriate, and the student adapted the line of questioning based on the patient's responses.

### 3. Physical Examination: 4/5

The student performed a pertinent physical examination, systematically assessing the heart, lungs, and extremities. The examination technique appeared appropriate, and the findings were accurately documented. A minor area for improvement could be to elaborate on specific maneuvers or techniques used during the examination.

4. The student performed a pertinent physical examination, systematically assessing the heart, lungs, and extremities. The examination technique appeared appropriate, and the findings were accurately documented. A minor area for improvement could be to elaborate on specific maneuvers or techniques used during the examination.

### 5. Diagnostic Impression and Communication: 4/5

## Patient Case

The student effectively communicated the diagnostic impression of suspected lung cancer and the rationale behind it. They clearly discussed the next steps, including the need for further diagnostic tests and potential hospitalization. Overall, the communication was clear and sensitive to the patient's concerns and understanding.

6. The student effectively communicated the diagnostic impression of suspected lung cancer and the rationale behind it. They clearly discussed the next steps, including the need for further diagnostic tests and potential hospitalization. Overall, the communication was clear and sensitive to the patient's concerns and understanding.

### 7. Clinical Orders: 5/5

The student demonstrated excellent judgment in ordering relevant diagnostic tests, including a CT scan, which ultimately confirmed the suspicion of lung cancer. The orders were timely and appropriate, reflecting sound diagnostic reasoning.

8. The student demonstrated excellent judgment in ordering relevant diagnostic tests, including a CT scan, which ultimately confirmed the suspicion of lung cancer. The orders were timely and appropriate, reflecting sound diagnostic reasoning.

### 9. Reviewing Results and Next Steps: 5/5

The student thoroughly reviewed the CT scan results with the patient, explaining the findings in a clear and understandable manner. They discussed the need for further evaluation and biopsy, addressing the patient's concerns and questions effectively.

10. The student thoroughly reviewed the CT scan results with the patient, explaining the findings in a clear and understandable manner. They discussed the need for further evaluation and biopsy, addressing the patient's concerns and questions effectively.

### 11. Empathy and Patient Interaction: 5/5

## Patient Case

Throughout the interaction, the student exhibited exceptional empathy and patient-centered communication. They used empathetic phrases, maintained an appropriate tone, and actively listened to the patient's concerns and emotional responses. The overall quality of the patient interaction was outstanding.

12. Throughout the interaction, the student exhibited exceptional empathy and patient-centered communication. They used empathetic phrases, maintained an appropriate tone, and actively listened to the patient's concerns and emotional responses. The overall quality of the patient interaction was outstanding.

### History Taking: 5/5

- The student did an excellent job in obtaining a detailed and focused history, covering all relevant aspects of the chief complaint, including onset, duration, character, aggravating/alleviating factors, and associated symptoms. The sequence and relevance of questions were appropriate, and the student adapted the line of questioning based on the patient's responses.

### Physical Examination: 4/5

- The student performed a pertinent physical examination, systematically assessing the heart, lungs, and extremities. The examination technique appeared appropriate, and the findings were accurately documented. A minor area for improvement could be to elaborate on specific maneuvers or techniques used during the examination.

### Diagnostic Impression and Communication: 4/5

## Patient Case

- The student effectively communicated the diagnostic impression of suspected lung cancer and the rationale behind it. They clearly discussed the next steps, including the need for further diagnostic tests and potential hospitalization. Overall, the communication was clear and sensitive to the patient's concerns and understanding.

### Clinical Orders: 5/5

- The student demonstrated excellent judgment in ordering relevant diagnostic tests, including a CT scan, which ultimately confirmed the suspicion of lung cancer. The orders were timely and appropriate, reflecting sound diagnostic reasoning.

### Reviewing Results and Next Steps: 5/5

- The student thoroughly reviewed the CT scan results with the patient, explaining the findings in a clear and understandable manner. They discussed the need for further evaluation and biopsy, addressing the patient's concerns and questions effectively.

### Empathy and Patient Interaction: 5/5

- Throughout the interaction, the student exhibited exceptional empathy and patient-centered communication. They used empathetic phrases, maintained an appropriate tone, and actively listened to the patient's concerns and emotional responses. The overall quality of the patient interaction was outstanding.

### Strengths:

## Patient Case

- Thorough and focused history taking
- Systematic and relevant physical examination
- Clear and effective communication of diagnostic impressions and next steps
- Sound clinical judgment and decision-making in ordering appropriate diagnostic tests
- Excellent empathy and patient-centered communication skills

### Areas for Improvement:

- Consider providing more detailed descriptions of specific examination techniques or maneuvers used during the physical examination.

### Suggested Actions and Learning Resources:

- Practice describing examination techniques in detail, using standardized patient encounters or simulation exercises.
- Review resources on effective communication of physical examination findings, such as the "SOAP (Subjective, Objective, Assessment, Plan) Note" format or clinical documentation guidelines.
- Seek feedback from experienced clinicians or preceptors on accurately documenting examination techniques and findings.
- Consider attending workshops or seminars focused on enhancing communication skills and patient-centered care.

Overall, the student demonstrated strong clinical skills, diagnostic reasoning, and excellent patient interaction abilities. With continued practice and targeted improvement in specific areas, they are well-positioned to excel in patient care.