REPORTER

"Students must: (1) take ownership of the fact about their patients and accurately and independently gather information; (2) use appropriate terminology to clearly communicate their findings, both orally and in writing; (3) interact professionally with patients and staff; and (4) consistently and reliably carry out their responsibilities" (ACE 2015, 86).

FOCUS → **What, When, & Where**

Attentive Fact Gathering & Reporting

Encourage effective questioning & attentive fact gathering

INTERPRETER

"Students must: (1) take ownership of explaining their patients' findings, (2) demonstrate ability to identify and prioritize problems independently, and (3) offer … reasonable explanations for new problems, generating and defending differential diagnoses" (ACE 2015, 86).

FOCUS → **Why**

Insightful Data Interpretation & Knowledge Application

Encourage critical analysis & creative problem-solving

Alliance for Clinical Education. Handbook on Medical Student Evaluation and Assessment. Pangaro LN & McGaghie WC (Eds.) Gegensatz Press:North Syracuse, NY; 2015.

MANAGER

"Students must be more 'proactive', taking ownership of solving their patient's problems, suggesting diagnostic and therapeutic plans that include reasonable diagnostic options and possible therapies. This level takes even greater knowledge, more confidence, and the skill to select interventions for an individual patient," moving toward patient-centered care and an understanding of how to engage in shared decision-making (ACE 2015, 86).

FOCUS → **How & What If**

Proactive Problem-solving & Decision-making

Encourage engagement in decision-making & creative problem-solving

TEAMWORK

EDUCATOR

"Students take ownership for getting to a higher level of expertise, and must identify questions related to their patients that cannot be answered from textbooks; they cite evidence that new or alternative therapies or tests are worthwhile, [and demonstrate] desire and ability to educate one's self and others ... and most importantly, to help the patient" (ACE 2015, 86).

FOCUS → **How, Why & What Next**

Effective Self, Peer & Patient Education

Encourage self-directed learning, patient education & action on constructive feedback

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