Third Year Reach Behaviors

This page serves as a reference of behaviors exceeding 3rd year competency, as listed in the FOCuS Forms. Competency criteria are listed in the Clinical Skills Evaluation Form (CSEF).

Interviewing Technique

A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:

- Demonstrates patient-centered interview skills (e.g. attends to patients’ verbal/nonverbal cues, culture, social determinants, need for interpretive/adaptive services etc.)
- Probes for relevant, subtle details
- Integrates information from the patient and from other relevant resources (e.g. EMR, caregiver, witness, outside records)

Physical Exam/Mental Status Exam Skills

A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:

- Demonstrates focused, efficient and systematic exam on all relevant systems
- May identify and interpret even subtle findings accurately
- Uses the exam to explore and prioritize the working differential diagnosis
- Recognizes when to use and performs specific exam techniques when indicated to narrow the differential diagnosis.

Communicating Plan and Counseling Patients

A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:

- Uses teach back method with patients to confirm communication
- Adapts and transitions communication style and content based on patient/family reception of information
- Able to address patient questions while communicating plan
- Communicates about diagnostic testing and how results will influence diagnosis and evaluation
- Seeks out patient-centric vetted resources to share with the family
- Proactively/independently finds opportunities to provide patients with education

Oral Presentation Skills

A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:

- Presentation is customized to the listener(s), working environment and time available
- Presentation is clear, logical and convincing
- Tailors length and complexity of presentation to situation and receiver of information
- Able to integrate/synthesize new information effectively
- Conveys appropriate self-assurance to put patient and family at ease when presenting in front of the patient
Documentation Skills
A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:

- Displays diagnostic reasoning using pertinent positives and negatives and key findings that imply the differential in the history, physical and assessment
- Demonstrates clinical reasoning that is clear, logical and convincing
- Concisely emphasizes relevant data; integrates data from all relevant sources (EMR, other facilities, caregiver)
- Incorporates evidence-based data
- Consistently updates electronic handover tool with clear, relevant, and succinct documentation
- Provides a verifiable cogent narrative without unnecessary details or redundancies

Teamwork Skills
A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:

- Anticipates and responds to team needs
- Identifies when hospital and community team members (e.g. consults, referrals, PT, social work, VNA) will improve patient care

Data Synthesis
A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:

- Prioritizes differential diagnosis accurately for less common clinical presentations specific to the patient including “can’t miss” diagnoses
- Justifies differential diagnosis logically for less common clinical presentations by using disease prevalence, pathophysiology, and pertinent positive and negative clinical findings
- Able to integrate/synthesize new information effectively in real time

Management Planning
A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:

- Provides specific, accurate suggestions in plan, based on patient context, current response to treatment and new data.
- Provides appropriate management suggestions for less common conditions
- Provides an appropriate rationale for the management of less common conditions
- Incorporates the best available evidence-based data into management planning

Professionalism and Humanistic Conduct
A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:

- Demonstrates understanding and appreciation of the professional role and the gravity of being the “doctor” by becoming fully engaged in patient care activities
- Displays self-awareness of knowledge, skills, and emotional limitations by engaging in appropriate help-seeking behaviors.
- Demonstrates flexibility and maturity in adjusting to change.
- Demonstrates altruism by “going the extra mile” in caring for patients and families
The below competencies are only on the Longitudinal Direct Observation Forms and are not included in the CSEF

**Therapeutic Alliance/Communication Techniques**

*A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:*

- Anticipates, reads, and reacts to patient and family emotions in real time with appropriate and professional behavior including those evoking strong personal emotions.
- Attempts to use non-judgmental questioning scripts in response to sensitive situations

**Patient-Centered Care**

*A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:*

- Proactively anticipates the needs of patients and families and works to meet those needs.
- Discusses patient’s values, goals for care, and perspective on their experience with the healthcare system and integrates that information into the care of the patient