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

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 Presentations

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
Documentação

A 3º ano de estudante que está excedendo o comportamento além dos critérios de competência do 3º ano:

- Exibe raciocínio diagnóstico usando positivos e negativos pertinentes e achados relevantes que impliquem o diagnóstico diferencial na história, exame físico e avaliação
- Demonstra raciocínio clínico que é claro, lógico e convincente
- Concisa e enfatiza dados relevantes; integra dados de todas as fontes relevantes (EMR, outros estabelecimentos, cuidador)
- Incorpora dados baseados em evidência
- Consistentemente atualiza o gaveta eletrônica com dados claros, relevantes e concisos
- Fornece uma narração coesa e verificável sem detalhes desnecessários ou redundâncias

Habilidades de Equipe

A 3º ano de estudante que está excedendo o comportamento além dos critérios de competência do 3º ano:

- Antecipa e responde às necessidades da equipe
- Identifica quando os membros da equipe hospitalar e da comunidade (consultas, referências, PT, trabalho social, VNA) melhorarão a qualidade do cuidado