

Third Year Reach Behavior

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 \(CSEF\)](#).

*NOTE: A 3rd year student achieving beyond the 3rd year competency criteria, should demonstrate the **majority** of the behaviors in the domain being assessed.*

ORAL PRESENTATIONS

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

- Integrates/synthesizes new patient information in real time into presentation
- Proactively seeks to involve patient and family when presenting in front of the patient
- Able to tailor length and complexity of presentation to situation and receiver of information
- Presents clinical reasoning effectively, including a concise, well-organized synthesis statement with a leading diagnosis, a prioritized differential diagnosis with justification, and a clear management plan
- Where relevant, able to provide concise and structured signout to next provider shift using IPASS format.

DOCUMENTATION

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

- Documents pertinent positive and negative findings in a manner that enables listener to recognize/prioritize the differential diagnosis and rule in/out diseases
- Documents diagnostic reasoning clearly, including a synthesis statement with a leading diagnosis and a prioritized differential diagnosis, justifying it with relevant epidemiology (e.g., prevalence), positive and negative findings, and pathophysiology
- Creates a problem list that is appropriately prioritized and complete for major and minor biopsychosocial problems
- Provides an appropriate rationale for the management plan for common conditions, citing relevant guidelines and evidence where applicable
- Defines discharge criteria/follow up plan for uncomplicated patients

DATA SYNTHESIS/DIAGNOSTIC SKILLS

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

- Identifies “sick” vs. “not sick” patients correctly
- Prioritizes differential diagnosis accurately for common and most uncommon clinical problems 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
- Makes the correct diagnosis for typical presentations of common diseases and occasionally makes the correct diagnosis for atypical presentation of common diseases or typical presentations of uncommon diseases

MANAGEMENT PLANNING

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

- Provides appropriate management suggestions for common and less common conditions
- Provides an appropriate rationale for the management of common and less common conditions
- Provides specific, accurate suggestions and changes to plan, based on patient specific factors, acuity, current response to treatment and new data.
- Integrates/synthesizes new clinical data effectively in real time to modify diagnostic plans when appropriate
- Incorporates best available evidence-based data into management planning using point of care resources
- Begins to incorporate contingency planning into management plans
- Defines discharge criteria/follow up plan for patients starting at admission and as part of daily management plan

COMMUNICATING PLAN AND COUNSELING PATIENTS

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

- Communicates about diagnostic testing and how results will influence diagnosis, further evaluation and future plans of care
- Able to address common patient questions while communicating plan
- Provides patient-centered education/resources to patients when applicable
- Includes best available information about discharge readiness in discussions with patient/family

TEAMWORK SKILLS

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

- Coordinates with interdisciplinary team members (e.g. consults, referrals, PT, social work, VNA) to improve patient care
- Actively integrates into the team by anticipating workflow and positively contributing to the team's efficiency
- Incorporates recommendations from interprofessional team members into the care plan
- Able to articulate an appropriate consult question prior to initiating a consult.

PROFESSIONALISM AND HUMANISTIC CONDUCT

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

- Demonstrates understanding and appreciation for 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

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 subtle pertinent details when gathering data necessary for differential diagnosis prioritization

PHYSICAL EXAM

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

- Performs specific maneuvers to increase or decrease likelihood of diagnoses on the differential
- Demonstrates focused, efficient and systematic exam on all relevant systems

THE BELOW COMPETENCIES MAY BE 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