Fourth Year Rotation Learning Objectives

During the **fourth year rotations**, students will:

- Demonstrate a hypothesis driven approach to **gathering the history of present illness** probing for subtle pertinent details when gathering data necessary for differential diagnosis prioritization.

- Demonstrate a focused, efficient and systematic **physical exam** on all relevant systems and perform specific physical exam maneuvers to increase or decrease the likelihood of diagnoses.

- Communicate clinical reasoning effectively in **oral presentations**, including a concise, well-organized synthesis statement with a leading diagnosis, a prioritized differential diagnosis with justification, and a clear management plan for common and less common conditions.

- Provide an appropriate rationale for the **management** of common and less common conditions using the best available evidence-based data and offers changes to plan, based on patient specific factors, acuity, current response to treatment and new data.

- **Communicate about diagnostic testing** and how results will influence diagnosis, further evaluation and future plans of care.

- Provide **patient-centered education/resources** to patients when applicable.

- Demonstrate an ability to identify “sick” vs “not sick” patients and act with appropriate urgency.

- Articulate an appropriate **consult question** prior to initiating a consult when applicable.

- Coordinate with **interdisciplinary team members** (e.g., consults, referrals, PT, social work, VNA) to improve patient care.

- Present a structured **signout** to the next provider of care using IPASS format.

- Display self-awareness of knowledge, skills, and emotional limitations by **engaging in appropriate help-seeking behaviors**.