II. Goals and Objectives

The third year is an exciting year for students. This is when all the learning that has been occurring in the first two years begins to make sense. This is when students begin to move from mostly abstract learning to real patients in real situations. This is when students take on responsibility, when what they do matters to their patients and the healthcare team, and they take it on in pace with their gaining of skills.

In this year, students will move from thinking about patients piecemeal or in artificial situations, to interacting with real patients having real problems, usually multiple problems ranging from psychosocial to organ system damage. Students will begin to learn how to apply their basic skills to true situations, integrate them with real patient issues in real situations, and watch their skills grow as they become competent physicians. Students will learn how to gather information in difficult settings (e.g. how to obtain a history and examine a patient with dementia), develop appropriately thoughtful and defensible differential diagnoses (e.g. develop a rational differential diagnosis for a patient with chest pain who has historical and physical exam findings suggestive of both coronary artery disease and musculoskeletal causes), and learn basic diagnostic and therapeutic plans (e.g. criteria for admission to the hospital, urgent treatment of a gastrointestinal bleed, and diagnostic work-up for atypical chest pain).

A. Goals

- Gain knowledge of common medical problems: pathophysiology, presentation, natural history/complications of disease, basic treatment - acute and chronic, and diagnostic work-up.
- Gain the knowledge and skills to gather appropriate information on an adult patient with medical problems, recognize abnormal physical findings, interpret basic lab, x-ray and ECG findings, to develop a defensible differential diagnosis.
- Be able to present relevant patient information in written format (e.g. H&P and daily progress notes), and verbally (e.g. full H&P, daily patient rounds, and focused visits or consults).
- Be able to recommend basic therapeutic plans for common medical problems (e.g. appropriate classes of medication for the treatment of hypertension and why one class would be better than another in different patient situations and rational choices of antimicrobials for specific infectious diseases).
- Be able to recommend basic diagnostic work-ups for common medical problems (e.g. when to do a non-invasive cardiac test for atypical angina and the most appropriate work-up for abdominal pain).
- Be able to communicate instructions/education, difficult information and provide support to patients.
- Understand and be able to act in a professional manner in different clinical situations.

B. Objectives

Knowledge:

- Be able to demonstrate a fund of knowledge in basic science essential to the understanding of disease processes and therapeutics.
- Specific learning objectives by discipline and subject are listed below.
- Be able to demonstrate knowledge of chest x-ray and ECG interpretation.
- Be able to demonstrate the appropriate knowledge of basic patient education for common medical problems and counseling techniques.
- Be able to demonstrate knowledge of psychosocial issues and their impact on health and disease.
- Be able to demonstrate knowledge of medicolegal and ethical issues, and their impact on the practice of medicine.

Skills:

- Be able to perform a competent (i.e. relevant, complete, accurate) history and physical examination on a patient with an acute or chronic problem.
- Be able to gather the appropriate information for a focused problem/visit, consultation, or hospital admission.
- Be able to generate an appropriate differential diagnosis for a patient's problem(s).
- Be able to generate a plan for a patient problem(s) - basic therapeutic and diagnostic work-up.
- Be able to write an appropriately focused (e.g. for consult or ambulatory visit) and an appropriately comprehensive (e.g. hospitalized patient) H&P; be able to write an appropriate (clear, concise, accurate) daily progress note.
- Be able to verbally present both complete history and physical examinations and focused/problem-oriented history and physical examinations.
- Demonstrate appropriate clinical reasoning (problem-solving) skills including the ability to:
  - * integrate basic science information into the assessment of the patient's problems
  - * prioritize a patient's signs and symptoms
  - * identify patient risks or likelihood of disease
  - * identify the pertinent positive and negative information in developing a differential diagnosis
  - * develop an appropriate, prioritized differential diagnosis
  - * discuss the logical rationale behind the diagnostic rationale
  - * recommend appropriate disease screening, health maintenance, and health promotion
  - * recommend and discuss appropriate management for common acute and chronic diseases
- Be able to demonstrate appropriate interpersonal and communication skills to provide patient education and information. This would include breaking bad news and discussing end-of-life issues.
- Be able to perform basic procedures, i.e. breast exam, rectal exam including stool guaiac

**Attitude:**
- Be able to demonstrate appropriate regard for patients (e.g. respect patient belief systems, autonomy, financial situation, education level, self-discipline abilities, etc.)
- Be able to demonstrate respect for the health care team, colleagues and the medical profession
- Be able to demonstrate appropriate professionalism, i.e. appropriate work responsibilities, civility with colleagues and patients, and ethical behavior (e.g. understand, practice and promote honesty and integrity in the care of patients and interactions with colleagues).