## Competency
Patient Care

### Sub Domain
Diagnosis and Management

### Learning Objective
Organizes, synthesizes, and interprets information from patient records, history, and physical examination to construct a differential diagnosis and treatment plan

### Milestones

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- Explains the importance of effective professional communication in developing a patient-centered management plan
- Defines abnormal symptoms and signs to identify presence of disease
- Constructs a problem list* for a patient
- Describes stages of health behavior change
- Associates common symptoms and signs with common diseases
- Composes a limited differential diagnosis for a singular medical problem based on understanding of pathophysiology
- Composes a limited differential diagnosis for each medical problem in a patient who has multiple medical problems
- Constructs plan for diagnostic evaluation and initial management
- Uses pathophysiology to organize problem list based on disease mechanisms
- Describes the types of clinical reasoning processes, including benefits and drawbacks, that can be used in different clinical situations**
- Constructs a comprehensive and prioritized differential diagnosis for each medical problem and generates an initial evaluation and treatment plan
- Assesses and prioritizes a patient’s problem list*
- Independently documents a comprehensive evaluation and treatment plan considering the risks and benefits to the patient
- Uses pathophysiology to organize problem list based on disease mechanisms
- Describes the types of clinical reasoning processes, including benefits and drawbacks, that can be used in different clinical situations**
- Constructs a comprehensive and prioritized differential diagnosis for each medical problem and generates an initial evaluation and treatment plan
- Assesses and prioritizes a patient’s problem list*
- Independently documents a comprehensive evaluation and treatment plan considering the risks and benefits to the patient
- Utilizes evidence based medicine to refine the differential diagnosis and management plan
- Incorporates health behavior change into the management plan
- Functions as the primary coordinator of patients’ care under appropriate supervision
- Demonstrates flexibility in use of analytic vs. non-analytic reasoning skills in different types of clinical scenarios**
- Discusses need for consultation and supervision in diagnosis and management when appropriate
APPENDIX

*The problem list* states the problems (concerns/diagnoses/findings) at a level of refinement consistent with the provider’s understanding and may include:

- Patient concerns
- Findings (exam, lab)
- Diagnoses

The problem list may be organized by systems, by diagnosis, by organ system, or simply as a single list. The goal is prioritized organization by level of importance as perceived by provider balancing understanding of pathophysiology, clinical reasoning, and patient perspective.

**Clinical reasoning processes:**

*Examples of non-analytic clinical reasoning skills (pattern recognition, heuristics)*

- Recognizing medical emergencies, and take first steps to address
- Prioritizing patient care needs based on assessment of acuity
- Recognizing "sick versus not sick" and seek help as appropriate
- Anticipating disease course, recognizing when patient responds/fails to respond to treatment

*Examples of analytic reasoning skills*

- Hypothetico-deductive reasoning
- Causal reasoning
- Bayesian analysis
- Worst-case scenario reasoning

*Examples of common clinical problem solving skills:*

- Anticipates and responds to changes in patient acuity and evolution of clinical condition (*see heuristics*)
- Able to exercise sound clinical judgment in both time-open and time-limited clinical encounters
- Utilizes algorithmic decision-making when appropriate
- Demonstrates ability to personalize clinical reasoning to construct and apply appropriate prototypes of disease