

Competency		Patient Care
Subdomain		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
Year I	Mid	
	End	<ul style="list-style-type: none"> - 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
Year II	Mid	<ul style="list-style-type: none"> - Associates common symptoms and signs with common diseases - Composes a limited differential diagnosis for a singular medical problem based on understanding of pathophysiology
	End	<ul style="list-style-type: none"> - 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 - Constructs the types of clinical reasoning processes, including benefits and drawbacks, that can be used in different clinical situations**
Year III	Mid	<ul style="list-style-type: none"> - 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*
	End	<ul style="list-style-type: none"> - 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
Year IV	Mid	<ul style="list-style-type: none"> - Incorporates elements of system-based practice into the management plan
	End	<ul style="list-style-type: none"> - 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