

## Triple Jump Exercise

The Triple Jump Exercise is used to assess students in multiple competencies. In this exercise students use communication, critical thinking, and diagnostic reasoning skills to work through a patient case with a faculty preceptor. Students must develop a differential diagnosis, identify knowledge gaps, and find appropriate resources to address those gaps in answering the clinical questions. Following is an overview of steps in this exercise.

*Faculty will receive a packet with all necessary materials at least one day prior to the session. Please review the case in advance.*

### **Problem Definition** (30 minutes; student with the preceptor)

1. The student is presented with a new clinical problem in a brief written scenario.

*Provide the student with the "Student Worksheet" from the packet of materials. Allow them to read the brief scenario and request that they develop an initial differential.*

2. The student identifies initial hypotheses and obtains an appropriate history and physical exam and requests necessary labs or imaging to determine a final diagnosis.

*Provide the student data as requested based on info in the "Faculty Worksheet." After student completes his or her data gathering, provide any key data that was not requested.*

3. The student reviews patient management using existing medical knowledge.

4. The student identifies learning issues for Step 2 of the exercise.

*The student should have at least 3 learning issues by the end of the initial 30 minutes with the faculty evaluator.*

### **Information Search** (120 minutes, student alone but may consult appropriate resources as needed such as online/print resources, medical librarian, other faculty)

1. The student prioritizes questions and researches answers.

2. The student applies new knowledge to the clinical scenario.

3. The student prepares a synthesis of the identified learning issues.

### **Synthesis** (30 minutes; student with the preceptor)

1. The student reports on progress.

2. The student outlines a synthesis of the new knowledge gained in Step 2.

3. The student reviews with the preceptor use of time during Step 2, resources accessed, and information gained.

4. The student modifies or changes the hypotheses and management plan from Step 1 as needed, based on new knowledge.

*Student's review of learning issues should take no more than 15-20 minutes.*

5. The preceptor and student discuss the student's performance using the **Evaluation of Triple Jump Exercise** form (to be completed by the preceptor in the final 10 minutes of Step 3).

*Complete the scoring and review of the form in the presence of the student. More detailed comments can be written after the session before returning the evaluation to the education coordinator. All paperwork and materials for the session should be collected from the student to maintain integrity of the cases.*