

Role model gathering subtle and reliable information from the patient for junior members of the health care team

PC-A4

Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics and medical education

MK-A9

Understand prior probability and test performance characteristics

MK-B3

Reflect on audit compared with local or national benchmarks and explore possible explanations for deficiencies, including doctor-related, system-related, and patient-related factors

PBLI-A3

Identify areas in resident's own practice and local system that can be changed to improve the processes and outcomes of care

PBLI-A4

Engage in a quality improvement intervention

PBLI-A5

Identify learning needs (clinical questions) as they emerge in patient care activities

PBLI-B1

Classify and precisely articulate clinical questions

PBLI-B2

Develop a system to track, pursue, and reflect on clinical questions

PBLI-B3

Access medical information resources to answer clinical questions and support decision making

PBLI-C1

Effectively and efficiently search NLM databases for original clinical research articles

PBLI-C2

Effectively and efficiently search evidence-based summary medical information resources

PBLI-C3

Appraise the quality of medical information resources and select among them based on the characteristics of the clinical question

PBLI-C4

Independently appraise study design, conduct and statistical analysis in clinical research papers

PBLI-D3

Independently appraise clinical guideline recommendations for bias and cost-benefit considerations

PBLI-D4

Integrate clinical evidence, clinical context, and patient preferences into decision making

PBLI-E4

Take a leadership role in the education of all members of the health care team

PBLI-H3

Utilize patient-centered educational strategies

ICS-A5

Serve as a professional role model for more junior colleagues (e.g., medical students, interns)

P-F6

Demonstrate how to manage the team by using the skills and coordinating the activities of inter-professional team members

SBP-B4

Demonstrate ability to understand and engage in a system-level quality improvement initiative

SBP-C5

Partner with other health care professionals to identify, propose improvement opportunities within the system

SBP-C6