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

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

Understand prior probability and test performance characteristics

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

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

Engage in a quality improvement intervention

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

Classify and precisely articulate clinical questions

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

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

Effectively and efficiently search NLM databases for original clinical research articles

Effectively and efficiently search evidence-based summary medical information resources

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

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

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

PBLI-A4

PBLI-A5

PBLI-B1

PBLI-B2

PBLI-B3

PBLI-C1

PBLI-C2

PBLI-C3

PBLI-C4

PBLI-D3

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**