

Evidence-Based Medicine Rotation	
** Goals and Objectives for this curriculum progress longitudinally through 3 years.	
Primary Goals for this Curriculum	Competencies
GOAL 1 (Year 1): To ask an answerable clinical question in PICO format, to search effectively for an answer, and to critically appraise relevant articles	
1. Ask a question in PICO format	K, PBLI
2. Complete a search using strategies such as PubMed Clinical Queries, PubMed MESH, Cochrane Database	K, SBP, PBLI
3. To understand basic principles of critical appraisal, specifically, for each of four major topics (therapy, diagnosis, harm/prognosis, systematic review): 3.a. Validity measures 3.b. Evaluation of results 3.c. Applicability	K, PBLI
GOAL II (Year 2): To present an evidence-based literature review on a relevant clinical question.	
1. Identify an answerable clinical question	K, PC
2. Do a comprehensive literature search for the clinical question	K, SBP, PBLI
3. Choose and evaluate appropriate articles to answer the clinical question, using the critical appraisal skills learned in the first year of the longitudinal curriculum.	K, PBLI
4. To synthesize findings and present the "clinical bottom line" to the department in a conference (journal club).	K, PC, PBLI
5. Write an abstract to upload to the "CAT bank."	K, PBLI
GOAL III (Year 3): To teach and use basic principles of EBM.	
1. Explain basic principles of EBM; assist junior residents in small group sessions.	K, PC, IPC, P, PBLI, SBP
2. Mentor a junior resident in the preparation of a CAT presentation.	K, IPC, P, PBLI
3. Incorporate EBM principles and skills into daily clinical practice	K, PC, IPC, P, PBLI, SBP

Core Competencies: K - Medical Knowledge
PC - Patient Care and Procedural Skills
IPC - Interpersonal and Communication Skills
P - Professionalism
PBLI - Practice-Based Learning and Improvement
SBP - Systems-Based Practice

Performance Expectations by Level of Training

	Beginning	Developing	Accomplished	Competent
	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting near mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.
Medical Knowledge	PL1	PL1, PL2	PL2, PL3	PL3
Patient Care and Procedural Skills	PL1	PL1, PL2	PL2, PL3	PL3
Interpersonal and Communication Skills	PL1	PL1, PL2	PL2, PL3	PL3
Professionalism		PL1	PL2, PL3	PL3
Practice-Based Learning and Improvement	PL1	PL1, PL2	PL2, PL3	PL3
Systems-Based Practice	PL1	PL1, PL2	PL2, PL3	PL3

Milestones assessed

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Develops an answerable clinical question and demonstrates how to access available evidence, with guidance	Independently articulates clinical question and accesses available evidence	Locates and applies the evidence, integrated with patient preference, to the care of patients	Critically appraises and applies evidence, even in the face of uncertainty and conflicting evidence to guide care tailored to the individual patient	Coaches others to critically appraise and apply evidence for complex patients

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in feedback sessions	Demonstrates openness to feedback and performance data	Seeks and incorporates feedback and performance data episodically	Seeks and incorporates feedback and performance data consistently	Role models and coaches others in seeking and incorporating feedback and performance data
Develops personal and professional goals, with assistance	Designs a learning plan based on established goals, feedback, and performance data, with assistance	Designs and implements a learning plan by analyzing and reflecting on the factors which contribute to gap(s) between performance expectations and actual performance	Adapts a learning plan using long-term professional goals, self-reflection, and performance data to measure its effectiveness	Demonstrates continuous self-reflection and coaching of others on reflective practice