**MK1. Locate, appraise, and assimilate evidence from scientific studies related to their patients’ health problems**

<table>
<thead>
<tr>
<th>Not yet Assessable</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<td></td>
<td>Explains basic principles of Evidence-based Medicine (EBM), but relevance is limited by lack of clinical exposure</td>
<td>Recognizes the importance of using current information to care for patients and responds to external prompts to do so; is able to formulate questions with some difficulty, but is not yet efficient with online searching; is starting to learn critical appraisal skills</td>
<td>Able to identify knowledge gaps as learning opportunities; makes an effort to ask answerable questions on a regular basis and is becoming increasingly able to do so; understands varying levels of evidence and can utilize advanced search methods; is able to critically appraise a topic by analyzing the major outcomes, however, may need guidance in understanding the subtleties of the evidence; begins to seek and apply evidence when needed, not just when assigned to do so</td>
<td>Is increasingly self-motivated to learn more, as exhibited by regularly formulating answerable questions; incorporates use of clinical evidence in rounds and teaches fellow learners; is quite capable with advanced searching; is able to critically appraise topics and does so regularly; shares findings with others to try to improve their abilities; practices EBM because of the benefit to the patient and the desire to learn more rather than in response to external prompts</td>
<td>Teaches critical appraisal of topics to others; strives for change at the organizational level as dictated by best current information; is able to easily formulate answerable clinical questions and does so with majority of patients as a habit; is able to effectively and efficiently search and access the literature; is seen by others as a role model for practicing EBM</td>
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**Example:**
The senior fellow asks each member of the inpatient team to answer a clinical question that he raised during rounds and to be prepared to discuss it the next morning. The learner goes to a more senior colleague for help, since he cannot work through a case or article using the critical appraisal approach.

**Example:**
In response to a clinical question raised during rounds and the senior fellow’s request that everyone answer the question, the learner is able, with some difficulty, to frame the question in a Population-Intervention-Comparison-Outcome (PICO) format and efficiently searches for best evidence. He volunteers to present on rounds the next day and demonstrates effective critical appraisal.

**Example:**
In response to the clinical question raised during rounds, presents a second question that he has already researched in a PICO format as well as a critique of the evidence and its applicability to the current patient. He was motivated to be proactive.

**Example:**
is an EBM practitioner, as observed by conversations during rounds, whom others try to emulate. He enjoys teaching colleagues how to become EBM practitioners by role modeling. He helps team members develop and refine their skills using his...