<table>
<thead>
<tr>
<th>Knowledge &amp; Skills</th>
<th>Attitudes &amp; Behaviors</th>
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</tr>
</thead>
<tbody>
<tr>
<td>✓ Collects Data</td>
<td>✓ Accountable to self and group</td>
<td>✓ Identifies key findings</td>
<td>✓ Actively problem-solves, including formulating multiple hypotheses</td>
</tr>
<tr>
<td>✓ Identifies problems</td>
<td>✓ Considers others’ ideas incl. patient</td>
<td>✓ Uses pertinent positives and negatives</td>
<td>✓ Strategically assesses situation (re diagnostic tests or what they expect to find)</td>
</tr>
<tr>
<td>✓ Communicates clinical facts</td>
<td>✓ Knows who and when to consult</td>
<td>✓ Prioritizes issues/problems</td>
<td>✓ Articulates rationales for decision-making</td>
</tr>
<tr>
<td>✓ Demonstrates awareness of cultural, socioeconomic differences</td>
<td>✓ Understands and compensates for strengths and weaknesses of self and peers</td>
<td>✓ Offers “reasonable possibilities”</td>
<td>✓ Considers which data to collect, how and why it should be collected and how to make sense of it</td>
</tr>
<tr>
<td>✓ Reflects on case, self &amp; process</td>
<td>✓ Identifies gaps in knowledge</td>
<td>✓ Identifies/explains tests &amp; follow-up options</td>
<td>✓ Engages in reflective reasoning and proposes and selects from among reasonable options</td>
</tr>
<tr>
<td>✓ Identifies appropriate and optimal information sources</td>
<td>✓ Articulates conditions under which they perform well and those that tend to cause stress or interfere with performance</td>
<td>✓ Reaches evidence-based conclusions</td>
<td>✓ Actively considers others’ perspectives</td>
</tr>
</tbody>
</table>

**REPORTER**
“Consistently good in Interpersonal skills; reliably obtains and communicates clinical findings” (Pangaro, 1999); addresses **WHAT** questions.

**INTERPRETER**
“Reporting shows selectivity, prioritization, and implies analysis. Fulfills the promise of active involvement in thinking through patient problems, and of acquiring the knowledge to offer a reasonable differential diagnosis” (Pangaro, 2006); addresses **WHY** questions.
### Knowledge & Skills

<table>
<thead>
<tr>
<th>Manager</th>
<th>Educator</th>
<th>Self &amp; Peer Educator</th>
<th>Patient Educator</th>
</tr>
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</table>

#### Manager
Consistently answers **HOW** questions, as in how to resolve problems; clinical planning fulfills a promise of working with patients on diagnostic and therapeutic decisions, and a promise of developing the expertise to do so (Pangaro, 2006).

#### Attitudes & Behaviors
- Engages in reflective practice (before, during, after engagement with patient care)
- Engages in critical reflection that considers relationship among process, outcomes and consequences.
- Incorporates past experience in present learning
- Is able to “tailor the plan to the particular patient’s circumstances and preferences [which] requires higher-level interpersonal skills, including the skills needed to educate patients” (Pangaro, 2006).
- Uses knowledge of basic science to identify, justify, and prioritize possible treatments

#### Knowledge & Skills
- Discerns appropriate resources
- Applies medical knowledge with some confidence to the case
- Prioritizes among hypotheses
- Able to select among options in developing a plan of care
- Engages at higher interpersonal level of communication, including negotiation of options with patient or colleagues

#### Educator
**SYNTHESIZES** knowledge and practice; committed to mastery of “self-directed learning and a mastery of basics” & “insight to define important questions to research in more depth, the drive to look for hard evidence on which clinical practice can be based, and the skill to know whether the evidence will stand up to scrutiny” (Pangaro, 2006).

#### Attitudes & Behaviors
- Engages in personal planning and reflection to fulfill a commitment to deeper expertise for self and colleagues and patients (Pangaro, 2006)
- Incorporates past experience in present learning
- Learns systematically from experience and develops awareness and ability to apply it forward
- Committed to self-correction and self-improvement
- Demonstrates “internal motivation and time-management skills to look for rigorous evidence on which to base clinical practice, knowing whether current evidence will stand up to scrutiny,” (Pangaro, 2006).