<table>
<thead>
<tr>
<th>LEVEL OF QUESTIONING</th>
<th>EXAMPLES</th>
<th>SUITABLE FOR:</th>
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| 4: EVALUATION/REFLECTION  | ➢ What surprised you about that case?  
➢ What factors or decisions primarily affected the end result?  
➢ How well were you able to integrate FIFE into your approach with that patient?  
➢ What were some of the factors that may have contributed to the patient becoming angry during this interview? | Postgraduate Residents (R1 → R2)          |
| 3: CRITICAL THINKING      | ➢ How might you interpret these lab values?  
➢ What is your differential diagnosis?  
➢ What is your working diagnosis?  
➢ If this patient refuses transfer, what might you do next?  
➢ Who would be useful to collaborate with in the care of this patient?  
➢ What are some ethical considerations when caring for an 85-year-old patient whose family acts as her translator? | Medical Students (Yr1 → Yr4)               |
| 2: COMPREHENSION          | ➢ How does hypertension increase the risk of cardiovascular disease?  
➢ Why are flow sheets often used in chronic disease management?  
➢ Why would we consider this patient’s financial situation when developing their care plan?  
➢ How might cultural competency impact the doctor-patient relationship? |                                           |
| 1: KNOWLEDGE             | ➢ What are common causes of chest pain?  
➢ Where can you find reliable information on the current guidelines for hypertension?  
➢ What are some community resources available to support those suffering from depression?  
➢ What specific population would you target with this PICO question? |                                           |

Adapted from Practical Doc website (www.practicaldoc.ca)