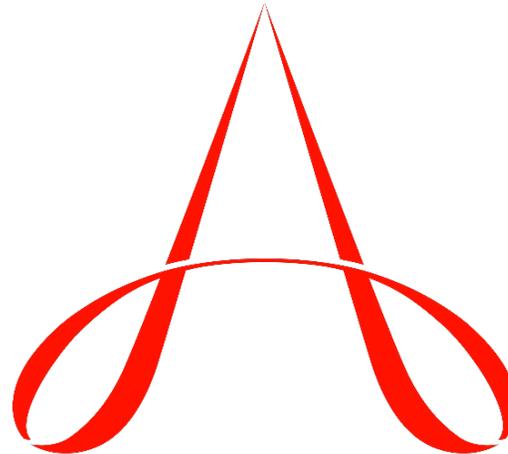




Brain Injury Medicine Milestones

The Accreditation Council for Graduate Medical Education



A C G M E

Implementation Date: July 1, 2021
Second Revision: May 2021
First Revision: July 2014

Brain Injury Medicine Milestones

The Milestones are designed only for use in evaluation of fellows in the context of their participation in ACGME-accredited residency or fellowship programs. The Milestones provide a framework for the assessment of the development of the fellow in key dimensions of the elements of physician competence in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.

Brain Injury Medicine Milestones Work Group

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American Board of Physical Medicine and Rehabilitation
American Board of Psychiatry and Neurology
Review Committee for Neurology
Review Committee for Physical Medicine and Rehabilitation

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of fellow performance, and then report to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME Competencies organized in a developmental framework. The narrative descriptions are targets for resident/fellow performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert fellow in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior fellow may achieve higher levels early in his/her educational program just as a senior fellow may be at a lower level later in his/her educational program. There is no predetermined timing for a resident to attain any particular level. Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the fellow.

Selection of a level implies the fellow substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page iv).

Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert fellow whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to ACGME supervision guidelines as described in the Program Requirements, as well as to institutional and program policies. For example, a fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, like examples contained within the Milestones, is designed only to assist the program director and Clinical Competency Committee and is not meant to demonstrate any required element or outcome.

Additional resources are available in the [Milestones](#) section of the ACGME website. Follow the links under “What We Do” at www.acgme.org.

The diagram below presents an example set of milestones for one subcompetency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow's performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes that fellow's performance in relation to those milestones.

Systems-Based Practice 1: Patient Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of commonly reported patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events	Conducts analysis of patient safety events and offers error prevention strategies	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems	Participates in disclosure of patient safety events to patients and families	Discloses patient safety events to patients and families	Role models or mentors others in the disclosure of patient safety events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Yet Completed Level 1 <input type="checkbox"/>				

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

Patient Care 1: History				
Level 1	Level 2	Level 3	Level 4	Level 5
Acquires a basic history, including medical, functional, and psychosocial elements	Uses knowledge of brain injury medicine to acquire a history to guide the performance of the physical examination	Acquires a history, in patients with complex conditions and comorbidities, including psychiatric	Efficiently acquires a relevant history, gathering subtle, sensitive, and/or not readily volunteered information, across a spectrum of ages, impairments, and clinical settings	Mentors others in gathering subtle, sensitive, and/or not readily volunteered information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 2: Physical Examination				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs a basic physical and neurologic exam that identifies impairments and functional abilities	Interprets the neurologic exam to accurately assess brain injury and its sequelae, and other non-neurologic comorbidities	Modifies exam to accommodate the patient's impairments, optimize assessment, minimize discomfort, and preserve patient dignity	Identifies and correctly interprets subtle or atypical physical and neurologic findings from the brain injury	Mentors others in physical and neurologic exam skills in complex brain injury patients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 3: Spasticity Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic understanding of spasticity management options	Provides rationale for treatment options including oral and injectable medications, and non-pharmacologic treatments (e.g., physical or occupational therapy, casting, dynamic splinting, surgery)	Individualizes treatment choices regarding medication options (e.g., baclofen pump, botulinum toxin injection, phenol), dosing, and injection guidance methods	Adapts a treatment program for continued spasticity management which modifies for better neuromuscular control or corrects possible side effects	Educates others on spasticity management (procedural and non-procedural interventions)
Identifies indications and contraindications for the procedure	Performs some components of the procedure, with supervision	Performs all components of the procedure, including obtaining informed consent, with supervision	Performs all components of the procedure, including obtaining informed consent across a spectrum of presentations	Instructs others on the performance of the procedure across a spectrum of presentations
Diagnoses patients with upper motor neuron hyperactivity syndromes by history and physical examination	Assesses the severity of spasticity (physically and functionally) and documents the assessment accurately before and after interventions	Assesses outcomes of spasticity interventions, patient's tolerability, and side effects	Assesses outcomes of spasticity interventions and manages complications	Educates others on the assessment of outcomes across a spectrum of treatment choices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 4: Evaluation and Diagnosis of Individuals with Brain Injury across the Spectrum of Severity				
Level 1	Level 2	Level 3	Level 4	Level 5
Generates a differential diagnosis for common presentations from concussion through disorders of consciousness	Generates a differential diagnosis that considers atypical presentations across levels of severity and conditions commonly seen in brain injury	Generates a comprehensive differential diagnosis, including less common conditions	Synthesizes clinical information and results of diagnostic studies in the development of a comprehensive differential diagnosis	From a comprehensive differential diagnosis produces a focused and prioritized differential diagnosis accounting for rare conditions
Orders diagnostic studies for common presentations	Orders diagnostic studies for conditions commonly seen in brain injury	Prioritizes the sequence and urgency of diagnostic testing	Orders diagnostic testing based on cost-effectiveness and likelihood that results will influence clinical management	Streamlines diagnostic evaluation for maximal cost-effectiveness and minimal patient burden
Interprets basic diagnostic study results	Interprets more complex diagnostic study results	Interprets diagnostic study results and pursues further testing or specialist input	Incorporates diagnostic study results and specialist input into a care plan	Distinguishes key components of diagnostic study results and specialists input into a care plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Patient Care 5: Medical/Neuropsychiatric Management of Individuals with Brain Injury across the Spectrum of Severity				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies presence of medical comorbidities directly and indirectly related to brain injury	Identifies level of medical acuity and initiates appropriate treatment	Identifies individual risk factors for secondary conditions and potential complications and institutes preventive care	Develops and implements a comprehensive treatment plan that identifies and addresses all pertinent comorbidities, secondary conditions, and potential complications	Educates others on development and implementation of comprehensive plans that address comorbidities, secondary conditions, and complications, and critically evaluates emerging treatments for efficacy and scientific validity
Identifies common neuropsychiatric consequences of brain injury	Performs initial diagnostic evaluation of neuropsychiatric symptoms	Initiates appropriate pharmacologic and non-pharmacologic treatment of neuropsychiatric symptoms	Develops and implements a comprehensive individualized treatment plan that addresses neuropsychiatric symptoms	Educates others on development and implementation of a comprehensive individualized plans that address neuropsychiatric symptoms
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 6: Therapy and Durable Medical Equipment Management of Individuals with Brain Injury				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies rehabilitation therapies by discipline, based on functional need	Prescribes rehabilitation therapies by discipline, based on functional need in accordance with short-term goals	Provides therapy prescriptions with appropriate precautions in accordance with short- and long-term goals	Provides detailed therapy prescription for specific conditions while adjusting for short- and long-term goals	Collaborates with orthotists, therapists, and other health care professionals for problem solving unusual clinical and functional challenges with therapies
Identifies basic orthoses, mobility aids, and assistive technology	Recognizes the indications for basic orthoses, mobility aids, and assistive technology	Prescribes commonly used orthoses, mobility aids, and assisted technology with understanding of outcomes	Prescribes assistive technologies and mobility devices in partnership with the interprofessional team	Serves as an expert resource to other stakeholders (e.g., insurance companies) for the appropriateness of durable medical equipment and assistive technologies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Medical Knowledge 1: Traumatic and Non-Traumatic Brain Injury				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes common etiologies of brain injuries and risk factors	Demonstrates knowledge of the spectrum of severity and prognosis of brain injury	Demonstrates knowledge of unique clinical features in special brain injury populations (e.g., geriatric, military, penetrating)	Role models in providing education to patients, families/caregivers, and local community about brain injury	Serves as an expert resource to health care professionals regarding brain injury
Describes basic brain anatomy, pathophysiology of brain injuries, and neurorecovery mechanisms	Demonstrates the knowledge of effects of insult to specific brain regions and makes clinical correlations	Demonstrates the knowledge required to diagnose and treat neurological disorders/impairments after brain injuries	Demonstrates the knowledge required to diagnose and treat neurological disorders/impairments in medically complex cases	Delineates a brain injury-specific health maintenance and management program across the lifespan
Describes common complications of brain injuries	Demonstrates knowledge of risk factors for specific secondary complications and appropriate preventative measures	Describes diagnostic and therapeutic measures for secondary complications	Demonstrates the knowledge required to select appropriate treatment options based on potential side effects and contraindications	Describes interdisciplinary approach to treat the conditions and demonstrates knowledge of complementary and alternative therapies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 2: Functional Outcomes and Assessment across the Entire Spectrum of Brain Injury Severity				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge in the assessment of functional impairments	Demonstrates advanced knowledge in the assessment of functional impairments	Integrates a generalized assessment based on an individual's injury to determine functional outcomes	Integrates a comprehensive assessment of an individual to include broader aspects of the injury to determine functional outcomes	Provides comprehensive recommendations related to functional outcomes based on ongoing assessments
Determines basic functional impairments related to cognitive and/or physical deficits	Determines advanced functional impairments related to cognitive and/or physical	Synthesizes prognosis and recovery based on assessment of functional impairments	Integrates assessment of an individual to determine functional goals and prognosis	Delivers evidence-based recommendations for use of interventions as it relates to improving functional outcomes and discussing prognosis
Demonstrates knowledge of commonly used assessment tools in brain injury medicine	Selects and implements an assessment tool to assist with functional evaluations	Interprets assessment tools used to assist in determining functional outcomes	Exhibits differential uses and limitations of assessment tools for determinants of functional outcomes	Demonstrates knowledge of controversial and emerging evaluations for functional outcome
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 3: Clinical Reasoning				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies salient elements of a patient presentation to inform clinical reasoning	Develops a prioritized differential diagnosis for common presentations	Develops a prioritized differential diagnosis for complex presentations	Synthesizes information to reach high-probability diagnoses with continuous re-appraisal to minimize clinical reasoning errors	Uses new and emerging data to critically evaluate complex undiagnosed cases
Identifies diagnostic studies for common medical conditions	Identifies diagnostic studies for conditions commonly seen in brain injury medicine practice	Prioritizes the sequence and urgency of diagnostic testing	Considers diagnostic testing based on cost effectiveness and likelihood that results will influence clinical management	Mentors others on the identification of cost-effective, high-yield diagnostic testing
Identifies common causes of clinical reasoning error	Describes types of clinical reasoning errors within patient care	Demonstrates a structured approach to personally identify clinical reasoning errors	Anticipates and accounts for errors and biases	Mentors others on minimizing clinical reasoning errors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			Not Yet Completed Level 1	<input type="checkbox"/>
			Not Yet Assessable	<input type="checkbox"/>

Systems-Based Practice 1: Patient Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and families/caregivers (simulated or actual)	Discloses patient safety events to patients and families/caregivers (simulated or actual)	Mentors others in the disclosure of patient safety events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 2: Quality Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes quality improvement initiatives and how to be involved	Participates in quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 3: System Navigation for Patient-Centered Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of care coordination	Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional team members	Coordinates care of patients in complex clinical situations effectively collaborating with members of the interprofessional teams	Role models effective coordination of patient-centered care in collaboration with different professions and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems and settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
Demonstrates knowledge of population and community health needs and disparities	Identifies specific population and community health needs and inequities for their local population	Uses local resources effectively to meet the needs of a patient population and community while minimizing health care inequities	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocacy in partnership with populations and communities experiencing health care inequities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Systems-Based Practice 4: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Identifies key components of the complex health care system, including the various venues for post-acute care</p> <p>Describes basic health payment systems (e.g., government, private, public, uninsured care) and practice models</p> <p>Identifies basic knowledge domains for effective transition to practice (e.g., information technology, legal, billing and coding, financial, personnel)</p>	<p>Describes how components of a complex health care system are interrelated, and how this impacts patient care</p> <p>Delivers care with consideration of each patient's payment model (e.g., insurance type)</p> <p>Demonstrates use of information technology required for medical practice (e.g., electronic health record, documentation required for billing and coding)</p>	<p>Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)</p> <p>Engages with patients in shared decision making, informed by each patient's payment models</p> <p>Describes core administrative knowledge needed for transition to practice (e.g., contract negotiations, malpractice insurance, government regulation, compliance)</p>	<p>Navigates the various components of the complex health care system to provide efficient and effective patient care and transition of care</p> <p>Advocates for patient care needs (e.g., community resources, patient assistance resources) with consideration of the limitations of each patient's payment model</p> <p>Analyzes individual practice patterns and professional requirements in preparation for independent practice</p>	<p>Advocates for or leads systems change that enhances high value, efficient, and effective patient care and transition of care</p> <p>Participates in health policy advocacy activities</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates how to access clinical evidence	Locates clinical evidence and formulates basic treatment recommendations	Integrates clinical evidence with practice of patient care of complex patients	Critically appraises and applies clinical evidence to individual patient care	Educates others on how critically appraise and apply evidence to individual patient care
Articulates a summary and use of the available evidence	Develops clinical questions and searches the available evidence	Locates and applies hierarchal clinical evidence in the care of patients	Integrates conflicting evidence to tailor recommendations to individual patient care	Develops evidence-based treatment guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Professional Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Accepts responsibility for professional development and establishing goals	Demonstrates openness to performance feedback to inform goals	Seeks and incorporates performance feedback episodically, with openness and humility	Seeks and incorporates performance feedback consistently, with openness and humility	Role models consistently seeking and incorporating performance feedback
Identifies and analyzes performance gaps between one's expected and actual performance	Reflects on the factors which contribute to performance gaps	Reflects and institutes behavioral changes to narrow performance gaps	Re-evaluates the effectiveness of behavioral changes and modifies when necessary	Coaches others on reflective practice to improve performance gaps
Seeks opportunities to improve through an assisted learning plan	Designs and implements a learning plan with assistance	Independently designs and implements a learning plan	Uses performance feedback to measure and modify the effectiveness of a learning plan	Facilitates the design and implementation of learning plans for others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 1: Ethics				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of core ethical principles	Analyzes straightforward situations using ethical principles	Analyzes complex situations using ethical principles and seeks guidance for resolution	Recognizes conflicting ethical dilemmas and resourcefully manages and resolves them using appropriate resources	Serves as a resource for others to resolve complex ethical challenges
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 2: Professional Behaviors				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes core professional behavior	Demonstrates professional behavior in routine situations	Demonstrates professional behavior in complex or stressful situations	Recognizes and manages dilemmas that may trigger lapses in professional behavior	Role models professional behavior
Approaches clinical care with recognition of how professional behavior can affect others	Describes situations to appropriately report professionalism lapses in self and others	Takes responsibility for own professionalism lapses and responds appropriately	Proactively intervenes to prevent professionalism lapses in self and others	Identifies and addresses system-based factors that affects professionalism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 3: Accountability				
Level 1	Level 2	Level 3	Level 4	Level 5
Responds promptly to requests or reminders to complete responsibilities	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations	Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations	Proactively implements strategies to ensure that the needs of patients, family members, caregivers, teams, and systems are met in a timely manner	Mentors others to optimize timely task completion
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Professionalism 4: Patient Care Etiquette with Patients of All Abilities				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the need to respect the dignity of all patients and patient families/caregivers regardless of impairments or disabilities	Demonstrates specific elements of verbal and physical communication that reflect respect for people with impairments or disabilities	Maintains patient's and family's/caregiver's comfort and dignity during history taking and physical examination for those with mild impairments or disabilities	Maintains patient's and family's/caregiver's comfort and dignity during history taking and physical examination for those with severe impairments or disabilities	Mentors and is a resource for others by coaching them in behaviors and actions that optimize the comfort, dignity, and respect of people with impairments or disabilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Completed Level 1 <input type="checkbox"/>

Professionalism 5: Fellow Well-Being and Help-Seeking				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes status of personal and professional well-being, with assistance	Independently recognizes status of personal and professional well-being and demonstrates appropriate help-seeking behaviors	With assistance, proposes, implements, and refines a plan to optimize personal and professional well-being for oneself and others	Independently develops, implements, and refines a plan to optimize personal and professional well-being for oneself and others	Mentors others and addresses system barriers and facilitators to optimize personal and professional well-being for oneself and others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

This subcompetency is not intended to evaluate a fellow's well-being. Rather, the intent is to ensure that each fellow has the fundamental knowledge of factors that impact well-being, the mechanism by which those factors impact well-being, and available resources and tools to improve well-being.

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses language and non-verbal behavior to demonstrate respect and establish rapport</p> <p>Mitigates common barriers to effective communication (e.g., language, disability)</p> <p>Accurately communicates one's own role within the health care system</p>	<p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Mitigates complex barriers to effective communication (e.g., health literacy, cultural differences)</p> <p>Organizes and initiates communication with patient/patient family/caregiver by clarifying expectations and verifying understanding of the clinical situation</p>	<p>Establishes a therapeutic relationship in challenging patient encounters</p> <p>When prompted, reflects on personal biases while attempting to mitigate communication barriers</p> <p>With guidance, sensitively and compassionately delivers medical information, elicits patient and patient family/caregiver values, goals and preferences, and acknowledges uncertainty and conflict</p>	<p>Easily establishes therapeutic relationships, with attention to patient/patient family/caregiver concerns and context, regardless of complexity</p> <p>Overcomes personal biases while proactively mitigating communication barriers</p> <p>Independently, uses shared decision making to align patient and patient family/caregiver values, goals, and preferences with treatment options to make a personalized care plan</p>	<p>Mentors others in developing positive therapeutic relationships</p> <p>Mentors others in self-awareness practice while teaching a contextual approach to mitigate communication barriers</p> <p>Mentors others in shared decision making in patient and patient family/caregiver communication including those with a high degree of uncertainty/conflict</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Uses respectful language that values all health care team members</p>	<p>Communicates information effectively with all health care team members</p>	<p>Checks one's own understanding while listening to adapt communication style to fit team needs</p>	<p>Coordinates recommendations and communication from different health care team members to optimize patient care</p>	<p>Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed</p>
<p>Understands the need and benefit of receiving feedback on performance from the health care team</p>	<p>Solicits feedback on performance as a health care team member</p>	<p>Communicates concerns and provides feedback to health care team members</p>	<p>Communicates feedback and constructive criticism to superiors</p>	<p>Facilitates regular health care team-based feedback in complex situations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				

Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accurately records information in the patient record while safeguarding patient personal health information</p> <p>Demonstrates basic knowledge of appropriate channels of communication within the institution (e.g., pager callback, timely response to emails)</p>	<p>Demonstrates organized and complete diagnostic and therapeutic reasoning through notes in the patient record, including appropriate modifications when using copy-and-paste function</p> <p>Communicates through appropriate channels as required by institutional policy (e.g., patient safety reports)</p>	<p>Communicates clearly, concisely, timely, and in an organized written form, including anticipatory recommendations</p> <p>Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context</p>	<p>Provides feedback to improve others' written communication</p> <p>Achieves written or verbal communication that serves as an example for others to follow</p>	<p>Models feedback to improve others' written communication</p> <p>Guides departmental or institutional communication around policies and procedures</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				