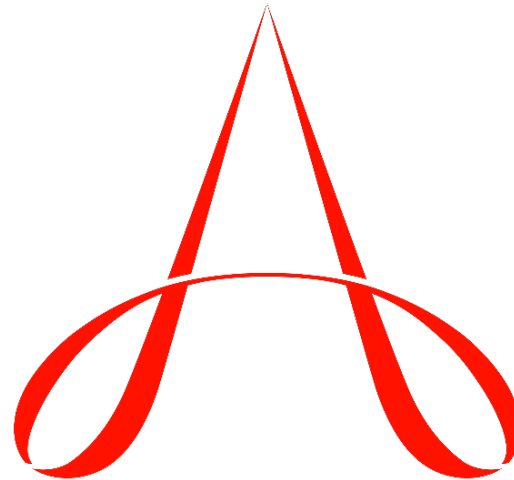


Child Neurology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation Date: July 1, 2021
Second Revision: March 2020
First Revision: January 2014

Child Neurology Milestones

The Milestones are designed only for use in evaluation of resident in the context of their participation in ACGME-accredited residency programs. The Milestones provide a framework for the assessment of the development of the resident in key dimensions of the elements of physician competency 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.

Child Neurology Milestones

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American Board of Psychiatry and Neurology

Professors of Child Neurology

Review Committee for Child Neurology

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of resident 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 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 resident 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 resident may achieve higher levels early in his/her educational program just as a senior resident 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. Residents 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 resident.

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

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 resident 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.

Examples are provided for some milestones within this document. Please note: the examples are not the required element or outcome; they are provided as a way to share the intent of the element.

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 resident 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 resident's performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes that resident's performance in relation to those milestones.

| Systems-based Practice 1: Patient Safety and Quality Improvement | | | | |
|--|---|--|---|---|
| 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 (actual or simulated) | Participates in disclosure of patient safety events to patients and families (simulated or actual) | Discloses patient safety events to patients and families (simulated or actual) | Role models or mentors others in the disclosure of patient safety events |
| Demonstrates knowledge of basic quality improvement methodologies and metrics | Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation) | Participates in local 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: 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: Neurologic and Developmental History | | | | |
|--|--|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Obtains, communicates, and documents a developmentally appropriate history, including perinatal, developmental, and family components | Obtains, communicates, and documents a complete and relevant history | Obtains, communicates, and documents a well-organized history | Obtains, communicates, and documents history efficiently | Reconciles information from conflicting sources or that are difficult to access into the history |
| <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 2: Neurologic Exam | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Performs, communicates, and documents a systematic, developmentally appropriate neurological exam on patients ranging across the lifespan | Performs, communicates, and documents an accurate neurological exam on patients ranging across the lifespan | Performs, communicates, and documents a comprehensive and relevant neurological exam, incorporating some additional appropriate maneuvers | Efficiently performs, communicates, and documents a precise neurological exam pertinent to the patient's presenting problem | Consistently demonstrates mastery in performing, communicating, and documenting a neurological exam on patients ranging across the lifespan |
| <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 3: Critical Care | | | | |
|--|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes critical illnesses and emergencies that affect the nervous system | Diagnoses critical illnesses and emergencies that affect the nervous system | Manages critical illnesses and emergencies that affect the nervous system, with direct supervision | Independently diagnoses and manages critical illnesses and emergencies that affect the nervous system | Serves as a model for the management of critical illnesses and emergencies that affect the nervous system and is an integral part of the interdisciplinary team |
| <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 4: Diagnosis and Management in the Inpatient Setting | | | | |
|---|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies typical presentations of common neurologic conditions Develops an initial management plan for common neurologic disorders | Diagnoses common neurologic conditions Manages common neurologic disorders, considering risks and benefits of treatment | Identifies atypical presentations of common neurologic conditions and typical presentations of uncommon neurologic conditions Individualizes management, ensuring the appropriate level of care throughout hospitalization and upon discharge | Diagnoses uncommon neurologic conditions Manages treatment response, disease progression, and complications of therapy | Identifies atypical presentations of uncommon neurologic conditions Serves as a model for inpatient management of neurological conditions and leads the interdisciplinary team |
| <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: Diagnosis and Management in the Outpatient Setting | | | | |
|---|--|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies typical presentations of common neurologic conditions Develops an initial management plan for common neurologic disorders | Diagnoses common neurologic conditions Manages common neurologic disorders, considering risks and benefits of treatment | Diagnoses atypical variants of common neurologic conditions Individualizes management and adapts plan based upon patient response and family factors | Diagnoses uncommon neurologic conditions Manages disease progression and complications of therapy; identifies when to change acuity of care | Identifies atypical presentations of uncommon neurologic conditions Longitudinally and independently manages patients with complex neurologic conditions |
| <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 6: Neuroimaging | | | | |
|--|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies normal neuroanatomy on brain and spine magnetic resonance (MR) and computed tomography (CT) | Describes major abnormalities of the brain and spine on MR and CT | Describes subtle abnormalities of the brain and spine and normal developmental changes on MR and CT | Interprets developmental and acquired abnormalities on neuroimaging of brain and spine | Interprets rare and complex findings on neuroimaging and serves as a resource for colleagues |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="float: right; text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Patient Care 7: Electroencephalogram (EEG) | | | | |
|--|--|---|--|---------------------------------------|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Describes general indications for an EEG | Describes normal EEG features using correct terminology, including common artifacts, across the lifespan | Describes patterns of status epilepticus, normal EEG variants and common abnormalities, across the lifespan | Interprets common EEG abnormalities and creates a report | Interprets uncommon EEG abnormalities |
| <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 8: Lumbar Puncture | | | | |
|--|--|--|--|-----------------------------------|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Lists the indications, contraindications, and complications of lumbar puncture | Performs lumbar puncture and manages complications from lumbar puncture under direct supervision | Performs lumbar puncture with indirect supervision | Independently performs lumbar puncture on patients across the lifespan | Administers intrathecal 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> | | | | |

| Patient Care 9: Electromyography | | | | |
|--|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Describes general indications for nerve conduction studies/ electromyography tests | Describes patterns seen on nerve conduction studies/ electromyography related to localization | Plans nerve conductive studies/ electromyography in the context of the clinical presentation | Interprets results of nerve conductive studies/ electromyography testing in the context of the clinical presentation | Plans, performs, interprets, and creates a report for nerve conductive studies/ electromyography |
| <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 10: Determination of Death by Neurologic Criteria | | | | |
|---|--|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Discusses the concept of determination of death by neurologic criteria | Identifies components of determination of death by neurologic criteria | Performs determination of death by neurologic criteria, with assistance | Independently performs determination of death by neurologic criteria | Serves as a role model for determination of death by neurologic criteria |
| <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> | | | | |

| Medical Knowledge 1: Development and Behavior | | | | |
|--|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Lists growth and developmental norms | Identifies signs of abnormal growth and development | Demonstrates sufficient knowledge to counsel families regarding outliers in normal growth and development | Demonstrates sufficient knowledge to counsel families regarding common and uncommon disorders of development across the lifespan | Serves as a role model to counsel families regarding uncommon disorders of development across the lifespan |
| Recognizes that emotional, cognitive, and behavioral developments evolve across the lifespan | Discusses normal emotional, cognitive, and behavioral development across the lifespan | Discusses abnormal emotional, cognitive, and behavioral development across the lifespan | | |
| <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 2: Localization | | | | |
|--|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Localizes signs and symptoms to general regions of the nervous system | Localizes signs and symptoms to specific regions of the nervous system | Localizes signs and symptoms to discrete structures of the nervous system | Precisely localizes signs and symptoms and describes the impact on patient management | Role models the precise localization of complex signs and symptoms to discrete structures of the nervous system |
| <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 3: Clinical Reasoning and Formulation | | | | |
|--|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Synthesizes available information to create age-appropriate broad differential diagnosis | Identifies relevant pathophysiologic categories to generate a structured differential diagnosis | Accurately prioritizes differential diagnosis | Continuously re-evaluates differential diagnosis in response to changes in clinical circumstances | Role models formulation and clinical reasoning |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="float: right; text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Medical Knowledge 4: Diagnostic Investigation | | | | |
|--|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Discusses general diagnostic approach appropriate to clinical presentation | Lists indications, contraindications, risks, and benefits of diagnostic testing | Prioritizes and interprets diagnostic tests appropriate to clinical urgency and complexity | Uses complex diagnostic approaches that have the highest diagnostic yield and cost effectiveness | Demonstrates sophisticated knowledge of diagnostic testing and controversies |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | Not Yet Assessable | <input type="checkbox"/> |
| | | | Not Yet Completed Level 1 | <input type="checkbox"/> |

| Systems-Based Practice 1: Patient Safety and Quality Improvement | | | | |
|---|---|--|---|---|
| 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 (simulated or actual) | Discloses patient safety events to patients and families (simulated or actual) | Role models or mentors others in the disclosure of patient safety events |
| Demonstrates knowledge of basic quality improvement methodologies and metrics | Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation) | Participates in local 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 2: 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 teams | Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams | Role models effective coordination of patient-centered care among different disciplines 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, including outpatient 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 | Participates in changing and adapting practice to provide for the needs of specific populations | Leads innovations and advocates for populations and communities with 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 3: 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 (e.g., hospital, skilled nursing facility, finance, personnel, technology)</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</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>Describes core administrative knowledge needed for transition to practice</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>Demonstrates use of administrative knowledge required for transition to practice</p> | <p>Manages 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 for transition to 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> <p>Educates others to prepare them for transition to practice</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 |
| Uses available evidence to care for a routine patient | Articulates clinical questions to guide evidence-based care | Locates and applies the best available evidence to the care of complex patients | Critically appraises and applies evidence even in the face of uncertainty and conflicting evidence to guide care | Coaches others to critically appraise and apply evidence for complex patients; and/or participates in the development of 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 Personal Growth | | | | |
|--|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Accepts responsibility for personal and professional development by establishing goals | Demonstrates openness to performance data (feedback and other input) | Seeks performance data episodically, with adaptability and humility | Intentionally seeks performance data consistently with adaptability and humility | Role models consistently seeking performance data with adaptability and humility |
| Identifies the factors which contribute to gap(s) between expectations and actual performance | Analyzes and reflects on the factors which contribute to gap(s) between expectations and actual performance | Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance | Addresses assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance | Coaches others on reflective practice |
| Actively seeks opportunities to improve | Designs and implements a learning plan, with prompting | Independently creates and implements a learning plan | Analyze and edit/modify learning plans regularly | Role models creation, implementation, analysis, and modification of learning plans |
| <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 1: Professional Behavior and Ethical Principles | | | | |
|--|---|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Identifies and describes potential triggers for professionalism lapses and describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers</p> <p>Demonstrates knowledge of fundamental ethical principles</p> | <p>Demonstrates professional behavior in routine situations and takes responsibility for own professionalism lapses</p> <p>Analyzes straightforward situations using ethical principles and recognizes need to seek help in managing and resolving complex ethical situations</p> | <p>Demonstrates professional behavior in complex or stressful situations</p> <p>Analyzes complex situations using ethical principles</p> | <p>Recognizes situations that may trigger professionalism lapses and/or intervenes to prevent lapses in self and others</p> <p>Recognizes and uses appropriate resources for managing and resolving ethical dilemmas as needed</p> | <p>Coaches others when their behavior fails to meet professional expectations</p> <p>Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution</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> | | | | |

| Professionalism 2: Accountability/Conscientiousness | | | | |
|--|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future</p> <p>Responds promptly to requests or reminders to complete tasks and responsibilities</p> | <p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations</p> <p>Recognizes situations that may impact own ability to complete tasks and responsibilities in a timely manner</p> | <p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations</p> <p>Proactively implements strategies to ensure that the needs of patients, teams, and systems are met</p> | <p>Manages situations that may impact others' ability to complete tasks and responsibilities in a timely manner</p> <p>Role models the strategies to ensure that the needs of patients, teams, and systems are met</p> | <p>Identifies and seeks to address system-level factors that impact completion of tasks</p> <p>Coaches others to develop strategies to ensure that the needs of patients, teams, and systems are met</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> | | | | |

| Professionalism 3: Self-Awareness and Well-Being | | | | |
|---|---|---|--|--|
| 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 | With assistance, proposes a plan to promote personal and professional well-being | Independently develops a plan to promote personal and professional well-being | Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations |
| Recognizes limits in knowledge/skills, with assistance | Independently recognizes limits in knowledge/skills | With assistance, proposes a plan to remediate or improve limits in knowledge/skills | Independently develops a plan to remediate or improve limits in knowledge/skills | |
| <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 resident's well-being. Rather, the intent is to ensure that each resident has the fundamental knowledge of factors that affect well-being, the mechanisms by which those factors affect 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 nonverbal behavior to demonstrate respect and establish rapport</p> <p>Identifies common barriers to effective communication while accurately communicating own role within the health care system</p> | <p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Identifies complex barriers to effective communication</p> | <p>Establishes a therapeutic relationship in challenging patient encounters</p> <p>When prompted, reflects on personal biases while attempting to minimize communication barriers</p> | <p>Easily establishes therapeutic relationships, with attention to patient/family concerns and context, regardless of complexity</p> <p>Independently recognizes personal biases while attempting to proactively minimize communication barriers</p> | <p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</p> <p>Role models self-awareness practice while identifying teaching a contextual approach to minimize communication barriers</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: Patient and Family Education | | | | |
|---|---|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Recognizes link between patient outcomes and education</p> <p>Identifies the need to adjust communication strategies based on patient/family expectations and understanding of their health status and treatment options</p> | <p>Describes methods for effective patient education</p> <p>Organizes and initiates communication with patient/family by introducing stakeholders, setting the agenda, clarifying expectations, and verifying understanding of the clinical situation</p> | <p>Educates patients effectively in straightforward situations, including eliciting understanding of information provided</p> <p>Compassionately delivers medical information, elicits patient/family values, goals and preferences, and acknowledges uncertainty and conflict</p> | <p>Educates patients effectively in complex situations</p> <p>Independently uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan</p> | <p>Educates patients in self-advocacy, community outreach, and activism</p> <p>Role models shared decision making in patient/family 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 3: Interprofessional and Team Communication | | | | |
|---|---|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Respectfully requests and/or receives a consultation | Clearly and concisely requests or responds to a consultation | Checks own or others understanding of consultation | Coordinates recommendations from different members of the health care team to optimize patient care | Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed |
| Uses language that values all members of the health care team | Communicates information effectively with all members of the health care team | Uses active listening to adapt communication style to fit team needs | | |
| Understands the importance of feedback | Solicits feedback on performance as a member of the health care team | Communicates concerns and provides feedback to peers and learners | Communicates feedback and constructive criticism to superiors | Facilitates regular health care team-based feedback in complex situations |
| <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> | | | | |

| Interpersonal and Communication Skills 4: Communication within Health Care Systems | | | | |
|---|---|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Accurately records information in the patient record as required by institutional policy</p> <p>Describes appropriate use of documentation shortcuts as required by institutional policy</p> | <p>Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record</p> <p>Accurate, timely, and appropriate use of documentation shortcuts in formats specified by institutional policy</p> | <p>Concisely reports diagnostic and therapeutic reasoning in the patient record</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>Communicates clearly, concisely, timely, and in an organized written form, including anticipatory guidance</p> <p>Achieves written or verbal communication (patient notes, email, etc.) 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> | | | | |