

Neurology Milestones for the Middle East



May 2017

The Neurology Milestones for the Middle East

The Milestones are designed only for use in evaluation of residents/fellows in the context of their participation in ACGME-I-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. 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.

Milestones Reporting

This document presents milestones designed for programs to use in semi-annual review of resident performance and reporting to the ACGME-I. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME-I competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for resident performance as a learner moves from entry into their program through graduation.

For each period, review and reporting will involve selecting milestone levels that best describe each resident's current performance and attributes. Milestones are arranged in numbered levels. Tracking from "Critical Deficiencies"/"Level 1" to "Aspirational"/"Level 5" is synonymous with moving from novice to expert in the specialty. These levels do not correspond with time in the educational program. Dependent upon previous education and experience, residents may enter a program at varying points in the Milestones.

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

Level 1: The resident demonstrates milestones expected of a resident who has completed his or her first post-graduate year of education.

Level 2: The resident is advancing and demonstrates additional milestones, but is not yet performing at a mid-residency level.

Level 3: The resident continues to advance and demonstrate additional milestones, consistently including the majority of milestones targeted for residency.

Level 4: The resident has advanced so that he or she now substantially demonstrates the milestones targeted for residency. This level is designed as the graduation target.

Level 5: The resident has advanced beyond performance targets set for residency and is demonstrating "aspirational" goals, which might describe the performance of someone who has been in practice for several years. It is expected that only a few exceptional residents will reach this level.

Additional Notes

The “Level 4” Milestones are designed as the graduation *target* and *do not* represent a graduation *requirement*. Making decisions about readiness for graduation is the purview of the program director. Study of Milestones performance data will be required before the ACGME-I and its partners will be able to determine whether milestones in the first four levels appropriately represent the developmental framework, and whether Milestone data overall are of sufficient quality to be used for high-stakes decisions.

Answers to Frequently Asked Questions about Milestones are posted on the ACGME-I website.

The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME-I Report Worksheet. For each reporting period, a learner’s performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that learner’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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved 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
Obtains a neurologic history	Obtains a complete and relevant neurologic history	Obtains a complete, relevant, and organized neurologic history	Efficiently obtains a complete, relevant, and organized neurologic history	Efficiently obtains a complete, relevant, and organized neurologic history incorporating subtle verbal and non-verbal cues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 2: Neurological Exam				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs complete neurological exam	Performs complete neurological exam accurately	Performs a relevant neurological exam incorporating some additional appropriate maneuvers Visualizes papilledema Accurately performs a neurological exam on the comatose patient	Efficiently performs a relevant neurological exam accurately incorporating all additional appropriate maneuvers Accurately performs a brain death examination	Consistently demonstrates mastery in performing a complete, relevant, and organized neurological exam
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 3: Management/Treatment				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of management of patients with neurologic disease	Discusses general approach to initial treatment of common neurologic disorders, including risks and benefits of treatment Identifies neurologic emergencies	Individualizes treatment for specific patients Initiates management for neurologic emergencies and triages patient to appropriate level of care Appropriately requests consultations from non-neurologic care providers for additional evaluation and management	Adapts treatment based on patient response Identifies and manages complications of therapy Independently directs management of patients with neurologic emergencies Appropriately requests consultations from a neurologic subspecialist for additional evaluation or management	Demonstrates sophisticated knowledge of treatment subtleties and controversies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 4: Movement Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes when a patient may have a movement disorder	Identifies movement disorder phenomenology and categories (hypokinetic and hyperkinetic)	Diagnoses and manages common movement disorders Identifies movement disorder emergencies	Diagnoses uncommon movement disorders Appropriately refers a movement disorder patient for a surgical evaluation or other interventional therapies Manages movement disorders emergencies	Manages uncommon movement disorders Engages in scholarly activity in movement disorders (e.g., teaching, research)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 5: Neuromuscular Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes when a patient may have a neuromuscular disorder	<p>Identifies patterns of neuromuscular disease (e.g., anterior horn cell disease, nerve root, plexus, peripheral nerve, neuromuscular junction, muscle)</p> <p>Identifies neuromuscular disorder emergencies</p> <p>Orders NCS (nerve conductive study)/EMG (electromyography) testing appropriately</p>	<p>Diagnoses and manages common neuromuscular disorders</p> <p>Manages neuromuscular disorder emergencies</p> <p>Interprets results of NCS/EMG testing in context of clinical presentation</p>	<p>Diagnoses uncommon neuromuscular disorders</p> <p>Recognizes when tissue biopsy is warranted</p>	<p>Manages uncommon neuromuscular disorders</p> <p>Engages in scholarly activity in neuromuscular disorders (e.g., teaching, research)</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 6: Cerebrovascular Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes when a patient may have a cerebrovascular disorder	<p>Describes stroke syndromes and etiologic subtypes</p> <p>Identifies cerebrovascular emergencies</p> <p>Lists indications and contraindications for intravenous thrombolytic therapy</p>	<p>Identifies specific mechanism of patient's cerebrovascular disorder</p> <p>Appropriately refers for interventional or surgical evaluation</p> <p>Manages common cerebrovascular disorders including appropriate use of thrombolytics</p>	Diagnoses uncommon cerebrovascular disorders	<p>Manages uncommon cerebrovascular disorders</p> <p>Engages in scholarly activity in cerebrovascular disorders (e.g., teaching, research)</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 7: Cognitive/Behavioral Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes when a patient may have a cognitive/behavioral disorder	Identifies common cognitive/behavioral disorders	<p>Diagnoses and manages common cognitive/behavioral disorders, including cognitive effects of traumatic brain injury</p> <p>Manages behavioral complications of cognitive/behavioral disorders</p> <p>Appropriately refers for neuropsychological testing in evaluating patients with cognitive/behavioral disorders</p>	Diagnoses and manages uncommon cognitive/behavioral disorders	<p>Engages in scholarly activity in cognitive/behavioral disorders (e.g., teaching, research)</p> <p>Demonstrates sophisticated knowledge of advanced diagnostic testing and controversies</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 8: Demyelinating Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes when a patient may have a demyelinating disorder	Diagnoses and manages common demyelinating disorders	Recognizes uncommon demyelinating disorders Manages acute presentations of demyelinating disorders	Diagnoses uncommon demyelinating disorders	Manages uncommon demyelinating disorders Engages in scholarly activity in demyelinating disorders (e.g., teaching, research)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 9: Epilepsy				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes when a patient may have had a seizure	Identifies epilepsy phenomenology, and classification of seizures and epilepsies Diagnoses convulsive status epilepticus	Diagnoses and manages common seizure disorders and provides antiepileptic drug treatment Diagnoses non-convulsive status epilepticus Manages convulsive and non-convulsive status epilepticus	Diagnoses uncommon seizure disorders Appropriately refers an epilepsy patient for surgical evaluation or other interventional therapies	Manages uncommon seizure disorders Engages in scholarly activity in epilepsy (e.g., teaching, research)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 10: Headache Syndromes				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes common headache syndromes	Diagnoses and manages common headache syndromes Identifies headache emergencies	Recognizes uncommon headache syndromes Diagnoses and manages headache emergencies	Diagnoses and manages uncommon headache syndromes	Engages in scholarly activity in headache syndromes (e.g., teaching, research)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 11: Neurologic Manifestations of Systemic Disease				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes when a patient's neurologic symptoms may be due to systemic illness Identifies neurologic emergencies due to systemic disease	Diagnoses and manages common neurologic manifestations of systemic diseases Diagnoses and manages neurologic emergencies due to systemic disease	Recognizes uncommon neurologic manifestations of systemic disease	Diagnoses and manages uncommon neurologic manifestations of systemic disease	Engages in scholarly activity in neurologic manifestations of systemic disease (e.g., teaching, research)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 12: Child Neurology for the Adult Neurologist				
Level 1	Level 2	Level 3	Level 4	Level 5
Obtains basic neurologic history of infants and children	<p>Lists the elements of a neurological examination of infants and children</p> <p>Recognizes broad patterns of neurologic disease in infants and children</p> <p>Lists normal developmental milestones</p>	<p>Obtains a complete and age-appropriate neurologic history of infants and children</p> <p>Performs a complete and age-appropriate neurological examination of infants and children</p> <p>Diagnoses common child neurologic disorders</p>	<p>Initiates management of common childhood neurologic disorders</p> <p>Initiates management of common neurologic emergencies in infants and children</p>	Diagnoses uncommon childhood neurologic disorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 13: Neuro-Oncology				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes common clinical presentations of a brain or spine mass	Identifies neuro-oncological emergencies and initiates management	Provides differential diagnosis of brain or spine mass Identifies neurologic complications due to cancer or the treatment of cancer	Appropriately refers for advanced testing, including biopsy Manages neurologic complications due to cancer or the treatment of cancer	Engages in scholarly activity in neuro-oncology (e.g., teaching, research)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 14: Psychiatry for the Adult Neurologist				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes when a patient may have a psychiatric disorder Obtains an appropriate psychiatric history	Identifies common psychiatric disorders Identifies psychiatric co-morbidities in patients with a neurologic disease	Recognizes when a patient's neurological symptoms are of psychiatric origin Recognizes when a patient's psychiatric symptoms are of neurologic origin Identifies major side effects of psychiatric medications	Diagnoses common psychiatric disorders Initiates management of psychiatric co-morbidities in patients with a neurologic disease	Engages in scholarly activity in psychiatric disorders (e.g., teaching, research)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 15: Neuroimaging				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies basic neuroanatomy on brain magnetic resonance (MR) and computerized tomography (CT)	Recognizes emergent imaging findings on brain MR and CT Identifies basic neuroanatomy on spine MR and CT Identifies major vascular anatomy on angiography	Describes abnormalities of the brain and spine on MR and CT Identifies major abnormalities on angiography	Interprets MR and CT neuroimaging of brain and spine	Identifies subtle abnormalities on angiography Interprets carotid and transcranial ultrasound
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 16: Electroencephalogram (EEG)				
Level 1	Level 2	Level 3	Level 4	Level 5
Explains an EEG procedure in non-technical terms	Uses appropriate terminology related to EEG (e.g., montage, amplitude, frequency)	Describes normal EEG features of wake and sleep states Recognizes EEG patterns of status epilepticus Recognizes common EEG artifacts	Interprets common EEG abnormalities and creates a report Recognizes normal EEG variants	Interprets uncommon EEG abnormalities Describes normal and some abnormal EEG features of wake and sleep states in children
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 17: Nerve Conduction Studies (NCS)/Electromyography (EMG)				
Level 1	Level 2	Level 3	Level 4	Level 5
Explains an NCS/EMG procedure in nontechnical terms	Uses appropriate terminology related to NCS/EMG	Describes NCS/EMG data Lists NCS/EMG findings in common disorders	Interprets NCS/EMG data in common disorders Describes common pitfalls of NCS/EMG Formulates basic NCS/EMG plan for specific, common clinical presentations	Performs, interprets, and creates a report for NCS/EMG
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 18: Lumbar Puncture				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists the indications and contraindications for lumbar puncture	Lists the complications of lumbar puncture and their management	Performs lumbar puncture under direct supervision	Performs lumbar puncture without direct supervision	Performs lumbar puncture on patients with challenging anatomy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Medical Care 1: Localization				
Level 1	Level 2	Level 3	Level 4	Level 5
Attempts to localize lesions within the nervous system Describes basic neuroanatomy	Localizes lesions to general regions of the nervous system	Accurately localizes lesions to specific regions of the nervous system	Efficiently and accurately localizes lesions to specific regions of the nervous system Describes advanced neuroanatomy	Consistently demonstrates sophisticated and detailed knowledge of neuroanatomy in localizing lesions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Medical Care 2: Formulation				
Level 1	Level 2	Level 3	Level 4	Level 5
Summarizes history and exam findings	<p>Summarizes key elements of history and exam findings</p> <p>Identifies relevant pathophysiologic categories to generate a broad differential diagnosis</p>	<p>Synthesizes information to focus and prioritize diagnostic possibilities</p> <p>Correlates the clinical presentation with basic anatomy of the disorder</p>	<p>Efficiently synthesizes information to focus and prioritize diagnostic possibilities</p> <p>Accurately correlates the clinical presentation with detailed anatomy of the disorder</p> <p>Continuously reconsiders diagnostic differential in response to changes in clinical circumstances</p> <p>Diagnoses brain death</p>	<p>Consistently demonstrates sophisticated and detailed knowledge of pathophysiology in diagnosis</p> <p>Effectively educates others about diagnostic reasoning</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Medical Care 3: Diagnostic Investigation				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates general knowledge of diagnostic tests in neurology	Discusses general diagnostic approach appropriate to clinical presentation Lists risks and benefits of tests to patient	Individualizes diagnostic approach to the specific patient Accurately interprets results of common diagnostic tests	Explains diagnostic yield and cost-effectiveness of testing Accurately interprets results of less common diagnostic testing Recognizes indications and implications of genetic testing Recognizes indications of advanced imaging and other diagnostic studies	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 Achieved 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 (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 Achieved Level 1

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 utilizing the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations effectively utilizing 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 handoffs	Performs safe and effective transitions of care/handoffs in routine clinical situations	Performs safe and effective transitions of care/handoffs in complex clinical situations	Role models and advocates for safe and effective transitions of care/handoffs 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:				Not Yet Achieved Level 1 <input type="checkbox"/>

Systems-Based Practice 3: Physician Role in Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies components of the complex health care system	Describes the physician's role and how the interrelated components of complex health care system impact patient care	Analyzes how personal practice affects the system (e.g., length of stay, readmission rates, clinical efficiency)	Manages the interrelated components of the complex health care systems for efficient and effective patient care	Advocates for or leads change to enhance systems for high value, efficient, and effective patient care
Describes basic health payment systems, including government, private, public, and uninsured care and different practice models	Delivers care informed by patient specific payment model	Utilizes shared decision making in patient care, taking into consideration payment models	Advocates for patient care understanding the limitations of each patient's payment model (e.g., community resources, patient assistance resources)	Participates in advocacy activities for health policy to better align payment systems with high value care
		Identifies resources and effectively plans for transition to practice (e.g., information technology, legal, billing and coding, financial, personnel)	Describes basic elements needed to transition to practice (e.g., contract negotiations, malpractice insurance, government regulation, compliance)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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 and use available evidence, and incorporate patient preferences and values in order to care for a routine patient	Articulates clinical questions and elicits patient preferences and values in order to guide evidence-based care	Locates and applies the best available evidence, integrated with patient preference, to the care of complex patients	Critically appraises and applies evidence even in the face of uncertainty and conflicting evidence to guide care, tailored to the individual patient	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:				Not Yet Achieved Level 1 <input type="checkbox"/>

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accepts responsibility for personal and professional development by establishing goals</p> <p>Identifies the factors that contribute to gap(s) between expectations and actual performance</p> <p>Actively seeks opportunities to improve</p>	<p>Demonstrates openness to performance data (feedback and other input) in order to inform goals</p> <p>Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance</p> <p>Designs and implements a learning plan, with prompting</p>	<p>Seeks performance data episodically, with adaptability and humility</p> <p>Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance</p> <p>Independently creates and implements a learning plan</p>	<p>Intentionally seeks performance data consistently, with adaptability and humility</p> <p>Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance</p> <p>Uses performance data to measure the effectiveness of the learning plan and, when necessary, improves it</p>	<p>Role models consistently seeking performance data, with adaptability and humility</p> <p>Coaches others on reflective practice</p> <p>Facilitates the design and implementation of learning plans for others</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved 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</p> <p>Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers</p> <p>Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics</p>	<p>Demonstrates insight into professional behavior in routine situations</p> <p>Takes responsibility for own professionalism lapses</p> <p>Analyzes straightforward situations using ethical principles</p>	<p>Demonstrates professional behavior in complex or stressful situations</p> <p>Analyzes complex situations using ethical principles</p> <p>Recognizes need to seek help in managing and resolving complex ethical situations</p>	<p>Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others</p> <p>Recognizes and utilizes appropriate resources for managing and resolving ethical dilemmas as needed (e.g., ethics consultations, literature review, risk management/legal consultation)</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"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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>Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner</p>	<p>Takes ownership of system outcomes</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Professionalism 3: Self-Awareness 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	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize personal and professional well-being	Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations
Recognizes limits in the knowledge/skills of self or team, with assistance	Independently recognizes limits in the knowledge/skills of self or team Demonstrates appropriate help-seeking behaviors	With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of self or team	Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

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>Identifies common barriers to effective communication (e.g., language, disability) while accurately communicating own role within the health care system</p> <p>Identifies the need to adjust communication strategies based on assessment of patient/family expectations and understanding of their health status and treatment options</p>	<p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Identifies complex barriers to effective communication (e.g., health literacy, cultural)</p> <p>Organizes and initiates communication with patients/families by introducing stakeholders, setting the agenda, clarifying expectations, and verifying an 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 minimize communication barriers</p> <p>With guidance, sensitively and compassionately delivers medical information; elicits patient/family values, goals and preferences; and acknowledges uncertainty and conflict</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>Independently uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan</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> <p>Role models shared decision making in patient/family communication in situations with a high degree of uncertainty/conflict</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a consultation	Clearly and concisely requests a consultation	Checks own understanding of consultant recommendations	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
Respectfully receives a consultation request	Clearly and concisely responds to a consultation request	Checks understanding of recommendations when providing consultation	Communicates feedback and constructive criticism to superiors	Facilitates regular health care team-based feedback in complex situations
Uses language that values all members of the health care team	Communicates information effectively with all health care team members Solicits feedback on performance as a member of the health care team	Uses active listening to adapt communication style to fit team needs Communicates concerns and provides feedback to peers and learners		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills 3: Communication within Health Care Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record	Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record	Concisely reports diagnostic and therapeutic reasoning in the patient record	Communicates clearly, concisely, in a timely manner, and in an organized written form, including anticipatory guidance	Models feedback to improve others' written communication
Safeguards patient personal health information	Demonstrates accurate, timely, and appropriate use of documentation shortcuts	Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text messages) forms of communication based on context	Produces written or verbal communication (e.g., patient notes, e-mail, etc.) that serves as an example for others to follow	Guides departmental or institutional communication around policies and procedures
Communicates through appropriate channels as required by institutional policy (e.g. patient safety reports, cell phone/pager usage)	Documents required data in formats specified by institutional policy	Uses appropriate channels to offer clear and constructive suggestions to improve the system	Initiates difficult conversations with appropriate stakeholders to improve the system	Facilitates dialogue regarding systems issues among larger community stakeholders (e.g., institution, health care system, field)
	Respectfully communicates concerns about the system			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>