Preventive Medicine Milestones

for the Middle East

May 2017

The Preventive Medicine Milestones for the Middle East

The Milestones are designed only for use in evaluation of residents 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 an incoming resident.

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

Comments: Not yet achieved Level 1 ☐

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: Emergency Preparedness and Response – Apply Skills in Emergency Preparedness and Response

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic skills in emergency medical care	Demonstrates basic knowledge of emergency preparedness and response programs (its development, implementation, and evaluation) and disaster management	Applies understanding of emergency preparedness and response programs (e.g., active participation in outbreak control and investigation)	Demonstrates the ability to develop, implement and evaluate the medical portion of an emergency plan, and/or the non-medical (community-based) disaster management plan	Provides leadership in developing, implementing, and evaluating emergency preparedness programs
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Achieved Level 1   ☐

Patient Care 2: Community Health – Monitor, Diagnose, and Investigate Community Health Problems

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common health issues in a community	Performs quantitative assessment and investigation of community health status for a certain number of health problems	Selects and describes appropriate health status measures to assess a community's health	Monitors and interprets a single health status indicator of the community	Monitors and interprets multiple and/or complex health status indicators of the community
☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments:

Not Yet Achieved Level 1   ☐

Patient Care 3: Inform and Educate – Inform and Educate Populations about Health Threats and Risks

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates principles of health education in the level of individuals and populations	Identifies proper communication techniques related to health threats and risks	Prepares and delivers health related information about risks/hazards to individuals/populations	Conveys health information to educate a community or group and responds to queries about risk	Conveys sensitive health information to educate a community or group through a variety of media platforms

Comments: Not Yet Achieved ☐

Patient Care 4: Policies and Guidelines – Develop Policies and Guidelines to Support Individual and Community Health Services

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and reviews relevant laws and regulations to the specialty area and assignments	Identifies organizational decision-making structures, stakeholders, style, and processes Links individuals to needed personal health services, including appropriate referrals and follow-ups	Develops program goals and objectives to address specific population-based health problems	Assesses data and formulates a policy for a given health issue; develops a plan to address a specific health problem.	Contributes in the development and implementation of a national or institutional policy to improve community health services/interventions

Comments: Not Yet Achieved Level 1 ☐

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Patient Care 5: Evaluating Health Services – Evaluate Population-Based Health Services

Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes distinctions between population and individual health services	Describes basic measures of quality (e.g., benchmarking)	Assesses evidence for effectiveness and efficiency of a population-based health service/intervention	Is able to conduct an evaluation or quality assessment based on process and outcome performance measures, and manage the human and financial resources for the operation of a program or project	Develops and implements cost-effectiveness and efficiency criteria to evaluate a population-based intervention
	Lists populations known to be underserved (e.g., low income)	Uses scientific literature to identify a target population for a given population-based health service		
	Recognizes major evaluation tools as efficiency and effectiveness	Uses scientific literature to identify barriers to delivery of population-based health service		

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Comments: Not Yet Achieved Level 1   ☐

Patient Care 6: Epidemiology – Able to Characterize the Health of a Community, Design, and Conduct Epidemiological Studies				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and calculates disease burden measures (morbidity and mortality) and measures of risk	Determines the methodology for assessing disease burden and risk	Extracts and summarizes appropriate data to demonstrate disease burden and risk among specific populations	Uses data to characterize the health of a local/specific population and compares it with other local, regional or international populations to identify gaps in service or recognize groups with disparity for at least one disease or health problem	Uses data to characterize the health of a local / specific population and compares it with other local, regional or international populations to identify gaps in service or recognize groups with disparity for a range of diseases or health problems
Distinguishes between experimental and observational studies	Explains what is meant by validity, bias, confounding, and effect modification; describes commonly used study designs (e.g., randomized controlled trial [RCT], cohort, case-control, cross-sectional); distinguishes between association and causation; lists criteria for causal inference	Interprets and translates the epidemiological findings into a public health action/recommendation Critically reviews and interprets epidemiologic literature for commonly used study designs, identifying purpose, population, design, and biases	Able to design and conduct a basic epidemiological study (defines aims; selects appropriate study designs; collects, analyzes, and interprets data; identifies limitations; summarizes and discusses findings)	Independently designs and conducts a complex epidemiological study that addresses confounding and effect modification analytically, suitable for peer-reviewed publication
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Comments: Not Yet Achieved Level 1 ☐				

Patient Care 7: Disease Outbreak – Investigate and Respond to a Cluster or Outbreak

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies the main methods for preventing individual disease spread (e.g., hand hygiene)	Recognizes common environmental, health, and behavioral risk factors associated with clusters or outbreaks occurring	Recognizes sentinel event; uses surveillance, hospital, vital statistics, or other data to establish the existence of a cluster or outbreak	Implements a plan to investigate and collect data to describe a cluster or outbreak	Designs a strategy to investigate a cluster or outbreak of a novel disease or atypical disease presentation
Understands the definitions and differences between cluster and outbreak	Understands the triangle interaction between agent, host, and environment	Establishes a case definition, including clinical and laboratory findings; participates in collection of demographic, clinical, and/or risk factor information from cases	Characterizes and interprets data collected from a cluster or outbreak investigation	Leads a team to investigate and manages an outbreak, including supervision of staff, assignment of roles, program design, monitoring of effectiveness
Recognizes steps of outbreak investigation	Identifies main methods for preventing disease spread in populations (e.g., quarantine, isolation, immunization, health education)	Understands approaches for mitigating and responding to a cluster or outbreak	Applies a strategy or plan for management of an outbreak (e.g., limiting spread, mitigating effects)	

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Comments:

Not Yet Achieved Level 1 ☐

Patient Care 8: Surveillance and Registry Systems – Design and Operate a Surveillance/Registry System

Level 1	Level 2	Level 3	Level 4	Level 5
Understands the definition of surveillance, its uses, types, attributes, and importance	Identifies commonly used surveillance data sources (e.g., population survey, lab-based and case-based surveillance, sentinel, Behavioral Risk Factor Surveillance System [BRFSS], vital statistics, hospital discharge data) and the conditions typically monitored using such systems	Identifies the components of an existing surveillance or registry system (e.g., aims, stakeholders, data sources, quality, uses).	Analyzes surveillance and registry data to identify appropriate targets for individual, community, and/or systems interventions	Independently designs and operates a new surveillance or registry system
Recognizes the difference between active and passive surveillance		Develops a list of challenges in designing and maintaining a routine surveillance system or a registry (points of strength, weakness, limitations, and recommendations to improve)	Evaluates one or more aspects of the quality and effectiveness of a surveillance system (e.g., data completeness, ease of use, compliance)	Independently designs and implements a service improvement plan for the surveillance or registry system, or alternatively innovates a novel surveillance system or tool to promote the service
Recognizes what diseases should be reported, their categories, and the tools used for reporting	Recognizes the difference between different sources of data used for non-communicable disease surveillance (e.g., those used in cancer registry)			

Comments:

Not Yet Achieved Level 1 ☐

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Patient Care 9: Clinical Preventive Services (CPS) – Analyze Evidence Regarding the Performance of Proposed or Current Clinical Preventive Services for Individuals and Populations

Level 1	Level 2	Level 3	Level 4	Level 5
Formulates the raised question related to patient or population care	Leads a discussion with peers of the validity, relevance, and significance of an individual study relevant to CPS (e.g., through journal club activities)	Participates in analysis of a CPS guideline	Systematically examines scientific evidence and develops an evidence-based guideline to address a proposed clinical preventive service	Develops and implements an evidence-based guideline related to CPS
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Comments: Not Yet Achieved Level 1 ☐

Patient Care 10: Conditions of Public Health Significance – Implement Appropriate Clinical Care for Individuals with Conditions of Public Health Significance

Level 1	Level 2	Level 3	Level 4	Level 5
Obtains proper history and physical examination	Identifies target individuals eligible for immunization or chemoprophylaxis	Accurately diagnoses and effectively treats common presentations of diseases/conditions of public health significance with direct supervision	Accurately diagnoses and effectively treats common presentations of diseases/conditions of public health significance	Develops an appropriate public health response for a disease or condition of public health importance/urgency
Identifies major risk factors for individual patients that would benefit from CPS		Prescribes immunization or chemoprophylaxis and participates in counseling activities under direct supervision	Prescribes immunization or chemoprophylaxis and participates in counseling activities independently	
			Recognizes, evaluates, and initiates a public health response to a clinical condition of special public health importance/urgency	

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Comments: Not Yet Achieved Level 1   ☐

Medical Knowledge 1: Social and Behavioral Health

Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes that social and behavioral factors can influence health of individuals and populations	Identifies social and behavioral factors that affect health of individuals	Identifies tools (models) to assess risk behaviors	Designs tools (models) to assess risk behaviors tailored on specific individuals or populations	Implements, monitors, and evaluates programs to change health behaviors of individuals or populations
	Identifies social and behavioral factors that affect health of populations	Describes effective approaches to modify individual health behaviors	Designs effective approaches to modify individual or population health behaviors	
		Describes effective approaches to modify population health behaviors		

Comments:

Not Yet Achieved Level 1 ☐

Medical Knowledge 2: Environmental Health

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies how humans are exposed to various harmful environmental factors (e.g., environmental toxins)	Identifies common illnesses that may be caused or influenced by environmental exposures Identifies broad environmental factors that may impact the health of a community	Identifies appropriate methods of reducing adverse environmental health effects on individuals or population Describes individual factors that impact susceptibility to adverse health effects from environmental exposures Describes population factors that impact susceptibility to adverse health effects from environmental exposures	Recommends appropriate methods of reducing adverse environmental health effects on individuals or population	Interprets and explains the results of population-level environmental monitoring based on national data and develops a corresponding recommendation

Comments: Not Yet Achieved Level 1 ☐

Medical Knowledge 3: Biostatistics

Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes common descriptive statistical concepts (e.g., measures of central tendency, measures of dispersion)	Recognizes common analytical statistical concepts (e.g., p-values and confidence intervals); describes frequently used statistical tests (e.g., paired and unpaired t-tests, chi-square tests, and others)	Independently utilizes simple statistical methods (e.g., paired and unpaired t-tests, chi-square tests) to calculate a small set of data and describes it accordingly	Selects appropriate methods for analyzing data	Independently analyzes large data sets using complex statistical methods
Recognizes common methods data summarization and presentation (e.g., tables, graphs, and mathematical summarization)	Recognizes common analytical tests used for non-parametric data	Participates in the use of statistical software to perform simple descriptive and analytical statistical tests	Performs data analyses using more advanced statistical methods (e.g., linear and logistic regression)	
	Understands more advanced statistical methods (e.g., linear and logistic regression)		Participates in the use of statistical software to perform advanced descriptive and analytical statistical tests (e.g., survival analysis)	

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Comments: Not Yet Achieved Level 1   ☐

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

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

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Comments:

Not Yet Achieved Level 1   ☐

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)	

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Comments:

Not Yet Achieved Level 1 ☐

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
☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐
Comments: Not Yet Achieved Level 1 ☐				

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) in order to inform goals	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 that contribute to gap(s) between expectations and actual performance	Analyzes and reflects on the factors that 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	Challenges 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	Uses performance data to measure the effectiveness of the learning plan and, when necessary, improves it	Facilitates the design and implementation of learning plans for others

Comments: Not Yet Achieved Level 1 ☐

Professionalism 1: Professional Behavior and Ethical Principles

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies and describes potential triggers for professionalism lapses	Demonstrates insight into professional behavior in routine situations	Demonstrates professional behavior in complex or stressful situations	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others	Coaches others when their behavior fails to meet professional expectations
Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers	Takes responsibility for own professionalism lapses	Analyzes complex situations using ethical principles	Recognizes and utilizes appropriate resources for managing and resolving ethical dilemmas as needed (e.g., ethics consultations, literature review, risk management/legal consultation)	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics	Analyzes straightforward situations using ethical principles	Recognizes need to seek help in managing and resolving complex ethical situations		

Comments:

Not Yet Achieved Level 1 ☐

Professionalism 2: Accountability/Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future	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	Recognizes situations that may impact others' ability to complete tasks and responsibilities in a timely manner	Takes ownership of system outcomes
Responds promptly to requests or reminders to complete tasks and responsibilities	Recognizes situations that may impact own ability to complete tasks and responsibilities in a timely manner	Proactively implements strategies to ensure that the needs of patients, teams, and systems are met		

Comments:

Not Yet Achieved Level 1 ☐

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	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	
	Demonstrates appropriate help-seeking behaviors			

Comments: Not Yet Achieved Level 1 ☐

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication

Level 1	Level 2	Level 3	Level 4	Level 5
Uses language and non-verbal behavior to demonstrate respect and establish rapport	Establishes a therapeutic relationship in straightforward encounters using active listening and clear language	Establishes a therapeutic relationship in challenging patient encounters	Easily establishes therapeutic relationships, with attention to patient/family concerns and context, regardless of complexity	Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships
Identifies common barriers to effective communication (e.g., language, disability) while accurately communicating own role within the health care system	Identifies complex barriers to effective communication (e.g., health literacy, cultural)	When prompted, reflects on personal biases while attempting to minimize communication barriers	Independently recognizes personal biases while attempting to proactively minimize communication barriers	Role models self-awareness practice while identifying teaching a contextual approach to minimize communication barriers
Identifies the need to adjust communication strategies based on assessment of patient/family expectations and understanding of their health status and treatment options	Organizes and initiates communication with patients/families by introducing stakeholders, setting the agenda, clarifying expectations, and verifying an understanding of the clinical situation	With guidance, sensitively and compassionately delivers medical information; elicits patient/family values, goals and preferences; and acknowledges uncertainty and conflict	Independently uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan	Role models shared decision making in patient/family communication in situations with a high degree of uncertainty/conflict

Comments: Not Yet Achieved Level 1 ▢

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	Uses active listening to adapt communication style to fit team needs		
	Solicits feedback on performance as a member of the health care team	Communicates concerns and provides feedback to peers and learners		

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Comments:

Not Yet Achieved Level 1   ☐

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			

Comments:

Not Yet Achieved Level 1 ☐