

# Anesthesiology Milestones for the Middle East



May 2017

## The Anesthesiology 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 a resident who has completed one post-graduate year of education in either an integrated anesthesiology program or another preliminary education year prior to entering the CA1 year in anesthesiology.

**Level 2:** The resident demonstrates milestones expected of a resident in anesthesiology residency prior to significant experience in the subspecialties of anesthesiology.

**Level 3:** The resident demonstrates milestones expected of a resident after having experience in the subspecialties of anesthesiology.

**Level 4:** The resident substantially fulfills the milestones expected of an anesthesiology residency, and is ready to transition to independent practice. This level is designed as the graduation target.

**Level 5:** The resident has advanced beyond performance targets defined 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 for selected milestones.

## **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: <span style="float: right;">Not yet achieved Level 1 <input type="checkbox"/></span>				
<div style="border: 1px solid black; padding: 5px;"> <p>Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.</p> </div>		<div style="border: 1px solid black; padding: 5px;"> <p>Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as <b>some</b> milestones in the higher level(s).</p> </div>		

Patient Care 1: Pre-Anesthetic Patient Evaluation, Assessment, and Preparation				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs general histories and physical examinations	Identifies disease processes and medical issues relevant to anesthetic care	Identifies disease processes and medical or surgical issues relevant to subspecialty anesthetic care; may need guidance in identifying unusual clinical problems and their implications for anesthesia care	Performs assessment of complex or critically-ill patients without missing major issues that impact anesthesia care with conditional independence	Independently performs comprehensive assessment for all patients
Identifies clinical issues relevant to anesthetic care with direct supervision	Optimizes preparation of non-complex patients receiving anesthetic care	Optimizes preparation of patients with complex problems or requiring subspecialty anesthesia care with indirect supervision	Optimizes preparation of complex or critically-ill patients with conditional independence	Independently serves as a consultant to other members of the health care team regarding optimal pre-anesthetic preparation
Identifies the elements and process of informed consent	Obtains informed consent for routine anesthetic care; discusses likely risks, benefits, and alternatives in a straightforward manner; responds appropriately to patient's or surrogate's questions; recognizes when assistance is needed	Obtains appropriate informed consent tailored to subspecialty care or complicated clinical situations with indirect supervision	Obtains appropriate informed consent tailored to subspecialty care or complicated clinical situations with conditional independence	Consistently ensures that informed consent is comprehensive and addresses patient and family needs
<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: Anesthetic Plan and Conduct				
Level 1	Level 2	Level 3	Level 4	Level 5
Formulates patient care plans that include consideration of underlying clinical conditions, past medical history, and patient, medical, or surgical risk factors	Formulates anesthetic plans for patients undergoing routine procedures that include consideration of underlying clinical conditions, past medical history, patient, anesthetic, and surgical risk factors, and patient choice	Formulates anesthetic plans for patients undergoing common subspecialty procedures that include consideration of medical, anesthetic, and surgical risk factors, and that take into consideration a patient's anesthetic preference	Formulates and tailors anesthetic plans that include consideration of medical, anesthetic, and surgical risk factors and patient preference for patients with complex medical issues undergoing complex procedures with conditional independence	Independently formulates anesthetic plans that include consideration of medical, anesthetic, and surgical risk factors, as well as patient preference, for complex patients and procedures
Adapts to new settings for delivery of patient care	Conducts routine anesthetics, including management of commonly encountered physiologic alterations associated with anesthetic care, with indirect supervision  Adapts to new settings for delivery of anesthetic care	Conducts subspecialty anesthetics with indirect supervision, but may require direct supervision for more complex procedures and patients	Conducts complex anesthetics with conditional independence; may supervise others in the management of complex clinical problems	Conducts complex anesthetic management independently
<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: Peri-Procedural Pain Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes and initiates management of common pain states; seeks advice for management of pain that does not respond to routine therapies	Manages uncomplicated peri-procedural pain with direct supervision; requires direct supervision for complex pain situations	Manages uncomplicated peri-procedural pain with indirect supervision; requires direct supervision for complex pain situations	Manages complex peri-procedural pain for all patients, including those with chronic pain, with conditional independence Recognizes the need to consult a pain medicine specialist to address complex pain management issues or co-existing chronic pain states that are not responsive to usual management strategies	Independently manages peri-procedural pain states
<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: Management of Peri-Anesthetic Complications				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs patient assessments and identifies complications associated with patient care; begins initial management of complications with direct supervision	Performs post-anesthetic assessment to identify complications of anesthetic care; begins initial management of peri-anesthetic complications with direct supervision	Identifies and manages peri-anesthetic complications unique to subspecialty or medically complex patients, and requests appropriate consultations with indirect supervision	Identifies and manages all peri-anesthetic complications with conditional independence	Independently identifies and manages all peri-anesthetic complications
<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: Crisis Management				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes acutely ill or medically deteriorating patients; initiates basic medical care for common acute events; calls for help appropriately	Constructs prioritized differential diagnoses that include the most likely etiologies for acute clinical deterioration; initiates treatment with indirect supervision and seeks direct supervision appropriately	Identifies and manages clinical crises with indirect supervision; may require direct supervision in complex situations	Identifies and manages clinical crises appropriately with conditional independence; assumes increasing responsibility for leadership of crisis response team	Coordinates crisis team response
<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: Triage and Management of the Critically-Ill Patient in a Non-Operative Setting				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs a focused evaluation of the critically-ill patient; monitors patient's clinical status to identify acute changes and trends; communicates pertinent findings to supervisor</p> <p>Participates in development and initiation of a treatment plan as directed by supervisor</p>	<p>Identifies relevant critical disease processes requiring urgent or emergent intervention; seeks assistance to identify appropriate care setting (e.g., ICU, transitional care unit)</p> <p>Develops, implements, and appropriately modifies treatment plan based on patient's response with direct supervision</p>	<p>Identifies appropriate care setting and coordinates patient's disposition with direct supervision</p> <p>Prioritizes clinical management of clinical problems with indirect supervision</p>	<p>Identifies appropriate care setting and coordinates patient's disposition with indirect supervision</p> <p>Defines clinically appropriate priorities when resources are limited</p> <p>Integrates management choices taking into account long-term impact of therapeutic decisions with indirect supervision</p> <p>Supervises other members of the health care team</p>	<p>Coordinates transition of care to appropriate care setting; sets clinically appropriate priorities when resources are limited</p> <p>Serves as a consultant to other members of the health care team regarding initial evaluation and management of the critically-ill patient</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: Acute, Chronic, and Cancer-Related Pain Consultation and Management				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs targeted history and physical examination for patients with acute pain, including the use of common pain scales</p> <p>Initiates non-interventional, routine therapy for common acute pain problems with indirect supervision</p>	<p>Diagnoses common acute chronic, and cancer related pain syndromes; evaluates efficacy of current medication regiment</p> <p>Implements non-interventional pain treatment plans with indirect supervision</p> <p>Performs simple interventional pain procedures (e.g., trigger point injections, scar injections, lumbar interlaminar epidural steroid injection [ESI], intravenous [IV] regional blocks) with direct supervision</p> <p>Identifies structures seen on ultrasound and basic fluoroscopy</p>	<p>Formulates differential diagnoses of acute, chronic, and cancer related pain syndromes; identifies appropriate diagnostic evaluation</p> <p>Participates in complex procedures (e.g., thoracic ESI, medial branch blocks, radiofrequency procedures, sympathetic blocks) for alleviating acute, chronic, or cancer-related pain, under direct supervision</p> <p>Prescribes initial therapy for pain medication, and adjusts ongoing medication regimens with indirect supervision; uses ultrasound and fluoroscopy with direct supervision</p>	<p>Acts as consultant for acute pain management to junior residents and other health care providers with conditional independence</p> <p>Consults with non-anesthesiologist specialists regarding pain management as appropriate</p> <p>Recognizes treatment failures and obtains appropriate consultations, including with a pain medicine specialist</p>	<p>Participates in coordination of care for patients with complex pain problems</p> <p>Serves as a consultant to other members of the health care team regarding initial evaluation and management of the patient with acute, chronic, or cancer-related pain</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: Technical Skills: Airway Management				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Recognizes airway patency and adequacy of ventilation based on clinical assessment</p>	<p>Applies knowledge of the American Society of Anesthesiologist (ASA) difficult airway algorithm to prepare equipment and supplies for airway management</p>	<p>Prepares appropriate equipment and supplies for management of difficult airways, including cricothyroidotomy</p>	<p>Identifies and corrects problems and complications associated with airway management (e.g., hypoxemia during one-lung ventilation, airway hemorrhage) with conditional independence</p>	<p>Independently assesses and manages the airway for all clinical situations utilizing appropriate advanced airway techniques, including cricothyroidotomy</p>
<p>Positions patient for airway management; places oral and nasal airways; performs bag-valve-mask ventilation</p>	<p>Performs basic airway management in patients with normal airways, including endotracheal intubation, supraglottic airways, and videolaryngoscopy</p> <p>Recognizes need for assistance and/or equipment and seeks help</p>	<p>Performs advanced airway management techniques, including awake intubations, fiberoptic intubations, and lung isolation techniques</p>	<p>Manages all airways, including under special situations (e.g., trauma, patients with tracheostomies, loss of airway), with conditional independence</p>	<p>Independently supervises and provides consultation to other members of the health care team for airway management</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 9: Technical Skills: Use and Interpretation of Monitoring and Equipment				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates the correct use of standard monitoring devices, including blood pressure (BP) cuff, electrocardiogram (ECG), pulse oximeter, and temperature monitors</p> <p>Interprets data from standard monitoring devices, including recognition of artifacts</p>	<p>Performs pre-anesthetic equipment and machine checks</p> <p>Inserts arterial and central venous catheters with direct supervision</p> <p>Demonstrates use of ultrasound for placement of invasive catheters</p> <p>Interprets data from arterial and central venous catheters</p> <p>Recognizes and appropriately troubleshoots malfunctions of standard ASA monitoring equipment and anesthesia machines</p>	<p>Inserts arterial catheters with conditional independence and central venous catheters with indirect supervision</p> <p>Performs advanced monitoring techniques for assessing cardiac function (e.g., pulmonary artery catheterization, transthoracic echocardiography, transesophageal echocardiography) with direct supervision</p> <p>Applies data from advanced monitoring devices (e.g., electroencephalogram [EEG], motor evoked potentials [MEPs], somatosensory evoked potentials [SSEPs], fetal monitors) with indirect supervision</p> <p>Recognizes and appropriately troubleshoots malfunctions of advanced monitoring equipment</p>	<p>Obtains vascular access in complex or difficult situations with conditional independence</p> <p>Performs advanced monitoring techniques for assessing cardiac function (e.g., pulmonary artery catheterization, transthoracic echocardiography, transesophageal echocardiography) with indirect supervision</p> <p>Supervises other members of the health care team in the placement and interpretation of monitoring techniques</p> <p>Recognizes equipment malfunctions and troubleshoots appropriately</p>	<p>Independently selects and uses basic and advanced monitoring techniques</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 10: Technical Skills: Regional Anesthesia				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates sterile technique</p> <p>Administers infiltrative local anesthetics for procedures under direct supervision</p> <p>Identifies physiologic changes associated with local anesthesia administration and seeks help appropriately</p>	<p>Applies appropriate monitors and prepares resuscitative equipment prior to performing regional anesthesia procedures</p> <p>Performs spinal and epidural anesthesia under direct supervision</p> <p>Recognizes problems or complications associated with regional anesthesia, and manages them with direct supervision</p>	<p>Performs peripheral nerve blocks and regional anesthesia under direct supervision, including both upper and lower extremity blocks and thoracic epidurals</p> <p>Uses ultrasound or nerve stimulator guided techniques appropriately</p> <p>Performs common pediatric regional anesthetics (e.g., caudal blockade) with direct supervision</p> <p>Recognizes problems or complications associated with regional anesthesia and manages them with indirect supervision</p>	<p>Performs spinal, epidural, and peripheral nerve blocks with conditional independence</p> <p>Supervises junior residents in performing regional anesthetics and other health care providers on issues related to regional anesthesia</p> <p>Manages problems or complications associated with regional anesthesia with conditional independence</p>	<p>Independently performs peripheral and neuraxial regional anesthesia techniques</p> <p>Independently manages problems or complications associated with regional anesthesia</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 Knowledge 1: Knowledge of Biomedical, Clinical, Epidemiological, and Social-Behavioral Sciences as Outlined in the American Board of Anesthesiology Content Outline				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of the etiology, pathophysiology, diagnosis, and treatment of common medical and surgical problems	Achieves satisfactory Medical Knowledge rating by the Clinical Competency Committee (CCC) related to the anesthetic care of healthy patients undergoing routine procedures	Achieves satisfactory Medical Knowledge rating by the CCC related to the anesthetic care of subspecialty or medically-complex patients	Achieves satisfactory Medical Knowledge rating by the CCC related to anesthetic care of all patients	Becomes certified by Arab Board of Health Specialization in Anesthesiology and Intensive Care/European Diploma of Anesthesiology
<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 <input type="checkbox"/>

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
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
<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
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		
<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
<p>Recognizes status of personal and professional well-being, with assistance</p> <p>Recognizes limits in the knowledge/skills of self or team, with assistance</p>	<p>Independently recognizes status of personal and professional well-being</p> <p>Independently recognizes limits in the knowledge/skills of self or team</p> <p>Demonstrates appropriate help-seeking behaviors</p>	<p>With assistance, proposes a plan to optimize personal and professional well-being</p> <p>With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of self or team</p>	<p>Independently develops a plan to optimize personal and professional well-being</p> <p>Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team</p>	<p>Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations</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 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"/>