

Neurological Surgery Milestones for the Middle East



January 2019

The Neurological Surgery 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 "Level 1" to "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 one who has had some education in neurological surgery.

Level 2: The resident is advancing and demonstrating additional milestones.

Level 3: The resident continues to advance and demonstrate additional milestones; the resident consistently demonstrates 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 subcompetency in the same format as the ACGME-I Report Worksheet. For each reporting period, a learner's performance on the milestones for each subcompetency 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
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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: Brain Tumor				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs a history and physical examination in patients with a brain tumor</p> <p>Places an external ventricular drain; assists with set-up, opening, and closing for brain tumor craniotomies</p> <p>Provides routine peri-operative care for brain tumor patients</p>	<p>Explains the risks and benefits of craniotomy for brain tumor</p> <p>Assists with routine craniotomy for brain tumor</p> <p>Recognizes and initiates work-up of routine complications (e.g., air embolism, cerebrospinal fluid [CSF] fistula, hematoma)</p>	<p>Formulates a diagnostic and treatment plan for a patient with a brain or spinal cord tumor</p> <p>Performs routine craniotomy for brain tumor; assists with complex craniotomy for brain tumor</p> <p>Manages routine complications and recognizes complex complications (e.g., refractory cerebral edema, major vascular injury)</p>	<p>Adapts standard treatment plans and techniques to special circumstances (e.g., recurrence, bone marrow suppression)</p> <p>Performs complex craniotomy for brain tumor; assists with advanced craniotomy for brain tumor</p> <p>Manages complex complications</p>	<p>Leads discussion at an interdisciplinary tumor board</p> <p>Performs advanced craniotomy for brain tumor</p> <p>Uses patient outcome data for quality improvement or the development of adjunctive therapy protocols</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 2: Surgical Treatment of Epilepsy and Movement Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs a history and physical examination in patients with epilepsy or movement disorders</p> <p>Performs stereotactic frame placement or frameless navigation registration; assists with set-up, opening, and closing for functional neurosurgical procedures</p> <p>Provides routine peri-operative care for movement disorder and epilepsy patients</p>	<p>Explains the risks and benefits of functional neurosurgical procedures</p> <p>Assists with routine functional neurosurgical procedures</p> <p>Recognizes and initiates work-up of routine complications (e.g., seizures, device infection)</p>	<p>Formulates a diagnostic and treatment plan for a patient with epilepsy or a movement disorder</p> <p>Performs routine functional neurosurgical procedures; assists with complex functional neurosurgical procedures</p> <p>Manages routine complications and recognizes complex complications (e.g., status epilepticus, dystonia)</p>	<p>Adapts standard treatment plans and techniques to special circumstances (e.g., Parkinson's plus, multifocal epilepsy)</p> <p>Performs complex functional neurosurgical procedures; assists with advanced functional neurosurgical procedures</p> <p>Manages complex complications</p>	<p>Leads discussion at an interdisciplinary epilepsy center patient management conference</p> <p>Performs advanced functional neurosurgical procedures, including interpretation of electrophysiological data</p> <p>Uses patient outcome data for quality improvement; designs care pathways for epilepsy or movement disorder patients</p>
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Comments:			Not Yet Achieved Level 1 <input type="checkbox"/>	

Patient Care 3: Pain and Peripheral Nerve Disorders				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs a history and physical examination in patients with chronic pain or a peripheral nerve disorder</p> <p>Interrogates and programs implanted devices; assists with set-up, opening, and closing for chronic pain and peripheral nerve procedures</p> <p>Provides routine peri-operative care for chronic pain or peripheral nerve disorder patients</p>	<p>Explains the risks and benefits of chronic pain and peripheral nerve procedures</p> <p>Assists with routine chronic pain and peripheral nerve procedures</p> <p>Recognizes and initiates work-up of routine complications (e.g., implanted device failure or infection)</p>	<p>Formulates a diagnostic and treatment plan for patients with chronic pain or peripheral nerve disorders</p> <p>Performs routine chronic pain and peripheral nerve procedures; assists with complex chronic pain and peripheral nerve procedures</p> <p>Manages routine complications and recognizes complex complications (e.g., intrathecal drug overdose or withdrawal)</p>	<p>Adapts standard treatment plans and techniques to special circumstances (e.g., cancer pain, deafferentation pain)</p> <p>Performs complex chronic pain and peripheral nerve procedures; assists with advanced chronic pain and peripheral nerve procedures</p> <p>Manages complex complications</p>	<p>Leads discussion at an interdisciplinary case conference or specialty clinic for chronic pain or peripheral nerve disorder patients</p> <p>Performs advanced chronic pain and peripheral nerve procedures</p> <p>Uses patient outcome data for quality improvement; designs care pathways for chronic pain or peripheral nerve disorder patients</p>
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Comments:			Not Yet Achieved Level 1 <input type="checkbox"/>	

Patient Care 4: Spinal Neurological Surgery				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs a history and physical examination in patients with degenerative, traumatic, or neoplastic spinal disorders</p> <p>Implements spinal bracing or traction; assists with set-up, opening, and closing for spinal surgery procedures</p> <p>Provides routine peri-operative care for spinal surgery patients</p>	<p>Explains the risks and benefits of spinal surgery</p> <p>Assists with routine spinal surgery procedures</p> <p>Recognizes and initiates work-up of routine complications (e.g., pain, surgical site infection)</p>	<p>Formulates a diagnostic and treatment plan for a patient with degenerative, traumatic, or neoplastic spinal disorders</p> <p>Performs routine spinal surgery procedures; assists with complex spinal surgery procedures</p> <p>Manages routine complications and recognizes complex complications (e.g., myelopathy, CSF leak, instrument failure/malposition)</p>	<p>Adapts standard treatment plans and techniques to special circumstances (e.g., spinal deformity, post-irradiated spine, infection)</p> <p>Performs complex spinal surgery procedures; assists with advanced spinal surgery and reconstructive procedures</p> <p>Manages complex complications</p>	<p>Leads discussion at an interdisciplinary spine case conference or specialty clinic</p> <p>Performs advanced spinal surgery and reconstructive procedures</p> <p>Uses patient outcome and registry data for quality improvement and treatment selection</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 5: Vascular Neurological Surgery				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs a history and physical examination in patients with ischemic or hemorrhagic stroke or vascular neurosurgical disorders</p> <p>Manages and obtains CSF samples from external ventricular drains; assists with set-up, opening, and closing for vascular neurosurgical and endovascular procedures</p> <p>Provides routine peri-operative care for vascular neurosurgical and endovascular patients</p>	<p>Explains the risks and benefits of vascular neurosurgical and endovascular procedures</p> <p>Assists with routine vascular neurosurgical and endovascular procedures</p> <p>Recognizes and initiates work-up of routine complications (e.g., seizure, hydrocephalus)</p>	<p>Formulates a diagnostic and treatment plan for a patient with ischemic or hemorrhagic stroke or vascular neurosurgical disorders</p> <p>Performs routine vascular neurosurgical and endovascular procedures; assists with complex vascular neurosurgical and endovascular procedures</p> <p>Manages routine complications and recognizes complex complications (e.g., cerebral vasospasm, herniation syndrome, intra-operative aneurysm rupture)</p>	<p>Adapts standard treatment plans and techniques to special circumstances (e.g., vasculitis, ischemic heart disease)</p> <p>Performs complex vascular neurosurgical and endovascular procedures; assists with advanced vascular neurosurgical and endovascular procedures</p> <p>Manages complex complications</p>	<p>Leads discussion at an interdisciplinary vascular neurosurgical and endovascular surgery case conference or specialty clinic</p> <p>Performs advanced vascular neurosurgical and endovascular procedures</p> <p>Uses patient outcome data for quality improvement; designs care pathways for vascular neurosurgical and endovascular patients</p>
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Comments:			Not Yet Achieved Level 1 <input type="checkbox"/>	

Patient Care 6: Pediatric Neurological Surgery				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs an age-appropriate history and physical examination with developmental assessment, including for non-accidental trauma</p> <p>Performs CSF shunt tap and valve programming; assists with set-up, opening, and closing for pediatric neurosurgical procedures</p> <p>Provides routine peri-operative care for pediatric neurosurgical patients</p>	<p>Explains the risks and benefits of pediatric neurosurgical procedures; adapts diagnoses to age-related variations</p> <p>Assists with routine pediatric neurosurgical procedures</p> <p>Recognizes and initiates work-up of routine complications, including in pre-verbal children (e.g., CSF shunt failure, seizure)</p>	<p>Formulates a diagnostic and treatment plan for a pediatric patient; determines prognosis in severe brain injury and/or diagnoses brain death in infants and children</p> <p>Performs routine pediatric neurosurgical procedures; assists with complex pediatric neurosurgical procedures</p> <p>Manages routine complications and recognizes complex complications (e.g., hematoma, CSF leak)</p>	<p>Adapts standard treatment plans and techniques to special circumstances (e.g., very young children and infants)</p> <p>Performs complex pediatric neurosurgical procedures; assists with advanced pediatric neurosurgical procedures</p> <p>Manages complex complications</p>	<p>Leads discussion at an interdisciplinary pediatric case conference or specialty clinic; counsels expectant parents regarding fetal anomalies</p> <p>Performs advanced pediatric neurosurgical procedures</p> <p>Uses patient outcome data for quality improvement; designs care pathways for pediatric neurosurgical patients</p>
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Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 7: Traumatic Brain Injury (TBI)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs a history and physical examination in patients with severe TBI and assigns a Glasgow Coma Scale score</p> <p>Places an intracranial pressure (ICP) monitor; assists with set-up, opening, and closing for neurotrauma procedures</p> <p>Provides routine peri-operative care for patients with TBI</p>	<p>Explains risks and benefits of trauma neurosurgical procedures; evaluates patients with multiple trauma</p> <p>Assists with routine procedures for patients with TBI</p> <p>Recognizes and initiates work-up of routine complications (e.g., sinus injury, air embolus)</p>	<p>Selects patients for operative intervention; prioritizes the management of injuries in patients with multiple trauma</p> <p>Performs routine procedures for patients with TBI; assists with complex procedures for patients with TBI</p> <p>Manages routine complications and recognizes complex complications (e.g., cerebral herniation syndrome, persistent CSF fistula)</p>	<p>Adapts standard treatment plans to special circumstances (e.g., medical comorbidity, coagulopathy)</p> <p>Performs complex procedures for patients with TBI; assists with advanced procedures for patients with TBI</p> <p>Manages complex complications</p>	<p>Leads discussion at interdisciplinary trauma unit rounds and/or conference</p> <p>Performs advanced procedures for patients with TBI</p> <p>Uses patient outcome data for quality improvement; designs care pathways for neurotrauma patients</p>
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Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>

Patient Care 8: Critical Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs a history and physical examination in critically ill patients	Manages transient intracranial hypertension (e.g., hyperosmolar agents, CSF drainage)	Manages refractory intracranial hypertension (e.g., cerebral perfusion pressure directed therapy, advanced monitoring, decompressive craniectomy)	Diagnoses and initiates management of acute respiratory distress syndrome	Leads a multidisciplinary neurocritical care team
Inserts arterial and central venous catheters	Assists with routine neurocritical care unit procedures; manages airway and performs endotracheal intubation	Performs routine and assists with complex neurocritical care unit procedures; manages difficult and emergency airways	Performs complex and assists with advanced neurocritical care unit procedures; manages or initiates management of surgical airways	Performs advanced neurocritical care unit procedures; performs bronchoscopy
Manages neurocritical care unit admissions and discharges	Recognizes and initiates work-up of routine systemic complications (e.g., pneumonia, infection, pulmonary embolus, cardiac dysrhythmia, myocardial infarction)	Manages routine systemic complications and prioritizes simultaneous critical clinical events	Manages metabolic and nutritional support for critically ill patients	Manages complex critically ill patients (e.g., septic shock, organ failure); designs care pathways for critically ill patients
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Comments:			Not Yet Achieved Level 1 <input type="checkbox"/>	

Medical Knowledge 1: Information Gathering and Interpretation				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Correlates normal neuroanatomy and physiology with function</p> <p>Gathers, interprets, and reports basic diagnostic test results (e.g., serology, chest radiograph, brain and spine computed tomography [CT])</p>	<p>Correlates pathological neuroanatomy and physiology with function</p> <p>Describes indications for standard diagnostic testing</p>	<p>Identifies anatomical and temporal patterns of disease occurrence</p> <p>Prioritizes, orders, and interprets diagnostic tests appropriate to clinical urgency and complexity</p>	<p>Interprets unusual variations in patterns of disease occurrence</p> <p>Prioritizes, orders, and interprets complex diagnostic studies (e.g., single-photon emission computerized tomography [SPECT], cerebral perfusion, magnetic resonance [MR] tractography)</p>	<p>Effectively teaches anatomic-pathological correlation</p> <p>Uses complex diagnostic approaches in novel situations</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 2: Critical Thinking for Diagnosis and Therapy				
Level 1	Level 2	Level 3	Level 4	Level 5
Lists a differential diagnosis for common clinical presentations	Provides a comprehensive differential diagnosis for a wide range of clinical presentations	Provides a focused differential diagnosis based on individual patient presentation	Interprets anomalous presentations and rare disorders	Studies and reports challenging diagnostic presentations
Lists therapeutic options for common clinical presentations	Explains advantages and drawbacks of standard therapeutic options	Justifies optimal therapeutic option based on individual patient presentation	Adapts therapeutic choice to anomalous or rare patient presentations	Creates new or modifies existing therapeutic options
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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 (simulated or actual)	Participates in disclosure of patient safety events to patients and families (simulated or actual)	Discloses patient safety events to patients and families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
Demonstrates knowledge of basic quality improvement methodologies and metrics	Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation)	Participates in local quality improvement initiatives	Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project	Creates, implements, and assesses quality improvement initiatives at the institutional or community level
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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 using the roles of the interprofessional teams	Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams	Role models effective coordination of patient-centered care among different disciplines and specialties	Analyzes the process of care coordination and leads in the design and implementation of improvements
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Role models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
Demonstrates knowledge of population and community health needs and disparities	Identifies specific population and community health needs and inequities for their local population	Uses local resources effectively to meet the needs of a patient population and community	Participates in changing and adapting practice to provide for the needs of specific populations	Leads innovations and advocates for populations and communities with health care inequities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				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	Uses 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
<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 uses 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
<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, email, 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 Respectfully communicates concerns about the system	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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not Yet Achieved Level 1 <input type="checkbox"/>