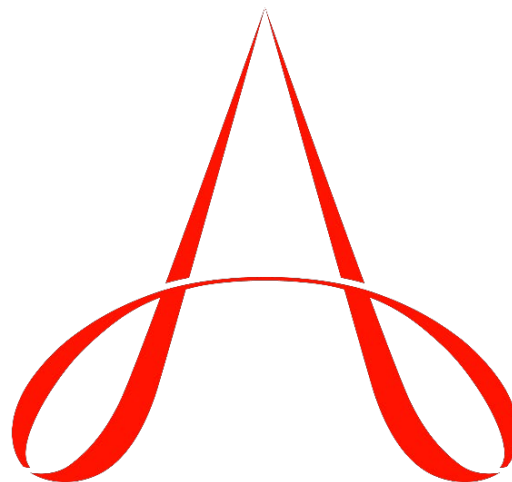




Complex General Surgical Oncology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Second Revision: April 2020
First Revision: October 2014

Complex General Surgical Oncology Milestones

The Milestones are designed only for use in evaluation of fellows in the context of their participation in ACGME-accredited fellowship programs. The Milestones provide a framework for the assessment of the development of the fellow in key dimensions of the elements of physician competence in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competence, nor are they designed to be relevant in any other context.

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American Board of Surgery

ACGME Review Committee for Surgery

Society of Surgical Oncology Surgical Oncology Program Directors Committee

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of fellow performance, and then report to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME Competencies organized in a developmental framework. The narrative descriptions are targets for fellow performance throughout their educational program.

Milestones are arranged into levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert fellow in the specialty or subspecialty. For each reporting period, the Clinical Competency Committee will review the completed evaluations to select the milestone levels that best describe each learner's current performance, abilities, and attributes for each subcompetency.

These levels *do not* correspond with post-graduate year of education. Depending on previous experience, a junior fellow may achieve higher levels early in the educational program just as a senior fellow may be at a lower level later in the educational program. There is no predetermined timing for a fellow to attain any particular level. Fellows may also regress in achievement of their milestones. This may happen for many reasons, such as over scoring in a previous review, a disjointed experience in a particular procedure, or a significant act by the fellow.

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

Additional Notes

Level 4 is designed as a graduation *goal* but *does not* represent a graduation *requirement*. Making decisions about readiness for graduation and unsupervised practice is the purview of the program director. Furthermore, Milestones 2.0 include revisions and changes that preclude using Milestones as a sole assessment in high-stakes decisions (i.e., determination of eligibility for certification or credentialing). Level 5 is designed to represent an expert fellow whose achievements in a subcompetency are greater than the expectation. Milestones are primarily designed for formative, developmental purposes to support continuous quality improvement for individual learners, education programs, and the specialty. The ACGME and its partners will continue to evaluate and perform research on the Milestones to assess their impact and value.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to ACGME supervision guidelines as described in the Program Requirements, as well as to institutional and program policies. For example, a fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

A Supplemental Guide is also available to provide the intent of each subcompetency, examples for each level, assessment methods or tools, and other available resources. The Supplemental Guide, is designed only to assist the program director and Clinical Competency Committee, and is not meant to demonstrate any required element or outcome.

Supplemental Guides and other resources are available on the Milestones page of each specialty section of the ACGME website. On www.acgme.org, choose the applicable specialty under the “Specialties” menu, then select the “Milestones” link in the lower navigation bar.

The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow's performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that fellow'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 | Conducts analysis of patient safety events and offers error prevention strategies | 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 | Participates in disclosure of patient safety events to patients and families | Discloses patient safety events to patients and families | 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 | Participates in local quality improvement initiatives | Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project | Creates, implements, and assesses quality improvement initiatives at the institutional or community level |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Not Yet Completed Level 1 <input type="checkbox"/> | | | | |

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

| Patient Care 1: Patient Evaluation and Clinical Decision Making | | | | |
|---|--|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies relevant oncologic information (e.g., clinical assessment, imaging, pathology) to develop a differential diagnosis | Discriminates the quality of the relevant information to determine if additional information (i.e., diagnostics) is needed | With assistance, integrates oncologic information with patient specific factors to design a diagnostic and work-up plan | Independently integrates oncologic information with patient specific factors to design a succinct diagnostic and work-up plan | Appraises gaps in literature and research related to diagnostic work-up and multidisciplinary treatment plans to propose future investigations |
| Discusses surgical options for treatment | Discusses multidisciplinary options for treatment | With assistance, creates a multidisciplinary treatment plan | Independently creates a multidisciplinary treatment plan | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Completed Level 1 <input type="checkbox"/> |
| | | | | Not Yet Rotated <input type="checkbox"/> |

| Patient Care 2: Management of Intra-Operative Complications | | | | |
|---|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies types of intra-operative complications and management strategies | With assistance, recognizes and manages intra-operative complications | Independently recognizes and manages intra-operative complications | Anticipates and prevents common intra-operative complications | Anticipates and prevents rare intra-operative complications |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | Not Yet Completed Level 1 | <input type="checkbox"/> |
| | | | Not Yet Rotated | <input type="checkbox"/> |

| Patient Care 3: Intra-Operative Oncologic Decision Making | | | | |
|---|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Lists potential intra-operative findings that would require refinement of pre-operative surgical plan | Identifies intra-operative findings that require refinement of pre-operative surgical plan | With assistance, refines pre-operative surgical plan based on intra-operative findings | Independently refines pre-operative surgical plan based on common intra-operative findings | Independently refines pre-operative surgical plan based on complex intra-operative findings |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | Not Yet Completed Level 1 | <input type="checkbox"/> |
| | | | Not Yet Rotated | <input type="checkbox"/> |

| Patient Care 4: Intra-Operative Patient Care – Procedural Skills | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates limited tissue-handling skills Requires prompting to identify appropriate tissue planes | Inconsistently demonstrates careful tissue handling Identifies appropriate plane but requires redirection to maintain dissection in the optimal tissue plane | Consistently demonstrates careful tissue handling Visualizes tissue plane, identifies and dissects relevant normal anatomy | Adapts tissue handling based on tissue quality Visualizes tissue plane, identifies and dissects relevant abnormal anatomy | Identifies innovative operative techniques, instrumentation, operative approaches, or significant improvement in established techniques |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | Not Yet Completed Level 1 <input type="checkbox"/> | Not Yet Rotated <input type="checkbox"/> |

| Patient Care 5: Intra-Operative Patient Care – Operative Autonomy | | | | |
|---|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Moves forward in the operation only with active direction | Moves fluidly through the course of the operation with minimal prompting | Independently moves fluidly through the course of common operations and anticipates next steps | Independently moves fluidly through the course of complex operations and anticipates next steps | Independently moves fluidly through the course of rare and complex operation and anticipates next steps |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | Not Yet Completed Level 1 | <input type="checkbox"/> |
| | | | Not Yet Rotated | <input type="checkbox"/> |

| Patient Care 6: Immediate Post-Operative Care | | | | |
|--|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Manages routine post-operative course | Manages common post-operative complications | Independently manages complicated post-operative course and complications | Anticipates and provides early, effective intervention for post-operative complications | Identifies gaps in post-operative management and complications to be addressed in quality improvement/research initiatives |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="float: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Rotated <input type="checkbox"/> </div> | | | | |

| Patient Care 7: Post-Operative Oncologic Management | | | | |
|---|--|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Recognizes that pathologic staging impacts oncologic therapeutic decisions</p> <p>Identifies the rationale for a surveillance plan</p> | <p>Applies details of pathologic staging to oncologic therapeutic decisions</p> <p>Describes a general oncologic surveillance plan</p> | <p>Identifies patient and tumor-specific factors relevant to oncologic therapy</p> <p>Follows an evidence-based surveillance plan, when available, and recognizes need for a survivorship care plan</p> | <p>Integrates patient factors, pathologic staging and tumor specific factors to select treatment options</p> <p>Integrates patient and tumor-specific factors in the construction of an evidence-based surveillance and survivorship care plan</p> | <p>Appraises gaps in literature and research related to oncologic therapies or surveillance plans to propose future investigations</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> | | | <p>Not Yet Completed Level 1 <input type="checkbox"/></p> <p>Not Yet Rotated <input type="checkbox"/></p> | |

| Medical Knowledge 1: Anatomy | | | | |
|--|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of surgically relevant normal anatomy | Demonstrates knowledge of surgically relevant anatomic variations | With assistance, identifies surgically relevant anatomic variations and alters patient management accordingly | Independently identifies surgically relevant anatomic variations and alters patient management accordingly | Leads advanced anatomy discussion at a multidisciplinary conference and/or in operating room |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | Not Yet Completed Level 1 | <input type="checkbox"/> |
| | | | Not Yet Rotated | <input type="checkbox"/> |

| Medical Knowledge 2: Cancer Biology | | | | |
|--|--|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates basic knowledge of cancer biology | Demonstrates comprehensive knowledge of cancer biology and clinical implications | With assistance, applies knowledge of cancer biology into medical decision making | Independently incorporates knowledge of cancer biology into medical decision making | Recommends novel investigations based on knowledge of cancer biology and clinical trial data |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Medical Knowledge 3: Therapeutics | | | | |
|--|--|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Lists broad categories of multimodal oncologic therapies | Demonstrates knowledge of standard multimodal oncologic therapeutic options, including indications and contraindications | Demonstrates knowledge of data to support the use of multimodal oncologic therapies and impacts on surgical treatment | Incorporates data, patient factors, and tumor factors in the selection of multimodal oncologic therapies | Appraises gaps in literature and research related to therapies to propose future investigations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Medical Knowledge 4: Clinical Trials | | | | |
|--|---|---|--|--------------------------------------|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Describes the basics of clinical study design and levels of evidence | Understands the different phases of oncologic clinical trials | Demonstrates general knowledge of clinical trial design and clinical trial infrastructure | Demonstrates advanced knowledge of clinical trial design and clinical trial infrastructure | Designs and proposes clinical trials |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="float: right; text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Systems-Based Practice 1: Patient Safety and Quality Improvement | | | | |
|---|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 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) | Independently 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 and describes institutional quality improvement initiatives | Participates in institutional quality improvement initiatives | Demonstrates the skills required to identify, develop, implement, and analyze an institutional quality improvement project | Creates, implements, and assesses quality improvement initiatives at the institutional level | Creates, implements, and assesses national quality improvement initiatives |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Systems-Based Practice 2: System Navigation for Patient-Centered Care | | | | |
|---|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of care coordination, including transitions of care | Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional teams, including transitions of care | Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams, including transitions of care | Role models effective coordination of patient-centered care among different disciplines including transitions of care | Analyzes the process of care coordination and leads in the design and implementation of improvements including transitions of care |
| Demonstrates knowledge of the oncologic population health needs and disparities | Identifies specific population health needs and inequities for their local oncologic population | Coordinates with local resources to effectively meet the needs of an oncologic patient population | Participates in changing and adapting individual practice to provide for the needs of specific oncologic populations | Leads innovations and advocates for oncologic populations with health care inequities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Systems-Based Practice 3: Physician Role in Health Care Systems | | | | |
|---|--|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology, payment systems) | Describes how components of a complex health care system are interrelated, and how this impacts patient care | Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency) | Manages various components of the complex health care system to provide efficient and effective patient care and transition of care | Advocates for or leads systems change that enhances high-value, efficient, and effective patient care and transition of care |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice | | | | |
|---|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates how to access and use the available evidence and how to incorporate patient preferences and values into the care of patients | 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 patients | Critically appraises and applies evidence, even in the face of uncertain and/or conflicting evidence, to guide care, tailored to the individual patient | Coaches others to critically appraise and apply evidence for 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 Completed Level 1 <input type="checkbox"/> |

| Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth | | | | |
|---|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Accepts responsibility for personal and professional development by establishing goals</p> <p>Identifies the factors that contribute to gap(s) between expectations and actual performance</p> | <p>Demonstrates openness to performance data (feedback and other input) in order to inform goals</p> <p>Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance</p> | <p>Seeks performance data episodically with adaptability and humility</p> <p>Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance</p> | <p>Consistently seeks performance data with adaptability and humility</p> <p>Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance</p> | <p>Role models consistently seeking performance data with adaptability and humility</p> <p>Coaches others on reflective practice</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> | | | | |

| Practice-Based Learning and Improvement 3: Scholarly Activity | | | | |
|--|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies areas worthy of scholarly investigation | Formulates a scholarly plan under supervision of a mentor | Presents products of scholarly activity at local meetings | Disseminates products of scholarly activity at regional or national meetings, and/or submits an abstract to regional, state, or national meetings | Publication of independent research that has generated new medical knowledge, educational programs, or process improvement |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Professionalism 1: Professional Behavior and Ethical Principles | | | | |
|--|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Identifies and describes potential triggers for professionalism lapses and how to report</p> <p>Demonstrates knowledge of the ethical principles underlying the care of cancer patients</p> | <p>Demonstrates professional behavior in routine situations and 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 and 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</p> | <p>Coaches others when their behavior fails to meet professional expectations</p> <p>Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> | | | | |

| Professionalism 2: Accountability/Conscientiousness | | | | |
|--|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Takes responsibility for failure to complete tasks and responsibilities, identifies potential contributing factors, and describes strategies for ensuring timely task completion in the future</p> <p>Responds promptly to requests or reminders to complete tasks and responsibilities</p> | <p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations</p> <p>Recognizes situations that may impact own ability to complete tasks and responsibilities in a timely manner</p> | <p>Performs tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations</p> <p>Proactively implements strategies to ensure that the needs of patients, teams, and systems are met</p> | <p>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"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> | | | | |

| Professionalism 3: Well-Being | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes status of personal and professional well-being, with assistance | Independently recognizes status of personal and professional well-being | With assistance, proposes a plan to 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 of the team, with assistance | Independently recognizes status of personal and professional well-being of the team | With assistance, proposes a plan to optimize personal and professional well-being of the team | Independently develops a plan to optimize personal and professional well-being of the team | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

This subcompetency is not intended to evaluate a fellow's well-being, but to ensure each fellow has the fundamental knowledge of factors that impact well-being, the mechanisms by which those factors impact well-being, and available resources and tools to improve well-being.

| Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Establishes a professional rapport with patients and communicates in a clear and understandable manner | Establishes a therapeutic relationship in straightforward patient encounters and compassionately delivers medical information | Establishes a therapeutic relationship in challenging patient encounters and acknowledges uncertainty in alignment of goals | Uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan | 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) | 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 while identifying a contextual approach to minimize communication barriers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Interpersonal and Communication Skills 2: Interprofessional and Team Communication | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Uses language that values all members of the health care team</p> | <p>Communicates information effectively with all health care team members</p> | <p>Uses active listening to adapt communication style to fit team needs</p> | <p>Coordinates recommendations from different members of the health care team to optimize patient care and maintains effective communication in crisis situations</p> | <p>Role models flexible communication strategies that value input from all health care team members, resolving conflict when needed</p> |
| <p>Respectfully receives feedback on performance as a member of the health care team</p> | <p>Solicits feedback on performance as a member of the health care team</p> | <p>Communicates concerns and provides feedback to peers and learners</p> | <p>Communicates feedback and constructive criticism to superiors</p> | <p>Facilitates regular health care team-based feedback in complex situations</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> | | | | |

| Interpersonal and Communication Skills 3: Communication within Health Care Systems | | | | |
|---|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Accurately records information in the patient record</p> <p>Communicates through appropriate channels as required by institutional policy (e.g., patient safety reports, cell phone/pager usage)</p> | <p>Demonstrates organized diagnostic and therapeutic reasoning through notes in the patient record</p> <p>Demonstrates efficient use of electronic health record to communicate with the health care team</p> | <p>Concisely integrates all relevant data from outside systems and prior encounters and reports diagnostic and therapeutic reasoning in the patient record</p> <p>Appropriately selects direct (e.g., telephone, in-person) and indirect (e.g., progress notes, secure text messages) forms of communication based on context and urgency</p> | <p>Communicates clearly, concisely, timely, and in an organized written form, including anticipatory guidance</p> <p>Achieves written or verbal communication (e.g., patient notes, email) that serves as an example for others to follow</p> | <p>Models feedback to improve others' written communication</p> <p>Guides departmental or institutional communication around policies and procedures</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> | | | | |