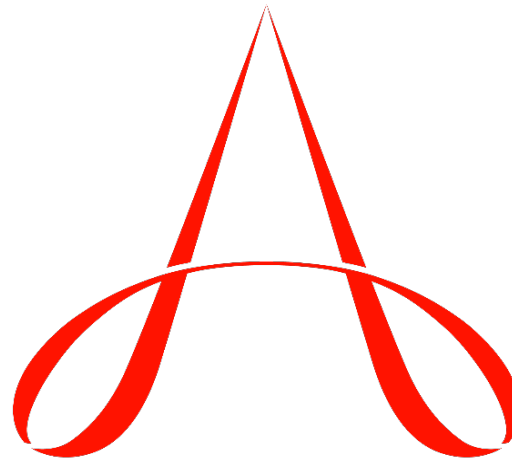




Critical Care Anesthesiology Milestones

The Accreditation Council for Graduate Medical Education



A C G M E

Implementation Date: July 2022
Second Revision: May 2022
First Revision: January 2016

Critical Care Anesthesiology Milestones

The Milestones are designed only for use in evaluation of fellows in the context of their participation in ACGME-accredited residency or 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 competency, nor are they designed to be relevant in any other context.

Critical Care Anesthesiology Milestones Work Group

Edward Bittner, MD, PhD, MEd

Laura Edgar, EdD, CAE

Babar Fiza, MD

Bhargavi Gali, MD

Maurice Joyce, MD, EdM

Gretchen Lemmink, MD

Charles Sims, MD

The ACGME would like to thank the following organizations for their continued support in the development of the Milestones:

American Board of Anesthesiology

Review Committee for Anesthesiology

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 resident/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 resident 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 vi).

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, like examples contained within the Milestones, 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 subcompetency in the same format as the ACGME Report Worksheet. For each reporting period, a resident's performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes that resident's performance in relation to those milestones.

| 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 form 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 which contribute to performance deficits | Analyzes and acknowledges the factors which contribute to performance deficits | Institutes behavioral change(s) to improve performance | Considers alternatives to improve performance | Models reflective practice |
| Actively seeks opportunities to improve | Designs and implements a learning plan, with prompting | Independently creates and implements a learning plan | Integrates performance data to adapt the learning plan | 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 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 Assessment and Development of a Care Plan | | | | |
|--|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Efficiently gathers a focused history and physical examination to identify disease processes | Orders and interprets imaging and laboratory evaluation | Integrates data into a comprehensive patient assessment | Continuously assesses the patient and recognizes unusual presentations | Serves as a peer reference for unusual presentations |
| Formulates a differential diagnosis | Formulates a care plan and communicates it to the team | Develops and prioritizes a care plan | Adapts care plan for complex clinical situations | Participates in the development of clinical pathways |
| <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 Assessable <input type="checkbox"/> |

| Patient Care 2: Crisis Management | | | | |
|--|---|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Responds to crisis situations as a team coordinator | Develops a differential diagnosis that includes the most likely etiologies for acute clinical deterioration | Determines the level of patient acuity to prioritize and implement an actionable care plan | Independently anticipates clinical deterioration and leads the multidisciplinary team | Triages available institutional resources to effectively resolve patient deterioration |
| <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> | | | | |

| Patient Care 3: Procedural Skills/Technical Abilities/Interpretation | | | | |
|---|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Selects equipment, performs common intensive care unit (ICU) procedures (e.g., peripheral arterial or central venous catheterization), and recognizes complications, with guidance</p> <p>Interprets data obtained from common ICU procedures, with guidance</p> | <p>Performs advanced ICU procedures (e.g., bronchoscopy, chest tube), with guidance</p> <p>Interprets data obtained from advanced ICU procedures, with guidance</p> | <p>Performs common and advanced ICU procedures and troubleshoots common complications</p> <p>Synthesizes data obtained from common and advanced ICU procedures to modify the care plan</p> | <p>Proficiently performs common and advanced ICU procedures and troubleshoots complex complications</p> <p>Proficiently synthesizes data obtained and identifies unusual findings from common and advanced ICU procedures</p> | <p>Serves as a consultant for performing difficult procedures</p> <p>Introduces new evidence-based ICU 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> <p style="text-align: right;">Not Yet Assessable <input type="checkbox"/></p> | | | | |

| Patient Care 4: Respiratory Failure and Ventilation Management | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes respiratory failure and develops a differential diagnosis and care plan, with guidance | Integrates relevant data to develop a patient care plan | Identifies more complex etiologies for respiratory failure | Continuously assesses a patient and recognizes unusual presentations | Serves as a consultant to respiratory care service in development of policies and procedures to optimize patient care |
| Selects and implements basic ventilation strategies (e.g., assist control, pressure support, non-invasive strategies) | Selects from a variety of modes of ventilation or respiratory care techniques and initiates the appropriate interventions to optimize gas exchange and minimize complications | Identifies the need for advanced intervention (e.g., extracorporeal membrane oxygenation (ECMO), inhaled vasodilators) and adjunctive therapies (e.g., proning, nitric) | Independently implements and adapts evidence-based ventilation strategies and advanced interventions | Directs evidenced-based protocol development and refinement of ventilator strategies |
| <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 Assessable <input type="checkbox"/> |

| Patient Care 5: Management of Organ Dysfunction and Shock | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes a patient in circulatory shock and initiates indicated therapies | Identifies the underlying etiology for a shock state, actively manages the resuscitation, and continually assesses the response to therapy | Actively manages an unstable patient in a shock state, anticipates and acts to minimize multisystem organ dysfunction, and recognizes atypical or subtle presentations of shock | Anticipates and acts independently to minimize the long-term consequences of circulatory shock and associated organ dysfunction | Is recognized by others as a resource in the management of shock and multisystem organ failure |
| Initiates a basic diagnostic work-up to delineate the etiology of circulatory shock | Utilizes advance diagnostic modalities, with knowledge of advantages and limitations of each, to determine the etiology of shock | Incorporates data from advanced diagnostic modalities to develop treatment plans | Synthesizes data from advanced diagnostic modalities to develop a comprehensive treatment plan | Develops diagnostic algorithms for the diagnosis and management of circulatory shock |
| <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 Assessable <input type="checkbox"/> |

| Medical Knowledge 1: Pharmacology | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of the pharmacology, clinical indications, and application of medications used in the care of critically ill patients, including vasoactive drugs, sedatives, analgesics, immunotherapy, and antibiotics | Applies knowledge of the pharmacology, clinical indications, and selection of medications used in the care of critically ill patients | Applies knowledge of the pharmacology, clinical indications, and selection of medications used in the care of complex critically ill patients | Integrates knowledge of pharmacology, clinical indications, and selection of medications (including medication interactions) to care for critically ill patients | Serves as a consultant in pharmacotherapy for critically ill patients |
| <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 Assessable <input type="checkbox"/> |

| Medical Knowledge 2: Pathophysiology of Critical Illness | | | | |
|--|---|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of common pathophysiology and complications related to critical illness | Applies knowledge of common pathophysiology and complications to treat critical illness | Applies knowledge of complex pathophysiology and complications to treat critical illness | Serves as a resource for knowledge of pathophysiology and complications related to critical illness | Is recognized as an expert in synthesizing and prioritizing differential diagnosis complex critical care conditions and anticipating potential complications |
| <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> | | | | |

| Systems-Based Practice 1: Patient Safety and Quality Improvement | | | | |
|---|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of common events that impact patient safety | 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 patients' families (simulated or actual) | Discloses patient safety events to patients and patients' 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 departmental quality improvement initiatives | Participates in department 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 level or above |
| <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 | Coordinates care of patients in routine clinical situations effectively using the roles of interprofessional team members | Coordinates care of patients in complex clinical situations effectively using the roles of interprofessional team members | Role models effective coordination of patient-centered care among different disciplines and specialties | Analyzes the process of care coordination and participates 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 | 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 inequities | Identifies specific population and community health needs and inequities for the local population | Uses institutional 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 | Advocates for populations and communities with health care inequities in the peri-operative setting |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | |
| Not Yet Completed 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 key components of the complex health care system (e.g., hospital, skilled nursing facility, finance, personnel, technology) | 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 |
| States factors impacting the costs of critical care | Documents patient details to facilitate accurate billing and reimbursement | Explains the impact of documentation on billing and reimbursement | Practices and advocates for cost-effective patient care | Engages in external activities related to advocacy for cost-effective 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 |
| Accesses and uses evidence in routine patient care | Articulates clinical questions and elicits patient preferences and values to guide evidence-based care | Compares and applies the best available evidence, integrated with patient preference, to the care of complex patients | Appraises and applies evidence, even in the face of uncertainty and conflicting evidence, to guide individualized care | Coaches others to 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: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| 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) to form 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 performance deficits | Analyzes and acknowledges the factors that contribute to performance deficits | Institutes behavioral change(s) to improve performance | Considers alternatives to improve performance | Models reflective practice |
| Actively seeks opportunities to improve | Designs and implements a learning plan, with prompting | Independently creates and implements a learning plan | Integrates performance data to adapt the learning plan | 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 Completed Level 1 <input type="checkbox"/> | | | | |

| Professionalism 1: Professional Behavior and Ethical Principles | | | | |
|---|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies 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 oneself | Coaches others when their behavior fails to meet professional expectations |
| Describes when and how to report lapses in professionalism | Takes responsibility for one's own professionalism lapses | Recognizes need to seek help in managing and resolving complex interpersonal situations | Actively solicits help and acts on recommendations to resolve complex interpersonal situations | 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 patient care | Analyzes straightforward situations using ethical principles | Analyzes complex situations using ethical principles | Recognizes and uses resources for managing and resolving ethical dilemmas | |
| <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> | | | | |

| Professionalism 2: Accountability/Conscientiousness | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Responds promptly to requests or reminders to complete tasks | Performs tasks and responsibilities in a timely manner | Performs tasks and responsibilities in a timely manner with appropriate attention to detail in routine situations | Prioritizes tasks and responsibilities in a timely manner with appropriate attention to detail in complex or stressful situations | |
| Takes responsibility for failure to complete tasks | Recognizes situations that may impact one's own ability to complete tasks and responsibilities in a timely manner | Takes responsibility for tasks not completed in a timely manner and identifies strategies to prevent recurrence | Proactively implements strategies to ensure that the needs of patients, teams, and systems are met | Designs and implements an institutional systems approach to ensure timely task completion and shared responsibility |
| <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> | | | | |

| Professionalism 3: Well-Being | | | | |
|---|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes the importance of addressing personal and professional well-being | Lists available resources for personal and professional well-being Describes institutional resources that are meant to promote/support well-being | With assistance, proposes a plan to promote personal and professional well-being Recognizes which institutional factors affect well-being | Independently develops a plan to promote personal and professional well-being Describes institutional factors that positively and/or negatively affect well-being | Creates institutional-level interventions that promote colleagues' well-being Describes institutional programs designed to examine systemic contributors to burnout |
| <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. Rather, the intent is to ensure that each fellow has the fundamental knowledge of factors that affect well-being, the mechanisms by which those factors affect 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 |
| Communicates with patients and their families in an understandable and respectful manner | Customizes communication in the setting of personal biases and barriers with patients and patients' families | Explains complex and difficult information to patients and patients' families | Facilitates difficult discussions with patients and patients' families | Mentors others in the facilitation of crucial conversations |
| Provides timely updates to patients and patients' families | Actively listens to patients and patients' families to elicit patient preferences and expectations | Uses shared decision-making to make a personalized care plan | Effectively negotiates and manages conflict among patients, patients' families, and the health care team | Mentors others in conflict resolution |
| <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: Complex Communication around Serious Illness | | | | |
|--|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies the need to assess a patient's/patient's family's expectations and understanding of health status and treatment options | Assesses a patient's family's/caregiver's understanding of the patient's condition and identifies preferences for receiving information | Delivers difficult information and attends to emotional responses of a patient and patient's family/caregivers | Tailors communication according to disease characteristics and trajectory, patient consent, patient's family's needs, and medical uncertainty, and is able to address intense emotional response | Coaches others in the communication of prognostic information |
| Identifies key communication elements for shared decision making | Facilitates communication with a patient/patient's family by introducing stakeholders, setting the agenda, clarifying expectations, and verifying an understanding of the clinical situation | Sensitively and compassionately delivers medical information; elicits a patient's/patient's family's values, goals, and preferences; and acknowledges uncertainty and conflict, with guidance | Independently uses shared decision making to align the patient's/patient's family's values, goals, and preferences with treatment options to make a personalized care plan in situations with a high degree of uncertainty and conflict | Coaches others in shared decision making in communication with a patient/patient's family |
| <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 Assessable <input type="checkbox"/> |

| Interpersonal and Communication Skills 3: Interprofessional and Team Communication | | | | |
|--|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Respectfully requests or receives consultations | Clearly, concisely, and promptly requests or responds to a consultation | Uses closed-loop communication to verify understanding | 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 |
| Uses language that values all members of the health care team | Communicates information effectively with all health care team members | Adapts communication style to fit team needs | Maintains effective communication in crisis situations | Facilitates regular health care team-based feedback in complex situations |
| Respectfully receives feedback from health care team members | Solicits feedback on performance as a member of the health care team | Communicates concerns and provides feedback to peers and learners | Communicates constructive feedback to superiors | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | |
| Not Yet Completed Level 1 <input type="checkbox"/> | | | | |

| Interpersonal and Communication Skills 4: Communication within Health Care Systems | | | | |
|---|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Accurately records information in the patient record; demonstrates judicious use of documentation shortcuts | Accurately gathers all essential medical records from other institutions | Accurately records information in the electronic health record (EHR) and communicates complex care decisions for complex cases | Uses EHR functionality to highlight challenges in anesthetic care to facilitate future peri-operative management | Explores innovative uses of the EHR to facilitate effective critical care management |
| Safeguards patient personal health information | Documents required data in formats specified by institutional policy | Appropriately selects direct and indirect forms of communication based on context | Models exemplary written or verbal communication | Guides departmental or institutional policies and procedures around communication |
| Communicates through appropriate channels as required by institutional policy | Respectfully communicates concerns about the system | Respectfully communicates concerns about the system and contributes to solutions | Uses appropriate channels to offer clear and constructive suggestions to improve the system | Initiates difficult conversations with appropriate stakeholders to improve the system |
| <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> | | | | |