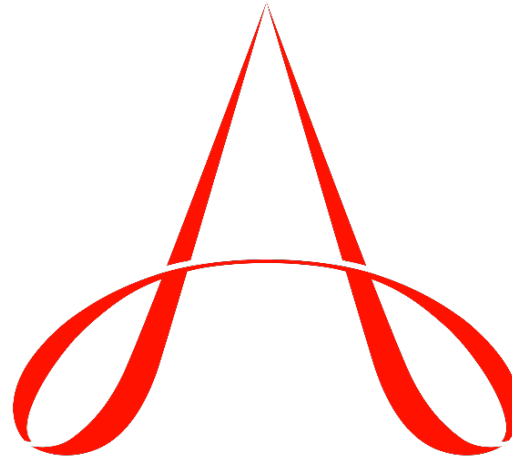




Neurology Milestones

The Accreditation Council for Graduate Medical Education



A C G M E

Implementation Date: July 1, 2021
Second Revision: December 2020
First Revision: July 2013

Neurology Milestones

The Milestones are designed only for use in evaluation of residents in the context of their participation in ACGME-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 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.

Neurology Milestones

Work Group

| | |
|---------------------------------|---------------------------|
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American Board of Psychiatry and Neurology
American Osteopathic Board of Neurology and Psychiatry
Consortium of Neurology Program Directors
Review Committee for Neurology

Understanding Milestone Levels and Reporting

This document presents the Milestones, which programs use in a semi-annual review of resident 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 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 resident 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 resident may achieve higher levels early in his/her educational program just as a senior resident may be at a lower level later in his/her educational program. There is no predetermined timing for a resident to attain any particular level. Residents 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 resident.

Selection of a level implies the resident 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 resident 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.

Examples are provided for some milestones within this document. Please note: the examples are not the required element or outcome; they are provided as a way to share the intent of the element.

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 resident 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 sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a resident’s performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that resident’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 (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 skills required to identify, develop, implement, and analyze a quality improvement project | Designs, 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: History | | | | |
|------------------------------------|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Obtains a basic neurologic history | Obtains a complete and relevant neurologic history | Obtains an organized neurologic history, including collateral information as appropriate | Efficiently obtains an organized hypothesis-driven neurologic history | Serves as a role model in obtaining a hypothesis-driven neurologic history |
| <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: Neurologic Exam | | | | |
|--|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Performs some components of a neurologic exam | Performs a standard neurologic exam accurately | Performs a relevant neurologic exam incorporating additional appropriate maneuvers | Performs a hypothesis-driven neurologic exam | Serves as a role model for performing a hypothesis-driven, complete, relevant, and organized neurologic exam |
| <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> | | | | |

| Patient Care 3: Formulation | | | | |
|--|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Summarizes history and exam findings | Generates a broad differential diagnosis based on history, exam, and localization | Synthesizes relevant information to focus and prioritize diagnostic possibilities | Continuously reconsiders diagnosis in response to changes in clinical circumstances and available data | Serves as a role model for clinical reasoning by demonstrating sophisticated formulation in complex presentations |
| <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> | | | | |

| Patient Care 4: Diagnosis and Management of Neurologic Disorders in the Outpatient Setting | | | | |
|--|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies typical presentations of commonly encountered neurologic conditions | Diagnoses commonly encountered neurologic conditions Develops an initial treatment plan for commonly encountered neurologic disorders | Identifies atypical presentations of commonly encountered neurologic conditions Individualizes management and follow-up plan for commonly encountered neurologic disorders, considering risks, benefits, and non-pharmacologic strategies | Diagnoses uncommon neurologic conditions Adapts management plan based upon patient response and complications of therapy; identifies when to change acuity of care | Identifies atypical presentations of uncommon neurologic conditions Longitudinally manages uncommon neurologic conditions |
| <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 5: Diagnosis and Management of Neurologic Disorders in the Inpatient Setting | | | | |
|--|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies typical presentations of commonly encountered neurologic conditions | Diagnoses commonly encountered neurologic conditions Develops an initial treatment plan for commonly encountered neurologic disorders | Identifies atypical presentations of commonly encountered neurologic conditions Individualizes management plan, ensuring the appropriate level of care throughout hospitalization and upon discharge | Diagnoses uncommon neurologic conditions Adapts management plan based upon treatment response, disease progression, and complications of therapy | Identifies atypical presentations of uncommon neurologic conditions Leads the management of patients with complex and uncommon neurologic conditions |
| <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 6: Diagnosis and Management of Neurologic Emergencies | | | | |
|--|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Describes the typical presentation of neurologic emergencies | Recognizes when a patient's presentation is a neurologic emergency | Diagnoses neurologic emergencies, using appropriate diagnostic testing | Re-appraises diagnostic considerations based on treatment response, disease progression, and complications of therapy | Serves as a role model for management of neurologic emergencies |
| Seeks assistance and conveys pertinent details during a neurologic emergency | Initiates management for a neurologic emergency | Manages patients with common neurologic emergencies | Manages complex neurologic emergencies | |
| <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 7: Determination of Death by Neurologic Criteria | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of medical and legal significance of death by neurologic criteria | Lists the components for determining death by neurologic criteria | Describes supplemental testing used to determine death by neurologic criteria | Accurately performs determination of death by neurologic criteria | Educates others in the determination of death by neurologic criteria, including appropriate use of supplemental testing, as well as controversies |
| <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> | | | | |

| Patient Care 8: Interpretation of Neuroimaging | | | | |
|---|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies basic neuroanatomy on brain and vascular anatomy of the head and neck magnetic resonance (MR) and computed tomography (CT) | Identifies major abnormalities of the brain and cerebrovascular system on MR and CT Identifies basic anatomy of the spine and spinal cord on MR and CT | Interprets typical abnormalities of the brain and cerebrovascular system on MR and CT Identifies abnormalities of the spine and spinal cord on MR and CT | Interprets subtle abnormalities of brain and cerebrovascular system on MR and CT Interprets MR and CT of the spine | Interprets advanced neuroimaging |
| <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 9: Electroencephalogram (EEG) | | | | |
|--|--|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies patients for whom EEG is appropriate | Recognizes normal EEG features, including common artifacts, in children and adults | Recognizes patterns of status epilepticus, normal EEG variants, and common abnormalities in children and adults | Interprets common EEG abnormalities and patterns that could represent status epilepticus | Interprets uncommon EEG abnormalities and creates a report |
| <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> | | | | |

| Patient Care 10: Nerve Conduction Study/Electromyogram (NCS/EMG) | | | | |
|--|--|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies patients for whom NCS/EMG is appropriate | Identifies NCS/EMG findings for common disorders | Correlates NCS/EMG results to patient presentation, including identification of potential study limitations | Formulates basic NCS/EMG plan and interprets data for common clinical presentations | Performs, interprets, and creates a report for NCS/EMG |
| <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 11: Lumbar Puncture | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Lists the indications, contraindications, and complications for lumbar puncture | Performs lumbar puncture under direct supervision | Performs lumbar puncture without direct supervision and manages complications | Performs lumbar puncture on patients with challenging anatomy | Performs lumbar puncture using image guidance |
| <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> | | | | |

| Patient Care 12: Psychiatric and Functional Aspects of Neurology | | | | |
|--|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes contributions of common psychiatric disorders and their treatment to neurologic diseases | Develops a treatment plan that considers psychiatric comorbidities and side effects of psychiatric medications | Accurately differentiates psychiatric or functional contributions to neurologic symptoms | Leads a discussion with a patient and/or caregiver that explains the psychiatric or functional contribution to the patient's neurologic symptoms | Develops a shared management plan that addresses the psychiatric or functional contribution to neurologic symptoms |
| <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> | | | | |

| Medical Knowledge 1: Localization | | | | |
|--|--|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes the role of localization in neurologic diagnosis | Localizes lesions to general regions of the nervous system | Localizes lesions to specific regions of the nervous system | Localizes lesions to discrete structures of the nervous system | Consistently demonstrates sophisticated and detailed knowledge of neuroanatomy in localizing lesions |
| <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> | | | | |

| Medical Knowledge 2: Diagnostic Investigation | | | | |
|--|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Discusses a general diagnostic approach appropriate to clinical presentation | Lists indications, contraindications, risks, and benefits of diagnostic testing | Prioritizes and interprets diagnostic tests appropriate to clinical urgency and complexity | Uses complex diagnostic approaches in uncommon situations | Demonstrates sophisticated knowledge of diagnostic testing and controversies |
| <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"/> |

| Systems-Based Practice 1: Patient Safety | | | | |
|---|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of commonly reported 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 patients' families | Discloses patient safety events to patients and patients' families | Role models or mentors others in the disclosure of patient safety events |
| <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: Quality Improvement | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of basic quality improvement methodologies and metrics | Describes local quality improvement initiatives (e.g., community vaccination rate, infection rate, smoking cessation) | Participates in local quality improvement initiatives | Demonstrates the skills required to identify, develop, implement, and analyze a quality improvement project | Creates, implements, and assesses quality improvement initiatives at the institutional or community level |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Systems-Based Practice 3: System Navigation for Patient-Centered Care | | | | |
|---|---|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Demonstrates knowledge of care coordination</p> <p>Performs safe and effective transitions of care/hand-offs in routine clinical situations</p> <p>Demonstrates knowledge of population and community health needs and disparities</p> | <p>Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional team members</p> <p>Performs safe and effective transitions of care/hand-offs in complex clinical situations</p> <p>Identifies specific population and community health needs and inequities for the local population and community</p> | <p>Coordinates care of patients in complex clinical situations effectively using the roles of the interprofessional team members</p> <p>Supervises transitions of care by other team members</p> <p>Effectively uses local resources to meet the needs of a patient population and community</p> | <p>Role models effective coordination of patient-centered care among different disciplines and specialties</p> <p>Role models safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings</p> <p>Adapts practice to provide for the needs of specific populations</p> | <p>Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes</p> <p>Leads innovations in adapting practice and systems for populations and communities with health care disparities</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> | | | | |

| Systems-Based Practice 4: Physician Role in Health Care Systems | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Describes basic health care payment systems, (e.g., government, private, public, uninsured care) and practice models</p> <p>Identifies basic knowledge domains for effective transition to practice (e.g., information technology, legal, billing and coding, financial, personnel)</p> | <p>Delivers patient-centered care, considering the patient's economic constraints</p> <p>Demonstrates use of information technology required for medical practice (e.g., electronic health record, documentation required for billing and coding)</p> | <p>Engages with patients in shared decision making, informed by each patient's payment models</p> <p>Consistently demonstrates timely and accurate documentation, including coding and billing requirements</p> | <p>Uses available resources to promote optimal patient care (e.g., community resources, patient assistance resources) considering each patient's payment model</p> <p>Implements changes in individual practice patterns in response to professional requirements and in preparation for practice</p> | <p>Advocates for systems change that enhances high-value, efficient, and effective patient care</p> <p>Educates others to prepare them for transition to 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 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 to incorporate patient preferences and values to care for a routine patient | Articulates clinical questions and elicits patient preferences and values 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 interprets 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: <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 |
| <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>Actively seeks opportunities to improve</p> | <p>Demonstrates openness to performance data (feedback and other input) to inform goals</p> <p>Analyzes and reflects on the factors that contribute to gap(s) between expectations and actual performance</p> <p>Designs and implements a learning plan, with prompting</p> | <p>Seeks performance data sporadically, with adaptability and humility</p> <p>Institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance</p> <p>Independently creates and implements a learning plan</p> | <p>Seeks performance data consistently</p> <p>Challenges assumptions and considers alternatives in narrowing the gap(s) between expectations and actual performance</p> <p>Uses performance data to measure the effectiveness of the learning plan, and, when necessary, improves it</p> | <p>Role models seeking performance data, with adaptability and humility</p> <p>Coaches others on reflective practice</p> <p>Facilitates the design and implementation of learning plans for others</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 1: Professional Behavior and Ethical Principles | | | | |
|--|--|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies and describes potential triggers for professionalism lapses and how to report Demonstrates knowledge of ethical principles related to patient care | Demonstrates insight into professional behavior in routine situations and takes responsibility Analyzes straightforward situations using ethical principles | Demonstrates professional behavior in complex or stressful situations Analyzes complex situations using ethical principles | Intervenes to prevent professionalism lapses in oneself and others Recognizes and uses appropriate resources for managing and resolving ethical dilemmas as needed | Coaches others when their behavior fails to meet professional expectations Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their 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> | | | | |

| 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 in which one's own behavior may impact others' ability to complete tasks and responsibilities in a timely manner</p> | <p>Develops or implements strategies to improve system-wide problems to improve ability for oneself and others to complete tasks and responsibilities in a timely fashion</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 sense 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 |
| <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 resident’s well-being. Rather, the intent is to ensure that each resident 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 |
| <p>Uses language and non-verbal behavior to demonstrate respect and establish rapport</p> <p>Identifies the need to individualize communication strategies based on the patient's/patient's family's expectations and understanding</p> | <p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Communicates compassionately with the patient/patient's family to clarify expectations and verify understanding of the clinical situation</p> | <p>Establishes a therapeutic relationship in challenging patient encounters</p> <p>Communicates medical information in the context of the patient's/patient's family's values, uncertainty and conflict</p> | <p>Easily establishes therapeutic relationships, with attention to the patient's/patient's family's concerns and context, regardless of complexity</p> <p>Uses shared decision making to align the patient's/patient's family's values, goals, and preferences with treatment options</p> | <p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</p> <p>Role models shared decision making in the context of the patient's/patient's family's values, uncertainty and conflict</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 2: Barrier and Bias Mitigation | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies common barriers to effective patient care (e.g., language, disability) | Identifies complex barriers to effective patient care (e.g., health literacy, cultural) | Recognizes personal biases and mitigates barriers to optimize patient care, when prompted | Recognizes personal biases and proactively mitigates barriers to optimize patient care | Mentors others on recognition of bias and mitigation of barriers to optimize patient 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> | | | | |

| Interpersonal and Communication Skills 3: Interprofessional and Team Communication | | | | |
|---|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Respectfully requests a consultation | Confirms understanding of consultant recommendations | Clearly and concisely formulates a consultation request | Coordinates recommendations from different members of the health care team to optimize patient care | Role models and facilitates flexible communication strategies that value input from all health care team members, resolving conflict when needed |
| Recognizes the role of a neurology consultant | Respectfully accepts a consultation request | Clearly and concisely responds to a consultation request | | |
| Uses language that values all members of the health care team | Communicates information effectively with all health care team members | Uses active listening to adapt communication style to fit team needs | Solicits and communicates feedback to other members of the health care 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> | | | | |

| Interpersonal and Communication Skills 4: Communication within Health Care Systems | | | | |
|--|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Documents accurate and up-to-date patient information | Demonstrates diagnostic reasoning through organized and timely notes | Communicates the diagnostic and therapeutic reasoning | Demonstrates concise, organized written and verbal communication, including anticipatory guidance | Guides departmental or institutional communication policies and procedures |
| Communicates in a way that safeguards patient information | Communicates through appropriate channels as required by institutional policy | Selects optimal mode of communication based on clinical context | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Completed Level 1 <input type="checkbox"/> |