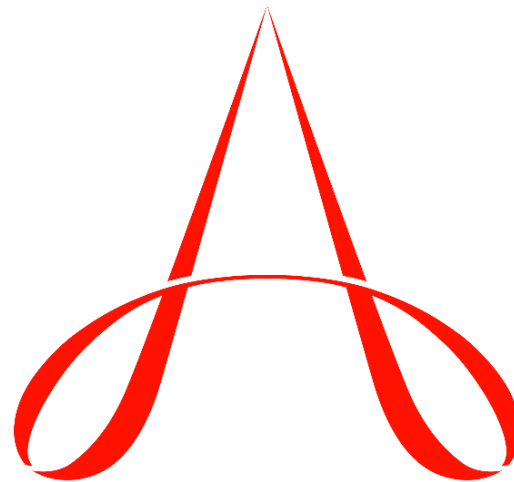




Neuroradiology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation Date: July 1, 2021

Second Revision: May 2021

First Revision: February 2014

Neuroradiology 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.

Neuroradiology Milestones Work Group

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American Board of Radiology

American Osteopathic Association

American Society of Neuroradiology

Review Committee for Radiology

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 his/her educational program just as a senior fellow 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. 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 fellow's performance on the milestones for each subcompetency will be indicated by selecting the level of milestones that best describes that fellow's performance in relation to those milestones.

| Interpersonal and Communication Skills 2: Interprofessional and Team Communication | | | | |
|--|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Respectfully receives a consultation request | Clearly and concisely responds to a consultation request | Checks understanding of recommendations when providing consultation | 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 |
| Demonstrates knowledge of the institutional and national communication guidelines | Communicates emergent findings according to institutional or national guidelines | Communicates non-emergent findings where failure to act may adversely affect patient outcome | Communicates findings and management options (as appropriate) which are tailored to the referring provider | Coaches and teaches other learners in tailored communications to referring providers |
| <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: Reporting | | | | |
|--|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Generates reports with appropriate elements for coding | Efficiently generates clear, concise, and thoroughly proofread reports which do not require substantive correction | Efficiently generates clear, concise, and thoroughly proofread reports which rarely require correction | Generates tailored reports meeting the needs of the subspecialty care provider | Creates and revises templates to meet the needs of the subspecialty care provider |
| Describes lexicons and structured reporting | Uses lexicons and structured reporting that do not require substantive correction | Uses lexicons and structured reporting which rarely require correction | Proficiently uses lexicons and structured reporting to provide accurate and timely reports which do not require correction | Serves as a role model for use of lexicons and structured reporting |
| <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 2: Consultant in Neuroradiology | | | | |
|--|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Uses established evidence-based imaging guidelines, such as American College of Radiology (ACR) Appropriateness Criteria® | Integrates clinical data with imaging findings to develop a differential diagnosis; uses evidence-based imaging guidelines to recommend imaging of common neuroradiology conditions | Integrates clinical data with imaging findings to develop a differential diagnosis; uses evidence-based imaging guidelines to recommend imaging of complex neuroradiology conditions | Effectively provides independent consultation to subspecialists taking into consideration cost effectiveness, risks, and benefits | Serves as an expert neuroradiology resource for other providers |
| <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: Interpretation of Neuroimaging | | | | |
|--|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies primary imaging findings in common conditions | Identifies secondary imaging findings, recognizes critical imaging findings, and formulates differential diagnoses | Prioritizes differential diagnoses and helps to guide management | Provides an accurate diagnosis with integration of clinical history | Demonstrates expertise at a level expected of a subspecialist, including for rare or unusual conditions |
| <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: Competence in Neuroradiology Procedures | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Performs pre-procedural work-up Discusses indications, contraindications, and potential complications | Competently performs procedures, with direct supervision Recognizes complications and enlists help | Competently performs procedures, with indirect supervision Manages complications, with supervision | Competently performs procedures independently Anticipates challenges and independently manages complications | Competently teaches procedural skills to others independently Modifies procedures in anticipation of potential challenges or 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 Assessable <input type="checkbox"/> |

| Medical Knowledge 1: Application of Neuroscience to Neuroradiology | | | | |
|---|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Discusses basic pathophysiology, anatomy, genetics of diseases, and treatment-related effects of the brain, neck, and spine | Applies knowledge of pathophysiology, anatomy, genetics of diseases, and treatment-related effects to image interpretation and management of common conditions | Applies knowledge of pathophysiology, anatomy, genetics of diseases, and treatment-related effects to image interpretation and management of uncommon conditions | Applies knowledge of pathophysiology, anatomy, genetics of diseases, and treatment-related effects to image interpretation and management of rare or unusual conditions | Teaches and advances the application of neuroscience to neuroradiology |
| <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: Protocol Selection, Contrast Agent Selection/Dosing, and Image Optimization | | | | |
|--|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Discusses protocols and contrast agent/dose | Selects protocols and contrast agent/dose for common exams | Selects protocols and contrast agent/dose for advanced exams | Independently tailors protocols to answer complex clinical questions | Teaches and/or develops imaging protocols |
| Discusses imaging technology and image acquisition | Demonstrates knowledge of image acquisition and processing, and recognizes common imaging artifacts and technical problems | Applies knowledge of image acquisition and processing and troubleshoots for imaging artifacts and technical problems | Proficiently optimizes image acquisition and processing in collaboration with the technologist/imaging team | Teaches and advances knowledge of image acquisition and processing |
| <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 | | | | |
|---|---|--|---|---|
| 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) | Serves as a role model to 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 | 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 divisional, departmental, or institutional 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 |
| Demonstrates knowledge of care coordination and transitions of care in imaging/procedures | Coordinates care of patients and transitions of care in routine imaging/procedures | Coordinates care of patients and transitions of care in complex imaging/procedures | Role models effective coordination of patient-centered care and transitions of care among different disciplines and specialties | Analyzes the process of care coordination or transitions of care and leads in the design and implementation of multidisciplinary process improvements |
| <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 4: Physician Role in Health Care Systems | | | | |
|--|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Identifies key components of the complex health care system (e.g., hospital, finance, personnel, technology)</p> <p>Describes the mechanisms for reimbursement, including types of payors</p> | <p>Describes how components of a complex health care system are interrelated, and how this impacts patient care</p> <p>States relative cost of common procedures</p> | <p>Discusses how individual practice affects the broader system (e.g., length of stay, readmission rates, clinical efficiency)</p> <p>Describes the technical and professional components of imaging costs</p> | <p>Manages various components of the complex health care system to provide efficient and effective patient care</p> <p>Describes the radiology revenue cycle and measurements of productivity (e.g., relative value units)</p> | <p>Advocates for or leads systems change that enhances high-value, efficient, and effective patient care</p> <p>Participates in health policy revenue and finance activities</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 5: Contrast Agent Safety | | | | |
|---|---|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of contrast safety and reactions | Recognizes contrast safety issues and reactions | Manages contrast safety concerns and reactions, with supervision | Independently manages contrast safety concerns and reactions | Serves as a role model and researches on or teaches contrast safety, including to referring providers |
| <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 6: Radiation Safety | | | | |
|--|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of the mechanisms of radiation injury and the ALARA (“as low as reasonably achievable”) concept | Accesses resources to determine exam-specific average radiation dose information | Communicates the relative risk of exam-specific radiation exposure to patients and practitioners | Applies principles of ALARA in daily practice including for pediatric patients | Creates, implements, and assesses radiation safety initiatives at the divisional, departmental, or institutional 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 7: Magnetic Resonance (MR) Safety | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of the risks of magnetic resonance imaging (MRI), including safety zones and pre-magnetic resonance (MR) screening | Accesses resources to determine the safety of implanted devices and retained foreign bodies | Discusses MR safety concerns, including implants and retained foreign bodies, with patients and practitioners | Independently applies principles of MR safety to daily practice | Creates, implements, and assesses MR safety initiatives at the divisional, departmental, or institutional 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"/> |

| 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 to determine the best imaging examination for a routine patient/diagnosis | Articulates clinical questions and elicits patient preferences and values in order to guide evidence-based imaging | Locates and applies the best available evidence, integrated with patient preferences and values, to the care of complex patients | Critically appraises 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 evidence-based care 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 Professional Growth | | | | |
|---|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Accepts responsibility for professional development by establishing goals | Receptive to performance data and feedback in order to adjust goals | Episodically seeks performance data and feedback, with humility and adaptability | Consistently seeks performance data and feedback with humility and adaptability | Coaches other learners to consistently seek performance data and feedback |
| Identifies factors that contribute to gap(s) between expectations and actual performance | Analyzes and reflects on factors that contribute to gap(s) between expectations and actual performance | Institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance | Analyzes effectiveness of behavioral changes where appropriate and considers alternatives in narrowing the gap(s) between expectations and actual performance | Coaches others on self-assessment and effective behavioral changes |
| Actively seeks opportunities to improve performance | Designs and implements a learning plan, with prompting | Designs and implements a learning plan independently | Uses performance data to measure the effectiveness of the learning plan and, when necessary, improves it | Facilitates the design and implementation of learning plans for others |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Professionalism 1: Professional Behavior and Ethical Principles | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Demonstrates knowledge of expectations for professional behavior and describes how to appropriately report professional lapses</p> <p>Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, and stewardship of limited resources</p> | <p>Demonstrates insight into 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>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>Engages in professional development educational activities or 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 |
| Responds promptly to requests or reminders to complete tasks and responsibilities | Performs tasks and responsibilities in a timely manner to ensure that the needs of patients, teams, and systems are met in routine situations | Performs tasks and responsibilities in a timely manner to ensure that the needs of patients, teams, and systems are met in complex or stressful situations | Recognizes and raises awareness of situations that may impact others' ability to complete tasks and responsibilities in a timely manner | Coaches and educates on professional accountability and managing performance gaps |
| <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 3: Self-Awareness and Help-Seeking | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes status of personal and professional well-being, with assistance, and is aware of available resources | Independently recognizes status of personal and professional well-being using available resources when appropriate | With assistance, proposes a plan to optimize personal and professional well-being | Independently develops or modifies a plan to optimize personal and professional well-being | Engages in professional well-being educational activities or coaches others to optimize personal and professional well-being |
| Recognizes limits in the knowledge/skills of self or team, with assistance | Independently recognizes limits in the knowledge/skills of self or team and demonstrates appropriate help-seeking behaviors | With assistance, proposes a plan to remediate or improve limits in the knowledge/skills of self or team | Independently develops a plan to remediate or improve limits in the knowledge/skills of self or team | Coaches and guides others when their 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 fellow's well-being. Rather, the intent is to ensure that each fellow has the fundamental knowledge of factors that impact well-being, the mechanism 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 |
| <p>Accurately communicates own role within the health care system</p> <p>Identifies the need to adjust communication strategies based on assessment of patient/family expectations and understanding of their health status and treatment options</p> | <p>Identifies barriers to effective communication (e.g., language, health literacy, cultural)</p> <p>Organizes and initiates communication with patient/family by clarifying expectations and verifying understanding of the clinical situation</p> | <p>Identifies biases that hinder effective communication</p> <p>With guidance, sensitively and compassionately delivers medical information, elicits patient goals and preferences, and acknowledges uncertainty and conflict</p> | <p>Actively improves communication barriers</p> <p>Independently, uses shared decision making to align patient goals, and preferences with treatment options to make a personalized care plan</p> | <p>Coaches other learners to improve communication barriers</p> <p>Coaches or teaches other learners in shared decision making</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: Interprofessional and Team Communication | | | | |
|---|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Respectfully receives a consultation request | Clearly and concisely responds to a consultation request | Checks understanding of recommendations when providing consultation | 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 |
| Demonstrates knowledge of the institutional and national communication guidelines | Communicates emergent findings according to institutional or national guidelines | Communicates non-emergent findings where failure to act may adversely affect patient outcome | Communicates findings and management options (as appropriate) that are tailored to the referring provider | Coaches and teaches other learners in tailored communications to referring providers |
| <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: Communication within Health Care Systems | | | | |
|---|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of institutional communications policies, including the safeguarding patient information | Communicates appropriately as required by institutional policy | Communicates systems concerns in a respectful manner | Communicates clear and constructive suggestions to improve systems | Facilitates dialogue regarding systems issues among larger community stakeholders (division, department, institution, health care 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> | | | | |