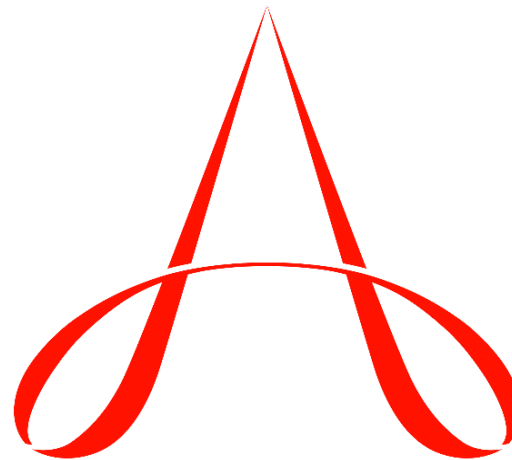




Pediatric Nephrology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation Date: July 2023

Second Revision: January 2023

First Revision: January 2014

Pediatric Nephrology 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 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.

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American Board of Pediatrics

American Academy of Pediatrics Training Program Directors Council

Association of Pediatric Program Directors

Council of Pediatric Subspecialties

ACGME Review Committee for Pediatrics

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 fellows' performance throughout their educational program.

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

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

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

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.

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 fellow's performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that fellow's performance in relation to those milestones.

| Systems-Based Practice 1: Patient Safety | | | | |
|---|---|--|---|---|
| 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 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 |
| <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: Organization and Prioritization of Patient Care | | | | |
|---|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Organizes patient care responsibilities by focusing on a subset of patients | Organizes and prioritizes the simultaneous care of multiple patients, with guidance | Independently and efficiently prioritizes patient care based on level of acuity and available resources | Independently anticipates patient care needs and utilizes available resources to optimize patient care when volume and acuity approach the capacity of the team | Serves as a role model and coach for prioritizing and delegating patient care responsibilities when patient volume and acuity are high |
| <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: Acute Kidney Injury | | | | |
|---|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes patients with acute kidney injury with available clinical data | Creates a basic differential diagnosis for patients with acute kidney injury | Formulates a comprehensive differential diagnosis for patients with acute kidney injury | Independently formulates a prioritized differential diagnosis for patients with common and uncommon causes of acute kidney injury | Independently formulates a prioritized differential diagnosis with consideration of rare or newly recognized causes of acute kidney injury |
| Develops a basic diagnostic strategy, with guidance | Interprets diagnostic test results | Independently formulates a diagnostic strategy | Independently interprets and integrates advanced diagnostic test results | Integrates innovative diagnostic strategies into practice |
| Develops a basic management plan, with guidance | Identifies patients who need urgent treatment, including dialysis and medication adjustment | Develops a management plan, including dialysis modality selection and/or disease-specific treatment | Independently develops and implements a management plan with consideration of patient acuity and complexity | Formulates a management plan, incorporating emerging therapies |
| <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 3: Chronic Dialysis Therapy | | | | |
|--|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Lists the indication(s) for initiation of chronic dialysis and recognizes when chronic dialysis is inappropriate | Selects appropriate dialysis modality and writes patient-specific hemodialysis and peritoneal dialysis prescriptions | Initiates and modifies a dialysis prescription based on patient assessment | Independently manages patients receiving dialysis as part of the multidisciplinary team | Identifies the complexities of providing evidence-based equitable care to the population of patients receiving dialysis |
| Lists common complications in patients on chronic dialysis | Assesses for common complications of chronic dialysis | Treats common complications of chronic dialysis | Independently anticipates and manages common and uncommon complications of chronic dialysis | Anticipates and manages the breadth of comorbid medical and technical complications in the patient on dialysis |
| Identifies types of dialysis access and common access complications | Performs basic assessment of dialysis accesses | Develops a diagnostic and therapeutic plan for management of common access complications | Develops a diagnostic and therapeutic plan for management of uncommon access complications | Advocates at the institutional level for access preservation strategies |
| <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: Chronic Kidney Disease | | | | |
|--|--|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Develops a differential diagnosis of causes of chronic kidney disease | Expands the differential diagnosis | Reformulates the differential diagnosis as necessary for atypical disease presentations | Independently diagnoses common and uncommon causes of chronic kidney disease | Independently recognizes rare and newly described causes of chronic kidney disease |
| Develops a basic diagnostic plan for patients with chronic kidney disease | Modifies the diagnostic plan based on evolving clinical data for patients with chronic kidney disease, with guidance | Identifies patients with chronic kidney disease who require more evaluation, including kidney biopsy | Identifies indications for ordering advanced diagnostic studies | |
| Identifies stages of chronic kidney disease and how they relate to patient prognosis | Develops a basic management plan to treat complications and slow progression of chronic kidney disease | Implements an evidence-based management plan for chronic kidney disease complications and discusses treatment options | Independently leads the preparation for the next steps in management of progressive chronic kidney disease and integrates patient-specific goals of care | Identifies candidates for enrollment in research or novel and emerging therapies |
| <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: Transplant | | | | |
|---|---|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Discusses indications and contraindications for kidney transplantation | Identifies patients eligible for kidney transplantation referral | Evaluates patients for kidney transplantation, with guidance | Independently evaluates patients for kidney transplantation as part of the multidisciplinary team | Manages a kidney transplant and leads a multidisciplinary team |
| Lists induction and maintenance immunosuppressive and prophylaxis therapies | Discusses the principles of routine post-transplant clinical management | Manages transplant recipients, with guidance | Independently manages transplant recipients | Manages transplant patient care protocols for the institution |
| Recognizes the potential complications in the immediate and late post-transplant period | Generates a differential diagnosis for common complications and proposes an initial management plan | Generates a comprehensive differential diagnosis for uncommon complications and implements a management plan | Independently diagnoses, works up, and manages 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"/> |

| Patient Care 6: Fluids, Electrolytes, and Acid-Base Disorders | | | | |
|---|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Creates a differential diagnosis and initial diagnostic plan | Develops a comprehensive differential diagnosis, recommends initial diagnostic testing, and identifies patients who require urgent treatment | Develops a prioritized differential diagnosis, interprets diagnostic test results, and implements a comprehensive management plan, with guidance | Independently formulates a differential diagnosis, including common and uncommon causes, and adjusts management plan based on patient response | Independently and effectively manages unusual, rare, or complex fluid and/or electrolyte disorder(s) |
| <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 7: Hypertension | | | | |
|---------------------------------------|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies patients with hypertension | Develops a differential diagnosis of hypertension and proposes an initial diagnostic and management plan | Formulates a diagnostic strategy, interprets the results of specialized testing, and adjusts management plan based on results and patient comorbidities, with guidance | Independently develops and implements a management plan for patients with hypertension, and adjusts therapy based on patient acuity and complexity | Independently and effectively manages unusual, rare, or complex presentations of hypertension |
| <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 8: Glomerular Disease | | | | |
|---|--|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies patients with glomerular disease and distinguishes between patients with nephritis and nephrotic syndromes | Develops a differential diagnosis of glomerular disease and proposes an initial diagnostic and management plan | Formulates a diagnostic strategy, interprets the results of specialized testing (including biopsy), and adjusts management plan based on results, with guidance | Independently develops and implements a management plan for patients with glomerular diseases, and adjusts therapy based on patient acuity and complexity | Independently and effectively manages unusual, rare, or complex presentations of glomerular diseases |
| <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: Competence in Procedures | | | | |
|---|---|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Discusses the indications for and assists with all procedures | Performs procedures, with direct supervision | Competently performs procedures, with indirect supervision | Proficiently and independently performs procedures | Serves as an educational resource for procedures and their complications |
| Discusses potential procedural complications | Recognizes complications of procedures and enlists help | Manages complications of procedures, with supervision | Anticipates and independently manages complications of procedures | |
| <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: Clinical Reasoning | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Organizes and accurately summarizes information obtained from the patient evaluation to develop a clinical impression | Integrates information from all sources to develop a basic differential diagnosis for common patient presentations Identifies clinical reasoning errors within patient care, with guidance | Develops a thorough and prioritized differential diagnosis for common patient presentations Retrospectively applies clinical reasoning principles to identify errors | Synthesizes subtle, unusual, or conflicting findings to prioritize differential diagnoses in complex patient presentations Continually re-appraises one's own clinical reasoning to improve patient care in real time | Coaches others to develop prioritized differential diagnoses in complex patient presentations Models how to recognize errors and reflect upon one's own clinical reasoning |
| <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: Physiology and Pathophysiology | | | | |
|--|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies key physiological and pathophysiological concepts | Demonstrates knowledge of more complex physiology and pathophysiology | Applies knowledge of physiology and pathophysiology to diagnosis and management of routinely encountered conditions and presentations | Integrates knowledge of physiology and pathophysiology with diagnosis and management of more complex conditions and presentation | Synthesizes newly described and emerging clinical physiology and pathophysiology concepts with diagnosis and management |
| <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 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 |
| <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 – Coordination of Care | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Lists the various interprofessional individuals involved in the patient's care coordination | Coordinates care of patients in routine clinical situations, incorporating interprofessional teams with consideration of patient and family needs | Coordinates care of patients in complex clinical situations, effectively utilizing the roles of interprofessional teams, and incorporating patient and family needs and goals | Coordinates interprofessional, patient-centered care among different disciplines and specialties, actively assisting families in navigating the health care system | Coaches others in interprofessional, patient-centered care coordination |
| <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 4: System Navigation for Patient-Centered Care – Transitions in Care | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Uses a standard template for transitions of care/hand-offs | Adapts a standard template, recognizing key elements for 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, and ensures closed-loop communication | Performs and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including transitions to adult care | Coaches others in improving transitions of care within and across health care delivery systems to optimize patient outcomes |
| <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 5: Population and Community Health | | | | |
|---|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates awareness of population and community health needs and disparities | Identifies specific population and community health needs and disparities; identifies local resources | Uses local resources effectively to meet the needs and reduce health disparities of a patient population and community | Adapts practice to provide for the needs of and reduce health disparities of a specific population | Advocates at the local, regional, or national level for populations and communities with health care disparities |
| <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: Physician Role in Health Care Systems | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Engages with patients and other providers in discussions about cost-conscious care and key components of the health care delivery system | Identifies the relationships between the delivery system and cost-conscious care and the impact on the patient care | Discusses the need for changes in clinical approaches based on evidence, outcomes, and cost-effectiveness to improve care for patients and families | Advocates for the promotion of safe, quality, and high-value care | Coaches others to promote safe, quality, and high-value care across health care systems |
| <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 |
| Develops an answerable clinical question and demonstrates how to access available evidence, with guidance | Independently articulates clinical question and accesses available evidence | Locates and applies the evidence, integrated with patient preference, to the care of patients | Critically appraises and applies evidence, even in the face of uncertainty and conflicting evidence to guide care tailored to the individual patient | Coaches others to critically appraise and apply evidence for complex patients |
| <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 |
| Participates in feedback sessions | Demonstrates openness to feedback and performance data | Seeks and incorporates feedback and performance data episodically | Seeks and incorporates feedback and performance data consistently | Role models and coaches others in seeking and incorporating feedback and performance data |
| Develops personal and professional goals, with assistance | Designs a learning plan based on established goals, feedback, and performance data, with assistance | Designs and implements a learning plan by analyzing and reflecting on the factors which contribute to gap(s) between performance expectations and actual performance | Adapts a learning plan using long-term professional goals, self-reflection, and performance data to measure its effectiveness | Demonstrates continuous self-reflection and coaching of others on reflective practice |
| <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 | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies expected professional behaviors and potential triggers for lapses | Demonstrates professional behavior with occasional lapses | Maintains professional behavior in increasingly complex or stressful situations | Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others | Models professional behavior and coaches others when their behavior fails to meet professional expectations |
| Identifies the value and role of pediatric nephrology as a vocation/career | Demonstrates accountability for patient care as a pediatric nephrologist, with guidance | Fully engages in patient care and holds oneself accountable | Exhibits a sense of duty to patient care and professional responsibilities | Extends the role of the pediatric nephrologist beyond the care of patients by engaging with the community, specialty, and medical profession as a whole |
| <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: Ethical Principles | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of the ethical principles underlying informed consent, surrogate decision making, advance directives, confidentiality, error disclosure, stewardship of limited resources, and related topics | Applies ethical principles in common situations | Analyzes complex situations using ethical principles to address conflict/controversy; seeks help when needed to manage and resolve complex ethical situations | Manages and seeks to resolve ethical dilemmas using appropriate resources (e.g., ethics consultations, literature review, risk management/legal consultation) | Called upon by others to consult in cases of complex ethical dilemmas; identifies and seeks to address system-level factors that induce or exacerbate |
| <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: Accountability/Conscientiousness | | | | |
|---|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Performs tasks and responsibilities, with prompting | Performs tasks and responsibilities in a timely manner in routine situations | Performs tasks and responsibilities in a thorough and timely manner in complex or stressful situations | Coaches others to ensure tasks and responsibilities are completed in a thorough and timely manner in complex or stressful situations | Creates strategies to enhance others' ability to efficiently complete tasks and responsibilities |
| <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 4: Well-Being | | | | |
|---|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Recognizes the importance of addressing personal and professional well-being | Describes institutional resources that are meant to promote well-being | Recognizes institutional and personal factors that impact well-being | Describes interactions between institutional and personal factors that impact well-being | Coaches and supports colleagues to optimize well-being at the team, program, 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> | | | | |

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

| Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication | | | | |
|---|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Demonstrates respect and attempts to establish rapport</p> <p>Attempts to adjust communication strategies based upon patient/family expectations</p> | <p>Establishes a therapeutic relationship in straightforward encounters</p> <p>Adjusts communication strategies as needed to mitigate barriers and meet patient/family expectations</p> | <p>Establishes a culturally competent and therapeutic relationship in most encounters</p> <p>Communicates with sensitivity and compassion, elicits patient/family values, and acknowledges uncertainty and conflict</p> | <p>Establishes a therapeutic relationship in straightforward and complex encounters, including those with ambiguity and/or conflict</p> <p>Uses shared decision making with patient/family to make a personalized care plan</p> | <p>Mentors others to develop positive therapeutic relationships</p> <p>Models and coaches others in patient- and family-centered communication</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 requests a consultation, with guidance | Clearly and concisely requests consultation by communicating patient information | Formulates a specific question for consultation and tailors communication strategy | Coordinates consultant recommendations to optimize patient care | Maintains a collaborative relationship with referring providers that maximizes adherence to practice recommendations |
| Identifies the members of the interprofessional team | Participates within the interprofessional team | Uses bi-directional communication within the interprofessional team | Facilitates interprofessional team communication | Coaches others in effective communication within the interprofessional 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 3: Communication within Health Care Systems | | | | |
|---|---|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Records accurate information in the patient record</p> <p>Identifies the importance of and responds to multiple forms of communication (e.g., in-person, electronic health record (EHR), telephone, email)</p> | <p>Records accurate and timely information in the patient record</p> <p>Selects appropriate method of communication, with prompting</p> | <p>Concisely documents updated, prioritized, diagnostic and therapeutic reasoning in the patient record</p> <p>Aligns type of communication with message to be delivered (e.g., direct and indirect) based on urgency and complexity</p> | <p>Documents diagnostic and therapeutic reasoning, including anticipatory guidance</p> <p>Demonstrates exemplary written and verbal communication</p> | <p>Models and coaches others in documenting diagnostic and therapeutic reasoning</p> <p>Coaches others in written and verbal communication</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments: Not Yet Completed Level 1 <input type="checkbox"/></p> | | | | |