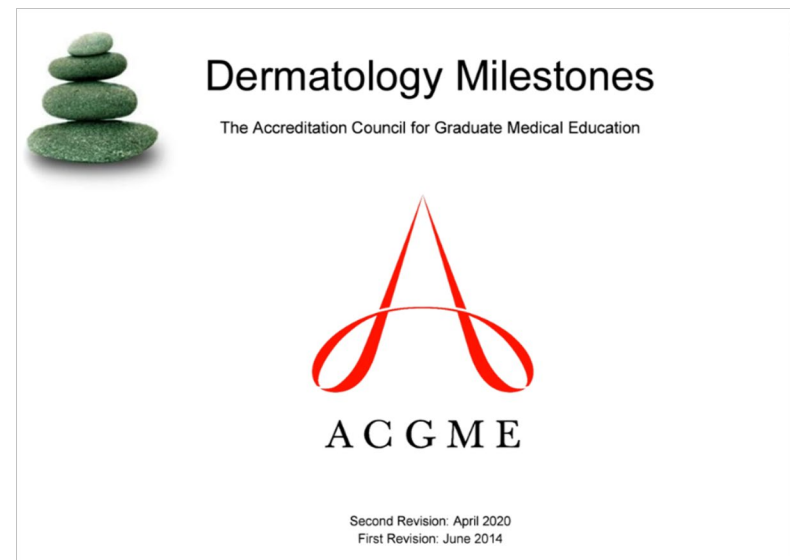
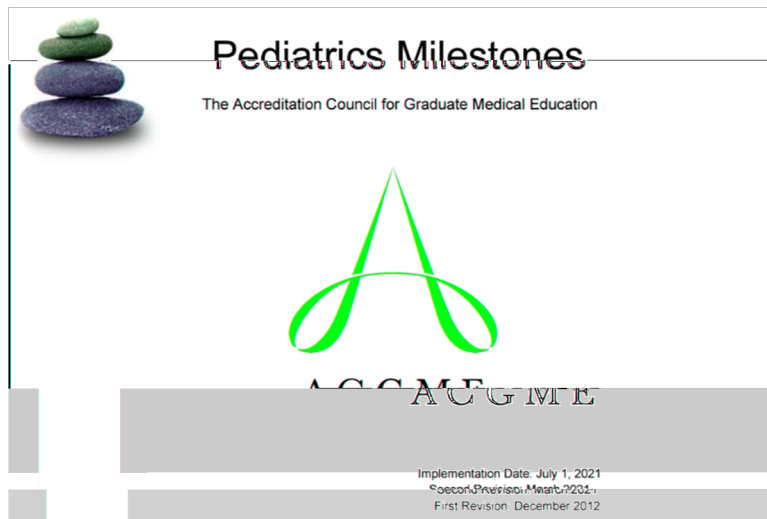


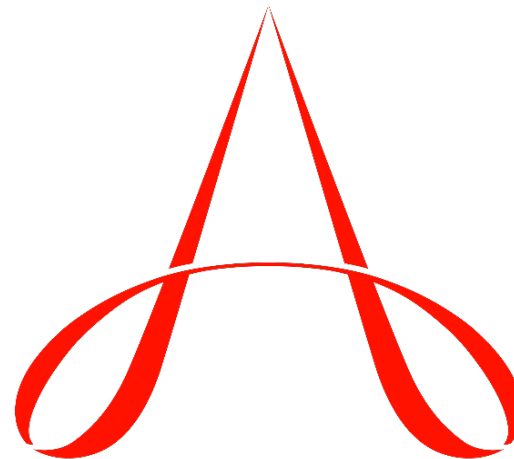
Pediatrics and Dermatology (combined) programs must annually report on **each** set of Milestones.





Pediatrics Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Implementation Date: July 1, 2021

Second Revision: March 2021

First Revision: December 2012

Pediatrics 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 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.

Pediatrics Milestones

Work Group

| | |
|---|------------------------------|
| Marsha Anderson, MD | Mel Heyman, MD, MPH |
| Courtney Brantley, MD | Oriaku Kas-Osoka, MD, MEd |
| April Buchanan, MD | Kristin Koehn, MD, MACM |
| Ann Burke, MD | Emily Machogu, MD |
| Carol Carraccio, MD | Brian May, MD, MEd |
| Jennifer Chen, MD | Judy-April Oparaji, MD, RD |
| Abhay Dandekar, MD | Kris Rooney, MD |
| Stephanie Dewar, MD | Johannah Scheurer, MD |
| Jennifer Di Rocco, DO, MEd | Daniel Schumacher, MD |
| Maya Eady, MD | Judith S. Shaw, EdD, MPH, RN |
| Laura Edgar, EdD, CAE | David Turner, MD |
| John Frohna, MD, MPH | Anne Warwick, MD, MPH |
| Bahareh Gordon, MD, MS | Kimberly Wolf, DO |
| Mary Fran Hazinski, RN, MSN, FAAN, FAHA | |

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

American Board of Pediatrics

Association of American Medical Colleges

Association of Osteopathic Directors and Medical Educators

Association of Pediatric Program Directors

Council of Pediatric Subspecialties

Review Committee for Pediatrics

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.

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 | | | | |
|--|---|--|---|---|
| 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 (actual or simulated) | 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="float: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

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 |
| Gathers information strictly following a template | Adapts template to filter and prioritize pertinent positives and negatives based on broad diagnostic categories or possible diagnoses | Filters, prioritizes, and synthesizes the history to develop a differential diagnosis in real-time for uncomplicated or typical presentations | Filters, prioritizes, and synthesizes the history to develop a differential diagnosis in real time for complicated or atypical presentations | Recognizes and probes subtle clues from patients and families; distinguishes nuances among diagnoses to efficiently drive further information gathering |
| <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: Physical Exam | | | | |
|--|--|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Performs fundamental physical examination | Performs complete physical examination and identifies variants and abnormal findings | Performs complete or focused physical examination, as indicated, and interprets normal variants and abnormal findings | Performs complete or focused physical examination, as indicated, and selects advanced maneuvers to distinguish between diagnoses | Detects, pursues, and integrates key physical examination findings to distinguish nuances among competing, often similar diagnoses |
| Performs a rote physical examination using a strict head-to-toe approach | Performs a physical examination considering appropriate adaptation for age and development | Performs a physical examination with consistent use of a developmentally appropriate approach | Performs a physical examination using strategies to maximize patient cooperation and comfort | Performs a physical examination that consistently and positively engages the patient |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Patient Care 3: Organize and Prioritize Patient Care | | | | |
|--|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Completes tasks for an individual patient, when prompted | Organizes patient care responsibilities by focusing on individual (rather than multiple) patients | Organizes and prioritizes the simultaneous care of patients with efficiency | Organizes, prioritizes, and delegates patient care responsibilities even when patient volume approaches the capacity of the individual or facility; anticipates and triages urgent and emergent issues | Serves as a role model and coach for patient care 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"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Patient Care 4: Clinical Reasoning | | | | |
|---|---|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Presents clinical facts (e.g., history, exam, tests, consultations) in the order they were elicited | Generates an unfocused differential diagnosis based on the clinical facts | Organizes clinical facts to compare and contrast diagnoses being considered, resulting in a prioritized differential diagnosis | Integrates clinical facts into a unifying diagnosis(es); reappraises in real time to avoid diagnostic error | Role models and coaches the organization of clinical facts to develop a prioritized differential diagnosis, including life threatening diagnoses, atypical presentations, and complex clinical presentations |
| <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: Patient Management | | | | |
|--|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Reports management plans developed by others | Participates in the creation of management plans | Develops an interdisciplinary management plan for common and typical diagnoses | Develops and implements informed management plans for complicated and atypical diagnoses, with the ability to modify plans as necessary | Serves as a role model and coach for development of management plans for complicated and atypical diagnoses, with the ability to modify plans as necessary |
| <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 Knowledge | | | | |
|--|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates basic medical knowledge | Links basic medical knowledge to clinical scenarios | Applies medical knowledge to common and typical scenarios to guide patient care | Integrates a breadth of medical knowledge that includes complicated and atypical conditions to guide patient care | Teaches at multiple levels, drawing from a breadth of medical knowledge that spans the continuum of simple to complex problems |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Medical Knowledge 2: Diagnostic Evaluation | | | | |
|--|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Lists basic evaluation (e.g., diagnostic testing and consultation) for common diagnoses, with prompting | Recommends broad evaluation based on an unfocused differential diagnosis | Recommends focused evaluation based on a prioritized differential diagnosis | Prioritizes and optimizes evaluation based on risks, benefits, indications, and alternatives to clarify the diagnosis(es) | Educates others about risks, benefits, indications, and alternatives to guide diagnostic decision making |
| Reports results of diagnostic studies | Identifies clinically significant diagnostic study results, with guidance | Interprets clinical significance of diagnostic study results | Interprets clinical significance of diagnostic study results while considering study limitations | Teaches others to interpret clinically significant results and consider study limitations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Systems-Based Practice 1: Patient Safety | | | | |
|---|---|--|---|---|
| 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: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Practice-Based Learning and Improvement 1: Evidence-Based and Informed Practice | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 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 |
| <p>Participates in feedback sessions</p> <p>Develops personal and professional goals, with assistance</p> | <p>Demonstrates openness to feedback and performance data</p> <p>Designs a learning plan based on established goals, feedback, and performance data, with assistance</p> | <p>Seeks and incorporates feedback and performance data episodically</p> <p>Designs and implements a learning plan by analyzing and reflecting on the factors which contribute to gap(s) between performance expectations and actual performance</p> | <p>Seeks and incorporates feedback and performance data consistently</p> <p>Adapts a learning plan using long-term professional goals, self-reflection, and performance data to measure its effectiveness</p> | <p>Role models and coaches others in seeking and incorporating feedback and performance data</p> <p>Demonstrates continuous self-reflection and coaching of others on reflective practice</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> | | | | |

| 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 pediatrics as a vocation/career | Demonstrates accountability for patient care as a pediatrician, 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 pediatrician 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 resident's well-being, but to ensure each resident 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> | | | | |

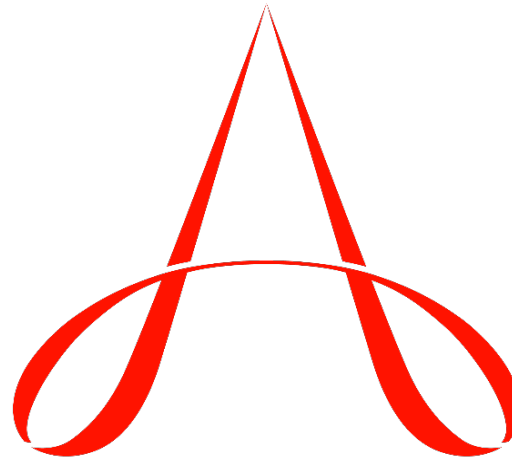
| Interpersonal and Communication Skills 2: Interprofessional and Team Communication | | | | |
|---|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Respectfully requests a consultation, with guidance | Clearly and concisely requests consultation by communicating patient information | 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 |
| Records accurate information in the patient record | Records accurate and timely information in the patient record | Concisely documents updated, prioritized, diagnostic and therapeutic reasoning in the patient record | Documents diagnostic and therapeutic reasoning, including anticipatory guidance | Models and coaches others in documenting diagnostic and therapeutic reasoning |
| Identifies the importance of and responds to multiple forms of communication (e.g., in-person, electronic health record (EHR), telephone, email) | Selects appropriate method of communication, with prompting | Aligns type of communication with message to be delivered (e.g., direct and indirect) based on urgency and complexity | Demonstrates exemplary written and verbal communication | Coaches others in written and verbal communication |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Completed Level 1 <input type="checkbox"/> |



Dermatology Milestones

The Accreditation Council for Graduate Medical Education



ACGME

Second Revision: April 2020

First Revision: June 2014

Dermatology Milestones

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Dermatology Milestones

Work Group

William Aughenbaugh, MD

Anna Bruckner, MD

Laura Edgar, EdD, CAE

Alexa Leone, DO

Erin Mathes, MD

Kiran Motaparthy, MD

Andrea Murina, MD

Ronald Rapini, MD

David Rubenstein, FACHE

Erik Stratman, MD

Ashley Wysong, MD, MS

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

American Board of Dermatology
Review Committee for Dermatology

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.

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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.

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Additional Notes

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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 2: System Navigation for Patient Centered Care | | | | |
|---|--|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of care coordination | Coordinates care of patients in routine clinical situations effectively utilizing the roles of the interprofessional teams | Coordinates care of patients in complex clinical situations effectively utilizing the roles of their interprofessional teams | Leads effective coordination of patient-centered care among different disciplines and specialties | Analyzes the process of care coordination and leads in the design and implementation of improvements |
| Identifies key elements for safe and effective transitions of care and handoffs | Performs safe and effective transitions of care/handoffs in routine clinical situations | Performs safe and effective transitions of care/handoffs in complex clinical situations | Advocates for safe and effective transitions of care/handoffs within and across healthcare delivery systems including outpatient settings | Improves quality of transitions of care within and across healthcare delivery systems to optimize patient outcomes |
| Demonstrates knowledge of population and community health needs and disparities | Identifies specific population and community health needs and inequities for their local population | Uses local resources effectively to meet the needs of a patient population and community | Participates in changing and adapting practice to provide for the needs of specific populations | Leads innovations and advocates for populations and communities with health care inequities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Not Yet Completed Level 1 <input type="checkbox"/> | | | | |
| <div style="border: 1px solid black; padding: 5px;"> Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated. </div> | | <div style="border: 1px solid black; padding: 5px;"> 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). </div> | | |

| Patient Care 1: Medical Dermatology | | | | |
|--|---|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Obtains basic dermatologic history and physical exam | Evaluates patients with common dermatologic conditions, with assistance | Independently evaluates patients with common dermatologic conditions | Independently evaluates patients with complex dermatologic conditions | Independently evaluates and manages patients with rare, atypical, or refractory dermatologic conditions |
| Identifies management options for common dermatologic conditions | Manages patients with common dermatologic conditions, with assistance | Independently manages patients with common dermatologic conditions | Independently manages patients with complex dermatologic conditions and/or comorbidities | |
| <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: Pediatric Dermatology | | | | |
|--|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Obtains basic dermatologic history and physical exam in a pediatric patient | Evaluates patients with common pediatric dermatologic conditions, with assistance | Independently evaluates patients with common pediatric dermatologic conditions | Independently evaluates patients with complex pediatric dermatologic conditions | Independently evaluates and manages pediatric patients with rare, atypical, or refractory dermatologic conditions |
| Identifies management options for common pediatric dermatologic conditions | Manages patients with common pediatric dermatologic conditions, with attention to age, weight, and psychosocial considerations, with assistance | Independently manages patients with common pediatric dermatologic conditions with attention to age, weight, and psychosocial considerations | Independently manages patients with complex pediatric dermatologic conditions and/or comorbidities, with attention to age, weight, and psychosocial considerations | |
| Describes the challenges of procedures on pediatric patients | Assists in procedures on pediatric patients | Performs basic procedures on pediatric patients with assistance using patient comfort strategies | Independently performs basic procedures on pediatric patients using patient comfort strategies | Independently performs a range of procedures in pediatric patients using patient comfort strategies |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Patient Care 3: Dermatologic Procedures and Surgery | | | | |
|---|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Performs pre-operative assessment for basic procedures, with guidance | Performs pre-operative assessment for basic procedures | Performs pre-operative assessment and counseling of risk for excisions and layered closures, with guidance | Performs pre-operative assessment and counseling of risk for complex procedures | |
| Performs basic procedures, with guidance | Performs basic procedures | Performs excisions and layered closures, with guidance | Performs excisions with layered closures; designs flaps and grafts where indicated | Performs flaps and grafts, micrographic surgery, or other advanced procedures |
| Provides basic wound care instructions | Provides anticipatory guidance for procedural outcomes | Identifies and manages procedural complications, with guidance | Identifies and manages procedural 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 4: Dermatopathology | | | | |
|--|--|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies key structural and cellular components of the skin, hair, and nails | Identifies microscopic features of common neoplasms and inflammatory reaction patterns | Interprets microscopic features of common disorders of the skin, hair, and nails, with guidance | Independently interprets microscopic features of common and uncommon disorders of the skin, hair, and nails | Independently interprets atypical or subtle microscopic features of disorders of the skin, hair, and nails |
| Reviews reported histologic findings | Performs clinicopathologic correlation, with guidance | Independently performs clinicopathologic correlation for straightforward presentations | Independently performs clinicopathologic correlation for atypical or complex presentations | |
| <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: Cosmetic Care | | | | |
|--|--|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies patients with a cosmetic concern | Gathers patient data, including cosmetic and relevant medical history Describes available cosmetic treatments | Evaluates patient and recommends interventions to meet patient goals for cosmetic care, with assistance Selects cosmetic treatment, with assistance | Independently evaluates routine patient and recommends interventions to meet patient goals for cosmetic care Delivers cosmetic treatment and manages complications, with assistance | Independently evaluates and counsels the patient with complex cosmetic concerns Delivers cosmetic treatment and manages complications |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Patient Care 6: Diagnostics | | | | |
|---|---|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Describes indications and steps involved in in-office testing | Selects and performs in-office tests, with assistance | Independently selects and performs in-office test; interprets in-office diagnostic tests, with assistance | Independently selects, performs, and interprets a full spectrum of in-office tests | Evaluates the application of novel and emerging diagnostic tests |
| Describes laboratory, imaging, and other diagnostic testing used in dermatology | Selects laboratory, imaging, and other diagnostic tests for common presentations, with assistance | Independently interprets laboratory, imaging, and other diagnostic tests for common presentations | Independently interprets laboratory, imaging, and other diagnostic tests for complex or rare presentations | |
| <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: Critical Thinking/Differential Diagnosis | | | | |
|--|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Develops a differential diagnosis for common presentations, with guidance | Independently develops a differential diagnosis for common presentations | Develops a prioritized differential diagnosis for complex presentations and identifies clinical reasoning errors | Pursues and synthesizes additional information to reach high-probability diagnoses with continuous re-appraisal | Integrates additional data and coaches others to minimize clinical reasoning errors |
| <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 8: Therapeutics Management | | | | |
|--|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies patients who are candidates for topical and systemic therapy | Provides appropriate counseling regarding adverse effects and reasonable risks | Consistently evaluates treatment response and counsels patients on expectations of therapy | Consistently identifies refractory disease and independently escalates therapy as necessary | Independently manages rare and complex diseases based on emerging evidence |
| Identifies available treatment options for common skin disorders | Selects treatment options for common skin disorders, with guidance | With guidance, selects therapeutic modalities for common and uncommon skin disorders while balancing risks and benefits | Independently selects therapeutic modalities for common and uncommon skin disorders based on stepwise therapeutic ladders | Evaluates the application of novel and emerging therapeutic modalities or unique applications of existing drugs |
| Identifies therapeutic agents which require laboratory monitoring | Selects appropriate laboratory monitoring for systemic treatments, with guidance | Selects appropriate laboratory monitoring and manages adverse effects, with guidance | Independently orders appropriate laboratory monitoring and manages adverse effects | Develops systems for safety monitoring |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div> | | | | |

| Medical Knowledge 1: Knowledge of Dermatologic Disease | | | | |
|--|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Describes fundamental cutaneous anatomy and physiology</p> <p>Demonstrates knowledge of the clinical features of common dermatologic disorders</p> | <p>Describes pathophysiology of common skin disorders</p> <p>Demonstrates knowledge of the clinical features, associations, treatments, and expected course of common dermatologic disorders</p> | <p>Demonstrates knowledge of the pathophysiology of complex skin disorders</p> <p>Demonstrates knowledge of the clinical features, associations, treatments, and expected course of uncommon and complex dermatologic disorders</p> | <p>Synthesizes knowledge of pathophysiology of skin disorders from multiple sources</p> <p>Demonstrates comprehensive knowledge of the clinical features, associations, treatments, and expected course of common, uncommon, and complex dermatologic disorders</p> | <p>Teaches emerging concepts in cutaneous pathophysiology</p> <p>Teaches emerging concepts in clinical features, associations, treatments, or expected course of common, uncommon, and complex dermatologic disorders</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"/> Not Yet Assessable <input type="checkbox"/></p> | | | | |

| Medical Knowledge 2: Visual Recognition | | | | |
|---|---|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies common diseases with characteristic findings | Identifies uncommon diseases with characteristic findings | Identifies variable presentations of common disease | Identifies variable presentations of uncommon and rare disease | |
| Defines primary lesions and secondary features | Describes morphology, with assistance | Describes morphology with fluency | Identifies subtle morphologic variability | Integrates visual diagnostic tools for a wide range of diagnoses of the skin, hair, and nails |
| | | Integrates visual diagnostic tools (e.g., dermoscopy), with assistance | Independently integrates visual diagnostic tools | |
| <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 and Quality Improvement | | | | |
|---|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of common safety events | Identifies system factors that lead to safety events | Participates in analysis of safety events (simulated or actual) | Conducts analysis of safety events and offers error prevention strategies (simulated or actual) | Actively engages teams and processes to modify systems to prevent safety events |
| Demonstrates knowledge of how to report patient safety events | Reports patient safety events through institutional reporting systems | Participates in disclosure of patient safety events to patients and families (simulated or actual) | Discloses patient safety events to patients and families (simulated or actual) | 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., handwashing, needle stick prevention, wrong site surgery prevention) | 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 2: System Navigation for Patient-Centered Care | | | | |
|---|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates knowledge of care coordination | Coordinates care of patients in routine clinical situations effectively using the roles of the interprofessional teams | Coordinates care of patients in complex clinical situations effectively using the roles of their interprofessional teams | Leads effective coordination of patient-centered care among different disciplines and specialties | Analyzes the process of care coordination and leads in the design and implementation of improvements |
| Identifies key elements for safe and effective transitions of care and hand-offs | Performs safe and effective transitions of care/hand-offs in routine clinical situations | Performs safe and effective transitions of care/hand-offs in complex clinical situations | Advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems including outpatient settings | Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes |
| Demonstrates knowledge of population and community health needs and disparities | Identifies specific population and community health needs and inequities for their local population | Uses local resources effectively to meet the needs of a patient population and community | Participates in changing and adapting practice to provide for the needs of specific populations | Leads innovations and advocates for populations and communities with health care inequities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div> | | | | |

| Systems-Based Practice 3: Physician Role in Health Care Systems | | | | |
|---|--|--|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Identifies key components of the complex health care system | Describes how components of a complex health care system are interrelated, and how this impacts patient care | Discusses how individual practice affects the broader system | Manages various components of the complex health care system to provide efficient and effective patient care | Advocates for or leads systems change that enhances high-value, efficient, and effective patient care |
| Describes basic health payment systems and practice models | Delivers care with consideration of each patient's payment model | Engages with patients in shared-decision making, informed by each patient's payment models | Advocates for patient care needs with consideration of the limitations of each patient's payment model | Participates in health policy advocacy activities |
| Identifies basic practice management knowledge domains for effective transition to practice | Describes core administrative knowledge needed for transition to practice | Demonstrates use of information technology required for medical practice | Analyzes individual practice patterns and professional requirements in preparation for practice | Educates others to prepare them for transition to 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> | | | | |

| 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 incorporate patient preferences and values in order to take care of a routine patient | Articulates clinical questions and elicits patient preferences and values in order to guide evidence-based care | Locates and applies the best available evidence, integrated with patient preference, to the care of complex 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; 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 which 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) in order to inform goals</p> <p>Analyzes and reflects on the factors which contribute to gap(s) between expectations and actual performance</p> <p>Designs and implements a learning plan, with prompting</p> | <p>Seeks performance data episodically, with adaptability and humility</p> <p>Analyzes, reflects on, and institutes behavioral change(s) to narrow the gap(s) between expectations and actual performance</p> <p>Independently creates and implements a learning plan</p> | <p>Intentionally seeks performance data consistently with adaptability and humility</p> <p>Challenges own 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 consistently seeking performance data with adaptability and humility</p> <p>Coaches others on reflective practice</p> <p>Facilitates the design and implementing learning plans for others</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | Not Yet Completed Level 1 <input type="checkbox"/> |

| Professionalism 1: Professional Behavior and Ethical Principles | | | | |
|---|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Identifies and describes potential triggers for professionalism lapses</p> <p>Describes when and how to appropriately report professionalism lapses, including strategies for addressing common barriers</p> <p>Demonstrates knowledge of medical ethical principles</p> | <p>Demonstrates insight into professional behavior in routine situations</p> <p>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>Analyzes complex situations using ethical principles</p> | <p>Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others</p> <p>Recognizes and uses appropriate resources for managing and resolving ethical dilemmas, as needed</p> | <p>Coaches others when their behavior fails to meet professional expectations</p> <p>Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution</p> <p>Serves as resource for colleagues who face ethical dilemmas</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> | | | | |

| Professionalism 2: Accountability/Conscientiousness | | | | |
|--|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Responds promptly to requests or reminders to complete tasks</p> <p>Takes responsibility for failure 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 ensures that the needs of patients are met</p> | <p>Mitigates situations that may impact others' ability to complete tasks and responsibilities in a timely manner</p> <p>Implements strategies to enhance accountability of team members involved in patient care</p> | <p>Takes ownership of system outcomes and revises systems to enhance accountability</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: 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 | Independently recognizes status of personal and professional well-being | Proposes a plan to optimize personal and professional well-being, with assistance | Independently develops a plan to optimize personal and professional well-being | Coaches others to optimize personal and professional well-being |
| Recognizes limits in one's own knowledge/skills, with assistance | Independently recognizes limits in one's own knowledge/skills and seeks help when appropriate | Proposes a plan to remediate or improve limits in one's own knowledge/skills, with assistance | Independently develops a plan to remediate or improve limits in one's own knowledge/skills | |
| <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 1: Patient- and Family-Centered Communication | | | | |
|---|--|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Uses language and nonverbal behavior to demonstrate respect and establish rapport</p> <p>Identifies common barriers (e.g., language) to effective communication</p> <p>Identifies the importance of engaging in shared decision making</p> | <p>Establishes a therapeutic relationship in straightforward encounters using active listening and clear language</p> <p>Identifies complex barriers (e.g., health literacy) to effective communication</p> <p>Identifies elements of shared decision making</p> | <p>Establishes a therapeutic relationship in challenging patient encounters, with guidance</p> <p>When prompted, reflects on personal biases while attempting to minimize communication barriers</p> <p>Uses shared decision making to make a personalized care plan, with guidance</p> | <p>Independently establishes a therapeutic relationship in challenging patient encounters</p> <p>Independently recognizes personal biases while attempting to proactively minimize communication barriers</p> <p>Independently uses shared decision making to make a personalized care plan</p> | <p>Mentors others in situational awareness and critical self-reflection to consistently develop positive therapeutic relationships</p> <p>Independently uses shared decision making to make a personalized care plan when there is a high degree of uncertainty</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 | Clearly and concisely requests a consultation | Checks own understanding of consultant recommendations | 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 |
| Respectfully receives a consultation request | Clearly and concisely responds to a consultation request | Checks understanding of recommendations when providing consultation | | |
| Uses language that values all members of the health care team | Solicits feedback on performance as a member of the health care team | Communicates concerns and provides feedback to peers and learners | | |
| <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>Accurately records information in the electronic health record (EHR) in a timely manner</p> <p>Safeguards protected health information by using appropriate communication channels</p> | <p>Demonstrates organized diagnostic and therapeutic reasoning through notes in the EHR</p> <p>Uses documentation tools and short cuts (e.g., copy/paste) accurately and appropriately, per institutional policy</p> | <p>Concisely reports diagnostic and therapeutic reasoning in the EHR</p> <p>Appropriately selects and uses direct (e.g., telephone, in-person) and indirect (e.g., progress notes, text and inbox messages) forms of communication based on context</p> | <p>Communicates clearly, concisely, and in an organized written form, including anticipatory guidance</p> <p>Achieves written or verbal communication (e.g., patient notes, email) that serves as an example for others to follow</p> | <p>Coaches others to improve written communication</p> <p>Guides departmental or institutional communication around policies and procedures</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p> | | | | |