

# The Surgical Critical Care Milestone Project

*A Joint Initiative of*

The Accreditation Council for Graduate Medical Education,

and

The American Board of Surgery



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## The Surgical Critical Care Milestone Project

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 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.

**Surgical Critical Care Milestones**

**Chair: Mark A. Malangoni, MD**

**Working Group**

Karen J. Brasel, MD

Laura Edgar, EdD, CAE

David N. Herndon, MD

Fred Luchette, MD, MS

Peggy Simpson, EdD

David Spain, MD

Steven C. Stain, MD

Samuel A. Tisherman, MD

**Advisory Group**

Timothy P. Brigham, MDiv, PhD

James C. Herbert, MD

Lenworth Jacobs, MD

John R. Potts III, MD

## Milestone Reporting

This document presents milestones designed for programs to use in semi-annual review of fellow performance and reporting to the ACGME. Milestones are knowledge, skills, attitudes, and other attributes for each of the ACGME competencies organized in a developmental framework from less to more advanced. They are descriptors and targets for fellow performance as a fellow moves from entry into fellowship through graduation. In the initial years of implementation, the Review Committee will examine milestone performance data for each program's fellows as one element in the Next Accreditation System (NAS) to determine whether fellows overall are progressing.

For each period, review and reporting will involve selecting milestone levels that best describe a fellow's current performance and attributes. Milestones are arranged into numbered levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert in the subspecialty.

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

**Level 1:** The fellow demonstrates milestones expected of an incoming fellow with little experience in the area of study.

**Level 2:** The fellow is advancing and demonstrates additional milestones, but is not yet performing at a mid-fellowship level.

**Level 3:** The fellow continues to advance and demonstrate additional milestones, consistently including the majority of milestones targeted for fellowship.

**Level 4:** The fellow has advanced so that he or she now substantially demonstrates the milestones targeted for fellowship. This level is designed as the graduation target.

**Level 5:** The fellow has advanced beyond performance targets set for fellowship and is demonstrating "aspirational" goals which might describe the performance of someone who has been in practice for several years. It is expected that only a few exceptional fellows will reach this level.

## **Additional Notes**

Level 4 is designed as the graduation *target* and *does not* represent a graduation *requirement*. Making decisions about readiness for graduation is the purview of the fellowship program director. Study of Milestone performance data will be required before the ACGME and its partners will be able to determine whether milestones in the first four levels appropriately represent the developmental framework, and whether Milestone data are of sufficient quality to be used for high-stakes decisions.

Examples are provided with some milestones. Please note that 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 well as to institutional and program policies. For example, a fellow who performs a procedure independently must, at a minimum, be supervised through oversight.

In addition, some milestones include a statement of limited knowledge and basic knowledge. The intent of these descriptions is that a fellow with limited knowledge is likely a fellow who has come from an area outside of surgery or who is completing the fellowship before finishing his or her surgery residency. A fellow who begins the program with basic knowledge will more likely have completed a general surgery residency program.

*Answers to Frequently Asked Questions about Milestones are available on the Milestones web page:*

<http://www.acgme.org/acgmeweb/Portals/0/MilestonesFAQ.pdf>.

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.

Patient Care: Respiratory Failure				
Level1	Level2	Level3	Level4	Level5
Requires direct supervision in basic ventilation management (initiation, maintenance and weaning)	Demonstrates proficiency in basic ventilation management (initiation, maintenance and weaning)	Recognizes the need for and initiates appropriate advanced ventilator techniques	Demonstrates proficiency in the management of patients with respiratory failure who require advanced ventilator techniques	Performs quality improvement or research project regarding management of patients with respiratory failure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <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 — Respiratory Failure				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires direct supervision in basic ventilation management (initiation, maintenance, and weaning)	Demonstrates proficiency in basic ventilation management (initiation, maintenance, and weaning)	Recognizes the need for and initiates appropriate advanced ventilator techniques	Demonstrates proficiency in the management of patients with respiratory failure who require advanced ventilator techniques	Completes quality improvement or research project regarding management of patients with respiratory failure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Medical Knowledge — Respiratory Failure (Ventilator-Associated Events)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates limited knowledge of the diagnosis of ventilator-associated events	Demonstrates limited knowledge of techniques to prevent and treat ventilator-associated events	Demonstrates basic knowledge for identification, diagnosis, prevention, and treatment of ventilator-associated events	Demonstrates comprehensive knowledge for identification, diagnosis, prevention, and treatment of ventilator-associated events	Completes quality improvement or research project on the identification, diagnosis, prevention, or treatment of ventilator-associated events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Patient Care — Nutritional Support				
Level 1	Level 2	Level 3	Level 4	Level 5
Can identify the appropriate indications for nutritional support in critically-ill patients	Requires direct supervision in assessment and initial management of nutritional support in critically-ill patients	Independently performs assessment of nutritional needs and initiates appropriate nutritional support in critically-ill patients	Demonstrates proficiency in the nutritional assessment and management for special populations of critically-ill patients	Completes quality improvement or research project in nutritional assessment or management of critically-ill patients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Medical Knowledge — Nutritional Support				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates limited knowledge of nutritional assessment of critically-ill patients	Demonstrates basic knowledge of nutritional requirements of critically-ill surgical patients	Demonstrates knowledge of nutritional requirements for special populations of critically-ill surgical patients (e.g., those with liver failure, GI tract fistulae, acute kidney injury, sepsis, burns)	Demonstrates comprehensive knowledge of nutritional requirements for special populations of critically-ill surgical patients	Completes quality improvement or research project on the nutritional requirements of critically-ill surgical patients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>



Patient Care — Shock/Resuscitation				
Level 1	Level 2	Level 3	Level 4	Level 5
Needs direct supervision to recognize and treat patients in shock	Independently recognizes a patient in shock and initiates appropriate resuscitation	Demonstrates the ability to individualize resuscitation based on the type of shock and assessment of the response to therapy with appropriate monitoring	Demonstrates proficiency in the resuscitation of all types of shock in special patient populations (e.g., those at extremes of age, with complex co-morbidities, or who are immunosuppressed)  Utilizes and interprets appropriate advanced monitoring techniques (e.g., echocardiography, non-invasive and invasive hemodynamic monitoring)	Completes a quality improvement or research project or develops a protocol for shock resuscitation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Medical Knowledge — Shock/Resuscitation				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates limited knowledge of the types of shock	Demonstrates basic knowledge of multiple types of shock and basic resuscitation regimens	Demonstrates advanced knowledge of multiple types of shock, as well as of appropriate options for treatment	Demonstrates comprehensive knowledge of the pathophysiology, diagnosis, and treatment of all types of shock in special patient populations (e.g., those at extremes of age, with complex co-morbidities, or who are immunosuppressed)	Demonstrates the ability to interpret current medical literature on shock and resuscitation to improve teaching, quality of care, or research
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Patient Care — Acute Kidney Injury				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires direct supervision to recognize and initially treat patients with acute kidney injury	Recognizes and initiates treatment of acute kidney injury	Diagnoses the causes and types of acute kidney injury; initiates management and assesses response to treatment  Independently provides care to prevent acute kidney injury	Demonstrates proficiency in the recognition and comprehensive management of patients with acute kidney injury  Demonstrates proficiency in management of patients requiring renal replacement therapy	Completes quality improvement or research project regarding management of patients with acute kidney injury
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Medical Knowledge — Acute Kidney Injury				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates a limited knowledge of the types of acute kidney injury	Demonstrates basic knowledge of the various types of acute kidney injury	Demonstrates advanced knowledge of the various types of and methods to manage acute kidney injury  Demonstrates knowledge of strategies to prevent acute kidney injury	Demonstrates comprehensive knowledge of pathophysiology, diagnosis, and treatment of all types and severities of acute kidney injury  Demonstrates knowledge of the physiologic perturbations of all forms of renal replacement therapy	Demonstrates the ability to interpret current medical literature to improve teaching, quality of care, and research related to acute kidney injury
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Patient Care — Trauma and Burns				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires direct supervision to recognize common critical care conditions in injured patients (e.g., brain injury, flail chest, compartment syndromes, rhabdomyolysis, coagulopathy, wound management)	Recognizes common critical care conditions in injured patients and provides initial management	Recognizes and appropriately treats critical care conditions in severely injured patients  Prioritizes treatment of the multiply injured patient  Recognizes and treats common complications in severely injured patients	Demonstrates proficiency in the comprehensive management of severely injured patients at the extremes of age and with complex co-morbidities  Recognizes and treats more unusual complications in severely injured patients	Completes quality improvement or research project regarding the critical care treatment of injured patients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Medical Knowledge — Trauma and Burns				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates limited knowledge of the pathophysiology of injured patients	Demonstrates basic knowledge of the pathophysiology of severely injured patients	Demonstrates basic knowledge of the pathophysiology of and anticipated complications in severely injured patients	Demonstrates comprehensive knowledge of the pathophysiology, prevention, and management of complications in severely injured patients	Completes quality improvement or research project on pathophysiology or complications in severely injured patients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Patient Care — Cardiac Disorders of Critically-Ill Patients				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires direct supervision to identify and treat common cardiac disorders (e.g., acute myocardial infarction, dysrhythmias, heart failure)	Applies the principles of Advanced Cardiac Life Support (ACLS)	Independently recognizes and treats common cardiac disorders	Demonstrates proficiency in the diagnosis and treatment of complex cardiac disorders (e.g., valve disorders, biventricular failure, pulmonary hypertension, hypertensive crisis)	Completes quality improvement or research project in cardiac disorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Medical Knowledge — Cardiac Disorders of Critically-Ill Patients				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates limited knowledge of cardiac physiology	Demonstrates basic knowledge of cardiac pathophysiology	Demonstrates basic knowledge of cardiac pathophysiology and treatment of common cardiac disorders	Demonstrates comprehensive knowledge of cardiac pathophysiology and treatment of complex cardiac disorders	Completes quality improvement or research project on pathophysiology or complications of cardiac disorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Patient Care — Neurologic Disorders of Critically-Ill Patients				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires direct supervision to recognize the stages and treatment of coma, delirium, and other neurologic disorders	Appropriately assesses patients with coma, delirium, and other neurologic disorders	Recognizes and treats multiple etiologies of coma, delirium, and other neurologic disorders	Proficient in prevention, diagnosis and treatment of multiple etiologies of coma, delirium, and other neurologic disorders	Completes quality improvement or research project regarding the critical care treatment of patients with coma, delirium, and other neurologic disorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Medical Knowledge — Neurologic Disorders of Critically-Ill Patients				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates limited knowledge of physiology of neurologic disorders (e.g., coma, delirium, seizures)	Demonstrates basic knowledge of pathophysiology of neurologic disorders	Demonstrates basic knowledge of pathophysiology and treatment of neurologic disorders	Demonstrates comprehensive knowledge of pathophysiology and treatment of neurologic disorders	Completes quality improvement or research project on pathophysiology or treatment of neurologic disorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>



Patient Care — Gastrointestinal (GI) Disorders of Critically-Ill Patients				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires direct supervision to diagnose acute GI disorders (e.g., <i>C. difficile</i> colitis, GI bleeding, hepatic failure, intestinal ischemia, post-operative complications, pancreatitis)	Independently diagnoses acute GI disorders  Requires direct supervision to manage patients with acute GI disorders	Diagnoses and appropriately manages acute GI disorders without direct supervision	Demonstrates proficiency in the comprehensive management of acute GI disorders	Completes quality improvement or research project regarding management of acute GI disorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Medical Knowledge — GI Disorders of Critically-Ill Patients				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates limited knowledge of acute GI disorders (e.g., <i>C. difficile</i> colitis, GI bleeding, hepatic failure, intestinal ischemia, post-operative complications, pancreatitis)	Demonstrates basic knowledge of the pathophysiology and diagnosis of acute GI disorders	Demonstrates knowledge of the pathophysiology, diagnosis, prevention, and treatment of acute GI disorders	Demonstrates comprehensive knowledge of the diagnosis, prevention, and treatment of acute GI disorders	Completes quality improvement or research project on the diagnosis, prevention, or treatment of acute GI disorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Patient Care — Infectious Diseases of Critically-Ill Surgical Patients				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires direct supervision to diagnose common infectious diseases and infectious complications	Demonstrates the ability to diagnose and initiate management for common infectious diseases and infectious complications	Demonstrates the ability to diagnose and manage most infectious diseases and infectious complications	Demonstrates proficiency in the comprehensive management (prevention, diagnosis, and treatment) of infectious diseases and infectious complications  Demonstrates appropriate antimicrobial stewardship	Completes quality improvement or research project regarding management of an infectious complication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet rotated <input type="checkbox"/>

Medical Knowledge — Infectious Diseases of Critically-Ill Surgical Patients				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates limited knowledge needed to diagnose infectious diseases in critically-ill surgical patients	Demonstrates basic knowledge of the pathophysiology and diagnosis of infectious diseases in critically-ill surgical patients	Demonstrates knowledge of the pathophysiology, diagnosis, prevention, and treatment of most infectious diseases and infectious complications	Demonstrates comprehensive knowledge of diagnosis, prevention, and treatment of infectious disease and infectious complications  Demonstrates comprehensive knowledge of antimicrobial stewardship	Completes quality improvement or research project on the diagnosis, prevention or treatment of infectious complications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

Patient Care — Procedural Competence*				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires direct supervision to perform common intensive care unit (ICU) procedures	Performs some common ICU procedures independently	Demonstrates proficiency in the performance of common ICU procedures  Can identify when a patient is at high risk for complications from a common ICU procedure	Proficient in performance of ICU procedures in patients at high risk for complications  Proficient in management of procedural complications	Performs advanced procedures (e.g., extracorporeal membrane oxygenation [ECMO], intra-aortic balloon pump [IABP], transvenous pacing, inferior vena cava filter placement)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet rotated <input type="checkbox"/>

\*Procedural competence includes the following:

- airway management (e.g., bag valve mask, supraglottic airways, intubation, surgical airway)
- catheter placement (e.g., arterial, central venous, dialysis access, pulmonary artery)
- ultrasound evaluation and procedural guidance
- chest tubes and thoracentesis
- bronchoscopy
- complex wound care (e.g., fasciotomy, negative pressure therapy, burn wound care)

Systems-based Practice — Administrative Responsibility				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of how health care systems operate  Can identify system factors that contribute to medical errors and is aware of the impact of variations in care	Understands how patient care is provided in the health care system and identifies specific system failures that can affect patient care  Follows protocols and guidelines for patient care	Makes suggestions for changes in the health care system that may improve patient care  Reports problems with technology (e.g., devices and automated systems) or processes that could produce medical errors	Participates in work groups or performance improvement teams designed to reduce errors, improve patient safety, and improve health outcomes  Understands the appropriate use of standardized approaches to care, and participates in creating protocols of care	Leads a performance improvement team to reduce errors and/or improve health outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Systems-based Practice — Coordination and Transitions of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires direct supervision to provide effective written and verbal communication to prevent medical errors	Usually utilizes appropriate forms of communication (e.g., face-to-face, telephone, and electronic) to ensure accurate transitions of care and optimize communication across systems and the continuum of care	Effectively and regularly utilizes all appropriate forms of communication (e.g., face-to-face, telephone, and electronic) to ensure accurate transitions of care and optimize communication across systems and the continuum of care	Takes a leadership role in ensuring accurate transitions of care and optimizing communication across systems and the continuum of care	Completes quality improvement or research project regarding coordination or transitions of care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Practice-based Learning and Improvement — Improvement of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Actively participates in morbidity and mortality (M&amp;M) and/or other quality improvement (QI) conferences with comments, questions, and accurate presentation of cases</p> <p>Changes personal behaviors in response to feedback from supervisors</p> <p>Delineates when and how errors or adverse events affect the care of patients</p>	<p>Evaluates own patient outcomes and the quality and efficacy of care of patients through appraisal and assimilation of scientific evidence</p> <p>Uses relevant literature to support discussions and conclusions at M&amp;M and/or other QI conferences</p> <p>Performs basic steps of a QI project (e.g., generates a hypothesis, conducts a cause-effect analysis, develops method for study)</p> <p>Demonstrates how to modify care practices to avoid errors</p>	<p>Evaluates own patient care outcomes in a systematic manner and identifies opportunities for improvement</p> <p>Identifies probable causes for complications and deaths at M&amp;M and/or other QI conferences, as well as appropriate strategies for improving care</p>	<p>Exhibits ongoing self-evaluation and improvement that includes reflection on practice, tracking, and analyzing patient outcomes, integrating evidence-based practice guidelines, and identifying opportunities to make practice improvements</p> <p>Discusses or demonstrates application of M&amp;M and/or other QI conference conclusions to own patient care</p> <p>Leads a QI activity relevant to patient care outcomes</p>	<p>Participates in an institutional committee that is responsible for performance in practice improvement, and helps develop QI activities</p> <p>Publishes the results of a QI project or clinical trial</p> <p>Recognizes opportunities for improvement in patient care using process analysis and initiates a corrective action plan</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Practice-based Learning and Improvement — Teaching				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires prompting to impart educational information clearly and effectively to other health care team members	<p>Communicates educational material accurately and effectively at the appropriate level for learner understanding</p> <p>Accurately and succinctly presents patient cases appropriate for learning environment</p>	Demonstrates an effective teaching style when responsible for a conference or formal presentation	<p>Recognizes teachable moments and readily and respectfully engages the learner</p> <p>Facilitates conferences and case discussions based on assimilation of evidence from the literature</p>	<p>Demonstrates highly effective teaching with an interactive educational style and engages in constructive educational dialogue</p> <p>Develops an educational curriculum or an evaluation system for other learners</p> <p>Presents or publishes educational research</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>



Practice-based Learning and Improvement — Self-Directed Learning				
Level 1	Level 2	Level 3	Level 4	Level 5
Completes learning assignments as directed	Selects an appropriate evidence-based information tool to answer specific questions while providing care	Demonstrates the ability to use multiple resources to improve patient care	Routinely synthesizes current scientific literature and other resources for self-directed learning and improvement of patient care	Presents at local, regional, or national activity; optional conferences; and/or self-assessment programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Professionalism — Professionalism and Personal Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates behavior that conveys caring, honesty, and genuine interest in patients and families in most circumstances</p> <p>Requires reminders to respect patient confidentiality and privacy</p>	<p>Demonstrates an understanding of the importance of compassion, integrity, respect, sensitivity and responsiveness to patients and families, and is able to exhibit these behaviors consistently in common and uncomplicated situations</p> <p>Demonstrates a commitment to continuity of care by taking personal responsibility for patient care outcomes</p> <p>Recognizes the limits of his or her knowledge and asks for help when needed</p>	<p>Manifests these behaviors consistently in complex and complicated situations</p> <p>Ensures patient care responsibilities are performed and continuity of care is maintained</p> <p>Accepts responsibility for errors in patient care and can initiate corrective action</p> <p>Consistently demonstrates integrity in all aspects of care and professional relationships</p>	<p>Serves as a role model for ethical and professional behavior</p> <p>Consistently places the interests of patients ahead of self-interests when appropriate</p> <p>Maintains composure in accordance with ethical principles even in stressful situations</p>	<p>Demonstrates leadership and mentoring regarding these principles</p> <p>Develops organizational policies and education to support the application of these principles in the practice of medicine</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Professionalism — Ethical Issues in Critically-Ill Patients				
Level 1	Level 2	Level 3	Level 4	Level 5
Can describe basic bioethical principles  Able to identify ethical issues (e.g., end-of-life care, surrogacy, futility)	Consistently identifies ethical issues in practice  Able to discuss, analyze, and manage common clinical situations	Able to effectively analyze and manage ethical issues in complicated and challenging clinical situations	Serves as a role model for consistently considering and managing ethical issues in practice	Serves as a member of an institutional Ethics Committee  Performs research or presents locally, regionally, or nationally on ethical problems in critically-ill patients
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Professionalism — Personal Responsibility				
Level 1	Level 2	Level 3	Level 4	Level 5
Does not complete operative Case Logs, duty hour logs, or perform other assigned and required administrative tasks (e.g., visa renewal, credentialing, obtaining a medical license) in a timely fashion without excessive written and verbal reminders or prodding	Usually prompt in attending conferences, meetings, operations, and other activities  Usually responds promptly to requests from faculty and departmental staff members	Ensures that those under his or her supervision respond appropriately to their responsibilities in a timely fashion  Exhibits a clear understanding of personal responsibilities (clinical and administrative)	Serves as a role model for promptness and attendance for conferences, meetings, operations, and other activities on all rotations  Performs clinical and administrative responsibilities in an exemplary manner without prompting	Serves as a resource for the program and mentors other learners about accountability and responsible, professional conduct
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Professionalism — Healthy Work Environment				
Level 1	Level 2	Level 3	Level 4	Level 5
Requires frequent direct supervision to comply with duty hours and to recognize personal health issues	<p>Demonstrates knowledge of the institutional resources available to manage personal, physical, and emotional health (e.g., acute and chronic disease, substance abuse, mental health problems)</p> <p>Complies with duty hours standards</p> <p>Can identify the principles of physician wellness and fatigue mitigation</p>	<p>Monitors personal health and wellness, and appropriately mitigates fatigue and/or stress</p> <p>Is effective and efficient in time management and consistently arrives fit for duty</p>	<p>Sets an example by promoting healthy habits and creating an emotionally healthy environment for co-workers</p> <p>Models appropriate management of personal health issues, fatigue, and stress</p>	<p>Recognizes and appropriately addresses health issues in other members of the health care team</p> <p>Is proactive in modifying schedules or intervening in other ways (e.g., required nap, counseling, referral for services, report to program director) to ensure that caregivers and those under his or her supervision maintain personal wellness and do not compromise patient safety</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills — Effective Communication with Patients and Families				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Communicates with patients and their families in an understandable and respectful manner</p> <p>Effectively communicates basic health care information to patients and families</p>	<p>Customizes communication, taking into account patient and family characteristics (e.g., age, literacy, cognitive disabilities, cultural differences)</p> <p>Provides timely updates to patients and families</p>	<p>Effectively delivers complex and difficult information to patients and families</p> <p>Can delineate strategies for negotiating conflict</p>	<p>Proficiently individualizes and leads difficult discussions specific to patient and family needs, (e.g., end-of-life, explaining complications)</p> <p>Effectively negotiates and manages conflict among patients, families, and the health care team</p>	<p>Develops novel tools for effective communication with patients and families</p> <p>Effectively mentors other health care providers in communication skills and conflict management</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills — Effective Communication with the Health Care Team				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Exchanges limited patient information with team members</p> <p>Responds politely and promptly to requests for care coordination activities</p>	<p>Effectively shares and exchanges patient information with some members of the health care team</p>	<p>Anticipates and plans for effective communication of relevant information to all members of the health care team</p> <p>Demonstrates basic ability to lead a health care team using effective communication styles</p> <p>Can delineate strategies for negotiating conflict within the health care team</p>	<p>Effectively leads a health care team responsible for the care of critically-ill patients using individualized communication strategies</p> <p>Utilizes strategies to prevent conflict within the health care team</p> <p>Effectively negotiates and manages conflict within the health care team</p>	<p>Serves as a resource for negotiating and managing conflict within the health care system</p> <p>Effectively mentors other health care providers in leadership, communication skills, and conflict management</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p>				<p>Not yet achieved Level 1 <input type="checkbox"/></p>