

The Transitional Year Milestone Project

An Initiative of

The Accreditation Council for Graduate Medical Education



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The Transitional Year Milestone Project

The Milestones are designed only for use in evaluation of resident physicians in the context of their participation in ACGME-accredited residency or fellowship programs. The Milestones provide a framework for the assessment of the development of the resident physician 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.

Transitional Year Milestones
Working Group

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Milestone Reporting

This document presents milestones designed for programs to use in semi-annual review of resident performance and reporting to 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 resident performance as the resident moves from entry into residency through graduation. In the initial years of implementation, the Review Committee will examine milestone performance data for each program's residents as one element in the Next Accreditation System (NAS) to determine whether residents overall are progressing.

For each reporting period, review and reporting will involve selecting the level of milestones that best describes each resident's current performance level in relation to milestones. Milestones are arranged into numbered levels. Selection of a level implies that the resident substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page v). A general interpretation of the levels for transitional year milestones is below:

- Level 1:** The resident demonstrates milestones expected on entrance into transitional year education.
- Level 2:** The resident is advancing and demonstrating additional milestones.
- Level 3:** The resident continues to advance so that he or she now substantially demonstrates the milestones targeted for transitional year education. This level is designed as the graduation target for transitional residents.
- Level 4:** The resident has advanced so that he or she now substantially demonstrates the milestones targeted for completion of categorical residency education.
- Level 5:** The resident has advanced beyond performance targets set for residency, 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 residents will reach this level.

Additional Notes

Level 3 is designed as the graduation *target* but does *not* represent a graduation *requirement*. Making decisions about readiness for graduation is the purview of the residency program director (See the Milestones FAQ for further discussion of this issue: “Can a resident/fellow graduate if he or she does not reach every milestone?”). Study of Milestone performance data will be required before the ACGME and its partners will be able to determine whether Level 4 milestones and milestones in lower levels are in the appropriate level within the developmental framework, and whether Milestone data are of sufficient quality to be used for high stakes decisions.

Some milestone descriptions include statements about performing independently. These activities must occur in conformity to the 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.

Answers to Frequently Asked Questions about Milestones are available on the Milestones web page:
<http://www.acgme.org/acgmeweb/Portals/0/MilestonesFAQ.pdf>

ACGME Report Form

The diagram below presents an example set of milestones for one sub-competency in the same format as the Milestone Reporting 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 the resident’s performance in relation to the milestones
- or
- selecting the “Has not Achieved Level 1” option

PC5. Urgent and emergent medical conditions: Recognizes urgent and emergent medical conditions and applies basic principles of triage and resuscitation					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Defines what is urgent and emergent and promptly notifies appropriate supervisor. Completes BLS and ACLS certification	Recognizes urgent and emergent medical conditions, seeks appropriate guidance, and initiates management	Stabilizes patients with urgent and emergent medical conditions and seeks appropriate consultation. Demonstrates application of BLS and ACLS protocols	Independently manages complex and rare, specialty-specific urgent and emergent medical conditions. Maintains BLS and ACLS competency	Qualified to sit on national panel. Role model and educator for the care of urgent and emergent medical conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <input style="width: 100%;" type="text"/>					

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).

TRANSITIONAL YEAR MILESTONES ACGME Milestone Reporting Worksheet

PC1. History: Obtains a comprehensive medical history					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Elicits the chief complaint; takes a basic history using a template format	Obtains a comprehensive and accurate history and seeks appropriate data from secondary sources	Consistently obtains a comprehensive and accurate history in an efficient, customized, prioritized, and hypothesis-driven manner	Consistently identifies the clinical patterns present in the historical data gathered	Serves as a role model and educator in the gathering of sophisticated history based upon the specialty
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PC2. Physical Examination: Performs a comprehensive physical examination					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Performs a basic physical exam	Performs a comprehensive exam and collects relevant physical findings for the chief complaint	Consistently performs an accurate, thorough, and focused physical examination, and correlates findings with important clinical events	Performs a sophisticated specialty-specific physical exam with effective use of bedside skills	Serves as a role model and educator in the use of specialty-specific exam skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PC3. Differential Diagnosis and Assessment: Integrates information to develop an appropriate differential diagnosis					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Generates a differential diagnosis for common medical conditions	Integrates patient-specific information and generates an appropriate differential diagnosis	Integrates unique patient information and prioritizes a differential diagnosis	Develops a differential diagnosis for more complex, specialty-specific conditions Demonstrates the ability to modify a differential diagnosis based on a patient's clinical course and additional data	Serves as a role model and educator for diagnosing rare conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PC4. Management: Generates an appropriate diagnostic and therapeutic plan for assigned patients					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Has knowledge of and orders basic diagnostic tests and treatments	Orders appropriate basic lab and imaging studies based on an understanding of indications for testing, and initiates a basic therapeutic plan	Makes appropriate clinical decisions based on results of lab, EKG, and imaging studies, and generates an appropriate management plan based on clinical findings and relevant pathophysiology	Independently manages patients with a broad spectrum of specialty-specific disorders Demonstrates the ability to modify the patient care plan based on a patient's clinical course and additional data	Educates others and defines best practices for testing and treatment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PC5. Urgent and Emergent Medical Conditions: Recognizes urgent and emergent medical conditions and applies basic principles of triage and resuscitation					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Defines what is urgent and emergent, and promptly notifies the appropriate supervisor</p> <p>Completes Basic Life Support (BLS) and Advanced Cardiovascular Life Support (ACLS) certification</p>	<p>Recognizes urgent and emergent medical conditions, seeks appropriate guidance, and initiates management</p>	<p>Stabilizes patients with urgent and emergent medical conditions and seeks appropriate consultation</p> <p>Demonstrates application of BLS and ACLS protocols</p>	<p>Independently manages complex and rare, specialty-specific urgent and emergent medical conditions</p> <p>Maintains BLS and ACLS certification</p>	<p>Is qualified to sit on a national panel responsible for creating clinical care guidelines</p> <p>Is a role model and educator for the care of urgent and emergent medical conditions</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PC6. Guidelines and Preventive Care: Applies basic preventive care, diagnosis, and treatment guidelines, and educates patients about these guidelines					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Is aware of preventive care, diagnosis, and treatment guidelines, and how to access them</p>	<p>Understands and applies guideline recommendations</p>	<p>Consistently applies guidelines</p> <p>Teaches patients preventive care</p>	<p>Understands the nuances and limitations of guidelines in order to educate patients</p>	<p>Is qualified to write national guidelines</p> <p>Serves as a role model and educates others</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PC7. Procedures: Demonstrates understanding of indications/contraindications and ability to perform common basic procedures					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Describes common procedures</p> <p>Understands aseptic technique and other infection control measures</p>	<p>Understands and counsels patients on the indications, contraindications, and complications of common procedures</p>	<p>Demonstrates competence in simple suturing, laceration management, venipuncture, IV access, bladder catheter placement, arterial puncture, and nasogastric (NG) tube placement</p> <p>Demonstrates aseptic technique and other infection control measures</p>	<p>Competently performs specialty-specific procedures</p>	<p>Trains others in complex specialty-specific procedures</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

MK1. Basic Science and Clinical Knowledge: Demonstrates knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, and applies this knowledge to patient care					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Articulates relevant basic science and pathophysiology for frequently encountered clinical conditions	Demonstrates and applies basic science and pathophysiology to evaluate frequently encountered clinical conditions	Demonstrates and applies medical knowledge essential to safely and efficiently diagnose and treat frequently encountered clinical conditions	Demonstrates and utilizes specialty-specific knowledge, and evaluates the limitations of one's own current knowledge	Educates others and contributes to the body of medical knowledge for the specialty
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

MK2. Certification Examinations: Demonstrates ability to successfully pass appropriate licensing and certification examinations					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Passes Step 1 licensing examination	Passes Step 2 licensing examination	Passes Step 3 licensing examination	Achieves American Board of Medical Specialties (ABMS) or American Osteopathic Association (AOA) specialty board certification	Maintains ABMS or AOA certification
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

SBP1. Coordinates patient care within various health care delivery settings					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Acknowledges and understands that different systems and levels of care are required to provide comprehensive patient care</p> <p>Understands the importance of transitions in the continuum of care</p>	<p>Understands the need for an interdisciplinary approach to effectively coordinate care</p> <p>Transmits relevant information during transitions of care</p>	<p>Understands coordination of care between different systems</p> <p>Facilitates safe and effective transitions of care</p>	<p>Works effectively in various health care delivery settings and systems, coordinating care relevant to the clinical specialty</p>	<p>Leads efforts to better coordinate patient care within the health care system</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

SBP2. Works in interdisciplinary teams to enhance patient safety and improve patient care quality					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Recognizes failures in teamwork and communication in health care as a leading cause of preventable patient harm</p>	<p>Works with other members of the health care team to identify system errors and areas of potential quality improvement</p> <p>Is respectful of other team members and actively seeks their input to solve problems</p>	<p>Works in interdisciplinary teams to identify solutions (action plans) to identified system errors</p>	<p>Analyzes team experience and works with the team to enhance patient safety and care quality in the specialty area</p>	<p>Leads interdisciplinary teams to improve health care delivery systems</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

SBP3. Practices and advocates for cost-effective, responsible care					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Understands cost implications of care	Provides examples of cost and value implications of care, and begins to incorporate these into patient care decisions	Practices cost-effective care with awareness of risk-benefit considerations, and uses cost considerations in medical decision-making	Practices cost-effective care with risk-benefit considerations relevant to the clinical specialty	Advocates for cost-effective quality patient care and optimal health care delivery systems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PBL1. Self-Directed Assessment and Self-Directed Learning					
1. Identifies strengths, deficiencies, and limits in one’s knowledge and expertise					
2. Sets learning and improvement goals					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Acknowledges gaps in personal knowledge and expertise, and frequently asks for feedback	Develops a learning plan based on organized feedback and assessments with assistance from program leadership	Self-assessment and learning plan demonstrate a balanced and accurate assessment of competence and awareness of areas for continued improvement	Performs self-assessment and directed learning in the area of one’s professional concentration	Consistently determines status of knowledge and expertise in one’s respective field, and can serve as a role model to others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PBLI2. Locates, appraises, and assimilates evidence from valid sources					
1. Identifies and performs appropriate learning activities					
2. Uses information technology to optimize learning					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Demonstrates computer literacy and basic computer skills, including access of evidence-based resources	Demonstrates use of published review articles and guidelines, and can formulate a searchable question for a clinical issue	Can categorize and rank study design, critically appraise individual studies, and identify threats to study validity Demonstrates the ability to select evidence-based information to improve patient care	Incorporates evidence-based principles and utilization of information technology tools into professional practice	Relies on evidence to support clinical practice, and facilitates similar behavior in others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PBLI3. Implements a Quality Improvement Project					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Recognizes quality concerns in health care delivery, and seeks to contribute to improvement	Understands the need for organized, individual, and team-based approaches to quality improvement	Participates in individual or team-based organized quality improvement activities	Utilizes longitudinal data and can apply basic steps of change management	Can lead complex quality improvement projects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PROF1. Compassion, integrity, and respect for others, as well as sensitivity and responsiveness to diverse patient populations, including to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Consistently demonstrates behavior that conveys caring, honesty, empathy, and genuine interest in patients and families</p> <p>Displays a consistent attitude and behavior that convey tolerance and acceptance of diverse individuals and groups</p>	<p>Demonstrates an understanding of the importance of compassion, integrity, respect, sensitivity, and responsiveness, and is able to exhibit these attitudes consistently in common and uncomplicated situations</p> <p>Is aware of personal beliefs and values that impact interactions with others and may influence provision of medical care; is able to manage these values and beliefs so that they have minimal impact on patient care</p>	<p>Is able to exhibit these attitudes in complex and complicated situations</p> <p>Recognizes how one's own personal beliefs and values impact medical care; consistently manages one's own values and beliefs to optimize relationships and medical care</p> <p>Exhibits an interest in and formulates strategies to learn about issues of diverse populations that potentially may impact patient care</p> <p>Is knowledgeable about the beliefs, values, and practices of diverse patient populations and their potential impact on patient care</p>	<p>Is able to exhibit these attitudes consistently in all relationships and situations</p> <p>Uses an integrated and coherent approach to understanding and effectively working with others to provide good medical care that integrates personal standards with standards of medicine</p> <p>Is able to consistently provide good medical care even in the context of disagreeing with patient beliefs/choices; is aware of types of medical care that one cannot provide due to personal beliefs, and has a plan to maintain quality patient care in those situations</p> <p>Consistently demonstrates an interest in the beliefs, values, and practices of diverse patient populations, as well as the necessary skills to obtain and effectively use this type of information to enhance patient care</p>	<p>Consistently practices in a manner that upholds values and beliefs of one's self, the specialty, and the practice of medicine</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"/>	<input type="checkbox"/>
Comments:					

PROF2. Knowledge about, respect for, and adherence to the ethical principles relevant to the practice of medicine, remembering in particular that responsiveness to patients that supersedes self-interest is an essential aspect of medical practice					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Recognizes the importance and priority of patient care, with an emphasis on the care that the patient wants and needs; demonstrates a commitment to this value</p> <p>Is aware of basic bioethical principles; is able to identify ethical issues in clinical situations</p>	<p>Consistently recognizes ethical issues in practice; is able to discuss, analyze, and manage these in common clinical situations</p> <p>Recognizes personal beliefs and their potential impact on patient care</p>	<p>Effectively manages personal beliefs to avoid any negative impact on patient care</p> <p>Effectively analyzes and manages frequently encountered ethical issues</p>	<p>Develops and applies a consistent and measured approach to evaluating appropriate care, possible barriers, and strategies to intervene that consistently emphasizes the patient's best interest in all relationships and situations</p> <p>Consistently considers and manages ethical issues in practice; consistently develops and applies a systematic and appropriate approach to analyzing and managing ethical issues when providing medical care</p>	<p>Is knowledgeable about, consistently uses, and effectively manages ethical principles of medicine in general and as related to specialty care</p> <p>Demonstrates leadership and mentorship in understanding and applying bioethical principles clinically, particularly responsiveness to patients above self-interest and self-monitoring</p> <p>Develops institutional and organizational strategies to protect and maintain these principles</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PROF3. Accountability to patients, society, and the profession					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Consistently behaves in a responsible, reliable manner that demonstrates a commitment to patient care, safety, and privacy; works effectively with others and upholds the core values of medicine</p> <p>Demonstrates professional accountability, including timely and adequate completion of professional responsibilities, being dressed and groomed appropriately, and being ready and able to perform expected duties</p> <p>Is willing and able to ask for help when needed</p> <p>Demonstrates responsible use of social media</p>	<p>Defines and understands physician accountability to patients, society, and the profession</p> <p>Consistently recognizes limits of one's own knowledge in common and frequent clinical situations, and asks for assistance</p> <p>Recognizes the need to develop leadership skills</p>	<p>Develops an understanding of one's own beliefs and values and how they impact one's attitude and behavior; is able to understand and balance the needs of oneself and others to prioritize and provide appropriate medical care</p> <p>Consistently recognizes limits of one's own knowledge in uncommon and complicated clinical situations; develops and implements plans for the best possible patient care</p> <p>Demonstrates leadership skills</p>	<p>Develops and employs a coherent and systematic approach to making decisions about patient care that considers and integrates the values and beliefs of oneself, the patient, society, and the core values of medicine</p> <p>Consistently demonstrates the ability to identify limits of one's own knowledge and to develop and implement a plan for the best possible patient care</p>	<p>Is knowledgeable about and consistently able to consider and balance the needs, values, and available resources of the patient, society, profession, and self while providing good medical care, generally and in the specialty</p> <p>Demonstrates leadership and mentorship regarding these principles</p> <p>Develops organizational policies and provides 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"/>	<input type="checkbox"/>
Comments:					

PROF4. Personal responsibility to maintain emotional, physical, and mental health					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Exhibits basic professional responsibilities such as timely reporting for duty, being rested and ready to work, and being able to deliver patient care as a functional physician</p> <p>Is aware of the basic principles and aspects of the general maintenance of emotional, physical, and mental health</p> <p>Is aware of the issues related to fatigue and sleep deprivation</p>	<p>Identifies basic principles of physician wellness, including rest, diet, exercise, personal health, and balance in life</p> <p>Demonstrates adequate management of personal emotional, physical, and mental health</p> <p>Is knowledgeable about and effectively manages the issues related to fatigue and sleep deprivation</p> <p>Recognizes signs of physician impairment</p>	<p>Is able to assess application of principles of physician wellness, alertness, delegation, teamwork, and optimization of personal performance to the practice of medicine in one's own self and others</p> <p>Is able to identify and manage situations in which maintaining personal emotional, physical, and mental health is challenged by common and typical clinical care situations</p>	<p>Optimizes professional responsibilities through the application of principles of physician wellness to the practice of medicine</p> <p>Is able to identify and manage situations in which maintaining personal emotional, physical, and mental health is challenged by complex and unusual clinical care situations</p> <p>Recognizes signs of physician impairment and demonstrates appropriate steps to address impairment in colleagues</p>	<p>Demonstrates leadership abilities in professional responsibilities</p> <p>Develops institutional and organizational strategies to improve physician insight into and management of professional responsibilities; trains physicians and educators regarding responsibility, wellness, fatigue, and physician impairment</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

ICS1. Communicates effectively with patients, family, and the public as appropriate across a broad range of socioeconomic and cultural backgrounds					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Develops a positive relationship with patients in uncomplicated situations</p> <p>Seeks and understands patient and family perspectives</p> <p>Demonstrates an awareness of vulnerable populations</p> <p>Is aware of effects of computer use on potential disruption of the physician patient relationship</p>	<p>Develops positive relationships with patients and families</p> <p>Negotiates and manages simple patient/family-related conflicts</p> <p>Is aware of factors that affect communication (e.g. modality; language; appropriate use of interpreters family in the room; hearing, vision and cognitive impairments)</p> <p>Identifies special communication needs of vulnerable populations</p> <p>Can organize both written and oral information to be shared with patient and family, and engage patients in shared decision-making</p>	<p>Adapts patient- and family-related information gathering to social cultural context</p> <p>Effectively communicates with vulnerable populations, both patients and families</p> <p>Uses strategies to ensure patient understanding</p>	<p>Customizes emotionally difficult information, such as end-of-life discussions to support patient and family</p> <p>Effectively coordinates care for vulnerable populations across health care and social/governmental systems</p>	<p>Sustains relationships across systems of care and with patients during long-term follow-up</p> <p>Develops and models approaches to managing difficult communications</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

ICS2. Communicates effectively with physicians, other health professionals, and health-related agencies					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>Is aware of factors that affect information sharing, and engages in active listening</p> <p>Organizes oral and written correspondence to communicate with other health care professionals</p>	<p>Recognizes interpersonal and communication conflicts with other physicians and health professionals</p> <p>Expands communication using proper medical terminology and by giving therapeutic rationale</p> <p>Effectively communicates patient information during transitions in care</p>	<p>Develops working relationships in complex situations and across specialties</p> <p>Documents results of communications, such as patient preferences, conflict resolution, and advance directives</p> <p>Communication reflects a comprehensive understanding of all elements of the patient's clinical condition</p>	<p>Sustains working relationships during complex and challenging situations, including transitions of care</p> <p>Negotiates and manages conflict within the team, with superiors, and with payers, even in complex situations</p>	<p>Coaches others to improve communication skills</p> <p>Mentors others to work effectively with vulnerable patient populations</p> <p>Leads advocacy efforts</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

ICS3. Works effectively as a member or leader of a healthcare team or other professional group					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Identifies benefits of interdisciplinary team-based care Describes and appreciates the expertise of each team member, including the patient and family	Actively participates in team-based care Supports activities of other team members	Actively participates in interdisciplinary meetings to improve patient care Participates in family/patient/team member conferences, and incorporates patient and family values and preferences	Facilitates and leads team-based patient care activities Facilitates and leads family/patient/team member conferences in an anticipatory manner and includes all relevant disciplines	Seeks leadership opportunities within professional organizations and is able to lead/facilitate meetings within the organization/system
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

ICS4. Maintains comprehensive, timely, and legible medical records					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Understands the components of a complete medical record Recognizes the legal, financial, and patient care role of the medical record Understands appropriate use of the electronic health record	Provides legible, accurate, complete, and timely documentation that is congruent with medical standards Demonstrates appropriate use of the electronic health record	Effectively and ethically uses all forms of communication, including face-to-face, telephone, and electronic	Optimizes communication across systems and continuums of care	Role models and educates others about information sharing and appropriate use of technology
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					