

The Interventional Radiology Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education

The American Board of Diagnostic Radiology



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The Milestones are designed only for use in evaluation of the resident 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 resident 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.

Interventional Radiology Milestones

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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 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 resident performance as a 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 period, review and reporting will involve selecting milestone levels that best describe a resident'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 resident substantially demonstrates the milestones in that level, as well as those in lower levels (see the diagram on page v).

Level 1: The resident demonstrates milestones expected of an incoming resident.

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

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

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

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 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 residency 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 the ACGME supervision guidelines, as well as institutional and program policies. For example, a resident who performs a procedure independently must, at a minimum, be supervised through oversight.

Answers to Frequently Asked Questions about the Next Accreditation System and Milestones are posted on the Next Accreditation System section of the ACGME website.

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.

PC4 - Interventional Radiology: Non-procedural Care/Consultation and Follow-Up				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs a comprehensive history and physical	Performs a focused history and physical	Chooses appropriate peri-procedural laboratory and imaging studies	Adjusts procedural plan based upon peri-procedural laboratory and imaging results	Independently supervises junior learners in the clinical setting
Formulates a pre-procedural assessment and plan with routine guidance from a faculty member	Formulates a pre-procedural assessment and plan with minimal guidance from a faculty member	Independently formulates a pre-procedural assessment and plan for common disorders	Independently formulates a pre-procedural assessment and plan for less common disorders	Develops patient care protocols/teaching material
Obtains informed consent for basic procedures	Obtains informed consent for more complex procedures	Independently formulates and implements post-procedural imaging and clinical follow-up for patients after basic procedures	Independently formulates and implements post-procedural imaging and clinical follow-up for patients after complex procedures	
Performs routine post-procedural care with guidance from a faculty member	Performs routine post-procedural care with minimal guidance from a faculty member			
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not yet achieved Level 1 <input type="checkbox"/>				

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as **some** milestones in the higher level(s).

PC1 – Diagnostic Radiology: Consultant				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses established evidence-based imaging guidelines, such as American College of Radiology (ACR) Appropriateness Criteria® Appropriately uses the Electronic Health Record to obtain relevant clinical information	Recommends appropriate imaging of <u>common</u> * conditions independently *As defined by the program	Recommends appropriate imaging of <u>uncommon</u> * conditions independently *As defined by the program	Integrates current research and literature with guidelines, taking into consideration cost effectiveness and risk-benefit analysis, to recommend imaging	Participates in research, development, and implementation of imaging guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

PC2 – Diagnostic Radiology: Competence in Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Competently performs basic procedures* with guidance</p> <p>Recognizes and manages complications of basic procedures</p> <p>*Basic procedures, as defined by each program, include those needed to take independent call</p>	<p>Competently performs intermediate procedures*</p> <p>Recognizes and manages complications of intermediate procedures</p> <p>*As defined by the program</p>	<p>Competently performs advanced procedures*</p> <p>Recognizes and manages complications of advanced procedures</p> <p>*As defined by the program</p>	<p>Able to competently and independently perform the following procedures:</p> <ul style="list-style-type: none"> • adult and pediatric fluoro studies • lumbar puncture • image-guided venous and arterial access • hands-on adult and pediatric ultrasound studies • drainage of effusions and abscesses • image-guided biopsy • nuclear medicine I-131 treatments (≤ 33 and > 33 mCi) 	<p>Able to teach procedures to junior-level residents</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				<p>Not yet achieved Level 1 <input type="checkbox"/></p>

PC3 – Diagnostic Radiology: Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Contrast Agents:</p> <p>Recognizes and manages contrast reactions</p> <p>Radiation Safety:</p> <p>Describes the mechanisms of radiation injury and the ALARA (“as low as reasonably achievable”) concept</p> <p>Magnetic Resonance (MR) Safety:</p> <p>Describes risks of magnetic resonance imaging (MRI)</p>	<p>Contrast Agents:</p> <p>Describes prophylaxis of contrast reactions and contrast-induced nephropathy</p> <p>Radiation Safety:</p> <p>Accesses resources to determine exam-specific average radiation dose information</p> <p>MR Safety:</p> <p>Accesses resources to determine the safety of implanted devices and retained metal</p>	<p>Contrast Agents:</p> <p>Describes alternative imaging strategies for patients with contrast reactions and management of contrast-induced nephropathy</p> <p>Radiation Safety:</p> <p>Communicates the relative risk of exam-specific radiation exposure to patients and practitioners</p> <p>MR Safety:</p> <p>Communicates MR safety of common implants and retained foreign bodies to patients and practitioners</p>	<p>Contrast Agents:</p> <p>Appropriately counsels patients and referring providers on prevention and treatment of contrast reactions and contrast-induced nephropathy</p> <p>Radiation Safety:</p> <p>Applies principles of Image Gently® and Image Wisely®</p> <p>MR Safety:</p> <p>Applies principles of MR safety, including safety zones and pre-MR screening</p>	<p>Contrast Agents:</p> <p>Teaches appropriate treatment of contrast reactions</p> <p>Radiation Safety:</p> <p>Promotes radiation safety</p> <p>MR Safety:</p> <p>Participates in establishing or directing a safe MR program</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

PC4 – Interventional Radiology: Non-procedural Care/Consultation and Follow-Up				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs a comprehensive history and physical</p> <p>Formulates a pre-procedural assessment and plan with routine guidance from a faculty member</p> <p>Obtains informed consent for basic procedures</p> <p>Performs routine post-procedural care with guidance from a faculty member</p>	<p>Performs a focused history and physical</p> <p>Formulates a pre-procedural assessment and plan with minimal guidance from a faculty member</p> <p>Obtains informed consent for more complex procedures</p> <p>Performs routine post-procedural care with minimal guidance from a faculty member</p>	<p>Chooses appropriate peri-procedural laboratory and imaging studies</p> <p>Independently formulates a pre-procedural assessment and plan for common disorders</p> <p>Independently formulates and implements post-procedural imaging and clinical follow-up for patients after basic procedures</p>	<p>Adjusts procedural plan based upon peri-procedural laboratory and imaging results</p> <p>Independently formulates a pre-procedural assessment and plan for less common disorders</p> <p>Independently formulates and implements post-procedural imaging and clinical follow-up for patients after complex procedures</p>	<p>Independently supervises junior learners in the clinical setting</p> <p>Develops patient care protocols/teaching material</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				<p>Not yet achieved Level 1 <input type="checkbox"/></p>

PC5 – Interventional Radiology: Procedural Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Assists with procedures Discusses the indications and potential complications of pharmacological agents Discusses the potential complications of procedures and their management	Performs basic procedures with guidance Orders pharmacological agents with guidance Recognizes complications and enlists help	Independently performs basic procedures Independently orders pharmacological agents Manages complications with guidance	Independently performs complex procedures Teaches other learners to perform basic procedures Teaches other learners and professionals about the use of pharmacological agents Independently manages complications	Teaches other learners to perform complex procedures Implements new procedures/programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

PC6 – Diagnostic and Interventional Radiology: Procedural Radiation Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Wears lead apron and dosimeter at all times Demonstrates knowledge that the use of ionizing radiation is medically indicated	Uses fluoroscopy techniques that decrease exposure, with guidance Uses radiation protection devices, including shielding, as appropriate, with guidance	Independently uses fluoroscopy techniques that decrease exposure Independently uses radiation protection devices, including shielding, as appropriate	Communicates benefits and risks of radiation to patients and practitioners Counsels and monitors patients, as appropriate, regarding radiation exposure	Participates in institutional radiation safety program Participates in national Radiation Safety program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

MK1 – Diagnostic Radiology: Protocol Selection and Optimization of Images				
Level 1	Level 2	Level 3	Level 4	Level 5
Selects appropriate protocol and contrast agent/dose for basic* imaging, including protocols encountered during independent call Recognizes sub-optimal imaging *As defined by the program	Selects appropriate protocols and contrast agent/dose for intermediate* imaging *As defined by the program	Selects appropriate protocols and contrast agent/dose for advanced* imaging Demonstrates knowledge of physical principles to optimize image quality *As defined by the program	Independently modifies protocols as determined by clinical circumstances Applies physical principles to optimize image quality	Teaches and/or writes imaging protocols
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

MK2 – Diagnostic Radiology: Interpretation of Examinations				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Makes core observations, formulates differential diagnoses, and recognizes critical findings</p> <p>Differentiates normal from abnormal</p>	<p>Makes secondary observations, narrows the differential diagnosis, and describes management options</p>	<p>Provides accurate, focused, and efficient interpretations</p> <p>Prioritizes differential diagnoses and recommends management</p>	<p>Makes subtle observations</p> <p>Suggests a single diagnosis when appropriate</p> <p>Integrates current research and literature with guidelines to recommend management</p>	<p>Demonstrates expertise and efficiency at a level expected of a subspecialist</p> <p>Advances the art and science of image interpretation</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				<p>Not yet achieved Level 1 <input type="checkbox"/></p>

MK3 – Diagnosis and Intervention in Primary Vascular Disease				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes normal and common variant arterial and venous anatomy on non-invasive and invasive imaging	<p>Describes pathophysiology of arterial and venous disease</p> <p>Describes therapeutic options for arterial and venous disease</p> <p>Describes the common complications of treatment of arterial and venous disease</p>	<p>Describes the benefits of and indications for treatment of arterial and venous disease</p> <p>Selects appropriate devices and techniques for arterial and venous interventions</p> <p>Describes appropriate steps to reduce the risk of complications in treatment of arterial and venous disease</p>	<p>Demonstrates appropriate decision making for treatment of arterial and venous disease</p> <p>Describes the effects of various treatments of arterial and venous disease</p> <p>Describes the management of complications of treatment of arterial and venous disease</p>	<p>Teaches other learners or professionals aspects of arterial and venous disease and/or therapy</p> <p>Publishes peer-reviewed, original research on arterial or venous disease</p> <p>Presents original research on arterial or venous disease at a national or international meeting</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

MK4 – Transcatheter Therapy – Embolization				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes normal and common variant vascular and organ anatomy on non-invasive and invasive imaging	Describes pathophysiology of the target organ Describes the various embolic agents and their mechanism of action Describes the common complications of embolic therapy	Describes the benefits of and indications for treatment of target organ pathology Chooses appropriate embolic agent/dose Describes appropriate steps to reduce the risk of complications of transcatheter embolization	Demonstrates appropriate decision making for the treatment of the target organ Describes the management of complications of transcatheter embolization	Teaches other learners or professionals aspects of embolization materials and/or treatment Publishes peer-reviewed, original research on embolic material/therapy Presents original research on embolic material/therapy at a national or international meeting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

MK5 – Percutaneous Organ Access and Intervention				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes normal and common variant anatomy on non-invasive and invasive imaging	Describes pathophysiology of the target organ Describes devices and techniques for organ access and intervention Describes the common complications of percutaneous interventions	Describes the benefits of and indications for percutaneous interventions Chooses appropriate devices and techniques for organ access and intervention Describes appropriate steps to reduce the risk of complications during percutaneous interventions	Demonstrates appropriate decision-making for percutaneous interventions Describes the management of complications of percutaneous organ access and interventions	Teaches other learners or professionals aspects of percutaneous interventions Publishes peer-reviewed, original research on percutaneous organ access and intervention Presents original research on percutaneous organ access and interventions at a national or international meeting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

SBP1 – Quality Improvement (QI)				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes departmental QI initiatives Describes the departmental incident/occurrence reporting system	Incorporates QI into clinical practice Participates in the departmental incident/occurrence reporting system	Identifies and begins a systems-based practice project incorporating QI methodology	Completes a systems-based practice project as required in the ACGME Program Requirements for Interventional Radiology Describes national radiology quality programs (e.g., National Radiology Data Registry, accreditation, peer-review)	Leads a team in the design and implementation of a QI project Routinely participates in root cause analysis or other institutional QI committee or initiative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

SBP2 – Health Care Economics				
Level 1	Level 2	Level 3	Level 4	Level 5
Describes the mechanisms for reimbursement, including types of payors	States relative cost of common procedures	Describes the technical and professional components of imaging costs	Describes measurements of productivity (e.g., Relative Value Units [RVUs])	Describes the radiology revenue cycle
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

PBL1 – Self-directed Learning				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates awareness of limits in personal knowledge and uses feedback from teachers, colleagues, and patients	Continually seeks and incorporates feedback to improve performance Develops a learning plan, and uses published review articles and guidelines, with guidance	Demonstrates a balanced and accurate self-assessment of competence, and investigates clinical outcomes and areas for continued improvement Selects evidence-based information to answer specific questions	Performs self-directed learning using evidence-based information	Develops an educational curriculum and assessment tools
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

PBLI2 – Scholarly Activity				
Level 1	Level 2	Level 3	Level 4	Level 5
Documents training in critical thinking skills and research design	Works with faculty mentors to identify potential scholarly projects	Begins scholarly project Analyzes data appropriate to project	Completes and presents a scholarly project	Independently conducts research and contributes to the scientific literature and/or completes more than one scholarly project Completes an Institutional Review Board (IRB) submission
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

PROF1 – Administrative Tasks				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Completes procedure log, performs other assigned and required administrative tasks in a timely fashion, and does not require excessive reminders or follow-up</p> <p>Complies with duty hour regulations and accurately reports duty hours</p>	<p>Promptly attends and participates in conferences, meetings, and other service and educational activities</p> <p>Responds promptly to requests from faculty and departmental staff members</p>	<p>Acts as a role model for conference attendance, promptness, and attention to assigned tasks</p> <p>Prepares materials and presents at assigned morbidity and mortality and other conferences</p>	<p>Ensures that others under his or her supervision respond appropriately to responsibilities in a timely fashion</p>	<p>Participates in the development or revision of administrative responsibilities</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>				<p>Not yet achieved Level 1 <input type="checkbox"/></p>

PROF2 – Compassion, Integrity, Accountability, and Respect for Self and Others				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates truthfulness, compassion, sensitivity, and responsiveness to patients and families</p> <p>Demonstrates non-discriminatory behavior in all interactions, including diverse and vulnerable populations</p> <p>Consistently demonstrates professional behavior and appearance</p>	<p>Describes effects of sleep deprivation and substance abuse on performance</p> <p>Demonstrates appropriate steps to address impairment in self</p> <p>Demonstrates participation in risk management and/or institutional compliance education</p> <p>Is an effective health care team member</p>	<p>Demonstrates compassionate practice of medicine, even in context of disagreement with patient beliefs</p> <p>Incorporates patients' socio-cultural needs and beliefs into patient care</p> <p>Demonstrates appropriate steps to address impairment in colleagues</p> <p>Is an effective health care team leader</p>	<p>Mentors others in the compassionate practice of medicine, even in context of disagreement with patient beliefs</p> <p>Mentors others in sensitivity and responsiveness to diverse and vulnerable populations</p> <p>Is a role model for professional behavior</p>	<p>Engages in scholarly activity regarding professionalism</p> <p>Participates in institutional professionalism committees and activities</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

ICS1 – Effective Communication with Patients, Families, and Caregivers				
Level 1	Level 2	Level 3	Level 4	Level 5
Communicates information about imaging and examination results in routine, uncomplicated circumstances	Communicates, with guidance, in challenging circumstances (e.g., cognitive impairment, cultural differences, language barriers, low health literacy) Communicates, with guidance, difficult information such as errors, complications, adverse events, and bad news	Communicates, with minimal guidance, in challenging circumstances (e.g., cognitive impairment, cultural differences, language barriers, low health literacy)	Independently communicates complex and difficult information, such as errors, complications, adverse events, and bad news	Serves as a role model for effective and compassionate communication Develops patient-centered educational materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

ICS2 – Diagnostic Radiology: Effective Communication with Members of the Health Care Team				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Written/Electronic:</p> <p>Generates accurate reports with appropriate elements required for coding</p> <p>Verbal:</p> <p>Communicates urgent and unexpected findings according to institutional policy and ACR guidelines</p>	<p>Written/Electronic:</p> <p>Efficiently generates clear and concise reports that do not require substantive faculty member correction on basic cases</p> <p>Verbal:</p> <p>Communicates findings and recommendations clearly and concisely</p>	<p>Written/Electronic:</p> <p>Efficiently generates clear and concise reports that do not require substantive faculty member correction on increasingly complex cases</p> <p>Verbal:</p> <p>Communicates appropriately under stressful situations</p>	<p>Written/Electronic:</p> <p>Efficiently generates clear and concise reports that do not require substantive faculty member correction on all cases</p> <p>Verbal:</p> <p>Communicates effectively and professionally in all circumstances</p>	<p>Written/Electronic:</p> <p>Generates tailored reports meeting the needs of the referring physician</p> <p>Develops templates and report formats</p> <p>Verbal:</p> <p>Serves as a role model for effective communication</p> <p>Leads interdisciplinary conferences</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

ICS3 – Interventional Radiology: Effective Communication with Members of the Health Care Team				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Adheres to transfer-of-care policies</p> <p>Generates accurate procedural reports with appropriate elements required for coding of basic procedures</p>	<p>Effectively participates in transitions of care with guidance</p> <p>Efficiently generates clear and concise procedural reports and patient care documentation on basic procedures that do not require substantive faculty member correction</p> <p>Effectively communicates with intra- and interdisciplinary team members</p>	<p>Effectively manages transitions of care with guidance</p> <p>Efficiently generates clear and concise procedural reports and patient care documentation that do not require substantive faculty member correction on most procedures</p> <p>Effectively communicates with intra- and interdisciplinary team members under stressful situations</p>	<p>Effectively manages transitions of care with minimal guidance</p> <p>Efficiently generates clear and concise procedural reports and patient care documentation that do not require substantive faculty member correction on all procedures</p> <p>Serves as a role model for effective communication in interventional radiology</p>	<p>Independently manages transitions of care</p> <p>Develops models and guidelines for written and oral communications, and seeks leadership opportunities in the department and/or in national professional organizations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>