Milestones Supplemental Guide

This document provides additional guidance and examples for the Addiction Medicine Milestones. This is not designed to indicate any specific requirements for each level, but to provide insight into the thinking of the Milestone Working Group.

Included in this document is the intent of each Milestone and examples of what a Clinical Competency Committee (CCC) might expect to be observed/assessed at each level. Also included are suggested assessment models and tools for each subcompetency, references, and other useful information.

Review this guide with the CCC and faculty members. As the program develops a shared mental model of the Milestones, consider creating an individualized guide (Supplemental Guide Template available) with institution/program-specific examples, assessment tools used by the program, and curricular components.
### Patient Care

<table>
<thead>
<tr>
<th>Patient Care 1</th>
<th>Screening, Evaluation, Differential Diagnosis, and Case Formulation of the Patient with or at Risk for Substance Use, Addictive Disorders, and Comorbidities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Intent</td>
<td>To correctly identify patient on continuum from low risk to substance use disorder (meeting DSM-5 criteria) while recognizing other medical and psychiatric conditions and contributing social factors</td>
</tr>
</tbody>
</table>
| Level 1 Examples | ● Correctly administers a National Institute on Alcohol Abuse and Alcoholism (NIAAA) single question alcohol screen, followed by Alcohol Use Disorders Identification Test (AUDIT) when positive  
● Takes a history and physical to correctly identify a person at risk |
| Level 2 Examples | ● Reviews results of AUDIT with patient and discusses alcohol use  
● Orders and interprets urine toxicology screen  
● Lists multiple potential diagnoses |
| Level 3 Examples | ● Creates a case formulation (integrated summary) for a patient with alcohol and tobacco use disorder, chronic liver disease, post-traumatic stress disorder (PTSD), and experiencing homelessness |
| Level 4 Examples | ● Teaches residents how to use the Clinical Opiate Withdrawal Scale (COWS)/Clinical Institute Withdrawal Assessment (CIWA)  
● Recognizes hazardous benzodiazepine use in a patient after hospital discharge for alcohol withdrawal  
● Independently recognizes that patient has mental status change from previous assessment |
| Level 5 Examples | ● Incorporates a new alcohol screening tool in the Emergency Department  
● Participates in a work group at a national conference to develop a new screening tool |

#### Assessment Models or Tools
- Direct observation
- Standardized patient; Observed Structured Clinical Exam (OSCE)
- Patient feedback
- Chart audit
- Simulation

#### Curriculum Mapping

#### Notes or Resources
- Case formulation is a theoretically-based explanation or conceptualization of the information obtained from a clinical assessment. It offers a hypothesis about the cause and nature of the presenting problems and is considered an adjunct or alternative approach to the more categorical approach of psychiatric diagnosis. (Wikipedia definition)
- National Institute on Drug Abuse Medical & Health Professionals (NIDAMED) resources [www.drugabuse.gov/nidamed](http://www.drugabuse.gov/nidamed)
- National Institute on Alcohol Abuse and Alcoholism (NIAAA) resources [www.NIAAA.nih.gov/guide](http://www.NIAAA.nih.gov/guide)

<table>
<thead>
<tr>
<th>Patient Care 2</th>
<th>Pharmacologic and Non-Pharmacologic Treatment for Substance Use and Addictive Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Intent</td>
<td>To manage patients with substance use disorders incorporating evidence-based pharmacologic treatments and non-pharmacologic interventions in patient-centered treatment plans</td>
</tr>
</tbody>
</table>
| Level 1 Examples | ● Orders, prescribes, or dispenses naloxone for a person with or at risk for opioid overdose  
● Informs patient about the health effects of syringe service programs |
| Level 2 Examples | ● Counsels patient about dosing and side effects of the approved pharmacotherapies for opioid use disorder and prescribes appropriate treatment  
● Uses open-ended questions, affirmations, reflections, and summaries in supervised patient interactions  
● Refers patient to syringe service program and provides local schedule and locations |
| Level 3 Examples | ● Times induction appropriately after the last dose of methadone in a patient transitioning to office-based buprenorphine treatment for opioid use disorder  
● Expresses empathy through reflective listening while developing discrepancy between a patient’s goal to avoid hospital readmissions for heart failure and current daily methamphetamine use  
● Trains patients in sterile injecting techniques, site rotation, and intranasal naloxone administration |
| Level 4 Examples | ● Appropriately manages a pregnant patient with HIV, active tuberculosis, chronic pain, and heroin use disorder who is initiating methadone treatment  
● Incorporates patient’s values and preferences into opioid agonist treatment plan using motivational interviewing techniques and engages the patient in periodic monitoring  
● Independently demonstrates partnership, acceptance, compassion, and evocation in patient encounters |
| Level 5 Examples | ● Presents results at a national or regional meeting of a quality improvement project to initiate low-threshold buprenorphine with patients experiencing homelessness  
● Engages with health system to develop and implement protocols for initiating evidence-based addiction pharmacotherapies in hospitalized patients  
● Designs a harm reduction curriculum for medical students |
| Assessment Models or Tools | ● Direct observation  
● Chart audit and pharmacy prescription records  
● Prescription Drug Monitoring Program reports  
● Patient feedback  
● Quality improvement metrics (e.g., receipt of X license) |
| Curriculum Mapping |  |
● SAMHSA Treatment Improvement Protocols (TIPS) [https://store.samsha.gov](https://store.samsha.gov) |
● National Alliance of Advocates for Buprenorphine Treatment. https://www.naabt.org/
● Motivational Interviewing Network of Trainers. http://www.motivationalinterviewing.org/
## Medical Knowledge

<table>
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<tr>
<th>Medical Knowledge 1</th>
<th>Neuroscience of Substance Use and Addictive Disorders</th>
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</thead>
<tbody>
<tr>
<td>Overall Intent</td>
<td>To apply the neuroscientific basis of addiction to explain genetic vulnerability, acute effects, chronic disease development, and treatment targets</td>
</tr>
</tbody>
</table>
| Level 1 Examples    | ● Maps the neuroanatomy of the limbic system with attention to reward system of nucleus accumbens and ventral tegmental area  
● Describes the role of dopamine and other neurotransmitters  
● Explains how exogenous opioids mimic or modify the endogenous endorphin pathway |
| Level 2 Examples    | ● Recognizes that roughly half of the risk of the development of substance use disorder is attributable to genetic vulnerability  
● Contrasts the mechanisms of action of methadone, buprenorphine, and naltrexone/naloxone at the mu opioid receptor  
● Compares and contrasts how the five main classes of substances modulate the reward system through various receptor targets |
| Level 3 Examples    | ● Describes how the use of opioids results in persistent dysregulation of receptor density  
● Describes the effects of the complex interaction between simultaneous use of cocaine and alcohol  
● Explains how the complex interaction between opioid agonist treatment and sedative/hypnotics increases overdose risk |
| Level 4 Examples    | ● Describes how single nucleotide polymorphisms modulate clinical expression of withdrawal  
● Differentiates the synaptic location of action of methamphetamine vs. cocaine  
● Explains how different sedative/hypnotics act on the GABA/glutamate system |
| Level 5 Examples    | ● Creates a teaching module for pediatrics residents on how the developing brain is more vulnerable to addiction  
● Participates in and presents research on fMRI data on cocaine-induced brain changes at a local or national meeting |

### Assessment Models or Tools

- In-training multiple choice examination question (e.g., Addiction Practice e-Test [ADePT])
- Direct observation of fellow explaining neurobiologic basis of addiction to patients and families
- Direct observation of a fellow choosing medications taking into account neuropharmacologic interactions
- Mock oral examination
- Case-based discussion

### Curriculum Mapping

● Neurocircuitry of Addiction: An Alcohol Perspective, Dr. George Koob: https://www.youtube.com/watch?v=JkEy0sovpgI
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<tr>
<th>Medical Knowledge 2</th>
<th>Epidemiology and Clinical Presentation of Substance Use and Addictive Disorders</th>
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<tbody>
<tr>
<td>Overall Intent</td>
<td>To describe knowledge of epidemiology and biopsychosocial factors and apply that knowledge to the clinical care of patients with substance use and addictive disorders</td>
</tr>
</tbody>
</table>
| Level 1 Examples    | ● Describes incidence and prevalence of opioid use disorders in the population  
                             ● Describes social determinants of health  
                             ● Recognizes a patient in opioid withdrawal |
| Level 2 Examples    | ● Recognizes increased incidence of opioid use disorders in women of child-bearing age  
                             ● Describes how adverse childhood events (ACES) contribute to the development of substance use disorders  
                             ● Describes the prevalence of HIV and viral hepatitis in people who inject drugs |
| Level 3 Examples    | ● Demonstrates ability to interpret the number needed to treat in published clinical trials of opioid pharmacotherapy  
                             ● Incorporates knowledge of patient’s history of childhood abuse into patient formulation  
                             ● Recognizes that patient is at risk for HIV given high-risk behavior and recommends pre-exposure prophylaxis (PrEP) |
| Level 4 Examples    | ● Demonstrates knowledge of high prevalence of PTSD in women with opioid use disorder, leading to specific screening methods  
                             ● Teaches residents about ACES  
                             ● Recognizes that untreated PTSD will increase relapse rates for opioid use disorder and refers to evidence-informed therapy |
| Level 5 Examples    | ● Testifies at legislative sessions about high prevalence of history of childhood sexual assault in women who use drugs in pregnancy  
                             ● Conducts research on decreasing HIV transmission with syringe service programs in their community  
                             ● Develops a simulation model for residents on HIV-positive patient in opioid withdrawal while pregnant |
| Assessment Models or Tools | ● Observation of presentation at journal club  
                             ● Direct observation  
                             ● Role playing/standardized patient  
                             ● In-training examination |
| Curriculum Mapping  |  |
| Notes or Resources  | ● Association of American Medical Colleges. Morton-Eggleston EB, DiCarlo R, Jarris YS. Teaching population health: innovative medical school curricula for biostatistics and epidemiology.  
                             ● Substance Abuse and Mental Health Services Administration. Population Data and National Survey on Drug Use and Health.  
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<th>Medical Knowledge 3</th>
<th>Treatment Modalities and Interventions in Diverse Patient Populations</th>
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<tr>
<td>Overall Intent</td>
<td>To formulate a safe and evidence-informed treatment plan that includes pharmacologic and non-pharmacologic interventions</td>
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</table>
| Level 1 Examples    | ● Orders a safe detoxification protocol for opioid withdrawal using buprenorphine and adjunctive medications for a patient with opioid use disorder and PTSD  
                       ● Refers a patient with opioid use disorder to group therapy focused on harm reduction and cognitive behavioral therapy (CBT) for their PTSD  
                       ● Refers a patient with opioid use disorder to Narcotics Anonymous (NA) |
| Level 2 Examples    | ● Discusses the mechanism of action and unique pharmacodynamic properties of buprenorphine  
                       ● Reviews the main tenets of CBT and NA |
| Level 3 Examples    | ● Reviews the evidence base for medication-assisted treatment in the treatment of opioid use disorder  
                       ● References specific review articles describing the success of CBT for PTSD  
                       ● References specific review articles describing the success of 12-step meetings for opioid use disorder |
| Level 4 Examples    | ● Describes in detail the risk, benefits, and limitations of naltrexone versus buprenorphine  
                       ● Refers a patient with PTSD to a Seeking Safety group  
                       ● Refers a patient with opioid use disorder to a needle exchange program and a medication-assisted treatment program |
| Level 5 Examples    | ● Provides a grand rounds lecture regarding medication-assisted treatment options for opioid use disorder  
                       ● Engages in ongoing study regarding patient outcomes when buprenorphine is initiated in the Emergency Department |
| Assessment Models or Tools | ● In-service training examination  
                       ● Direct observation  
                       ● Participation on in-program learning activities (e.g., journal club, Morbidity and Mortality) |
| Curriculum Mapping  | Notes or Resources |
### Systems-Based Practice

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<tr>
<th>Systems-Based Practice 1</th>
<th>Patient Safety and Quality Improvement (QI)</th>
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<tbody>
<tr>
<td><strong>Overall Intent</strong></td>
<td>To demonstrate competence to engage in the analysis and management of patient safety events, including relevant communication with patients, families, and health care professionals; to be able to conduct a QI project.</td>
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<tr>
<td><strong>Level 1 Examples</strong></td>
<td>● Understands how to respond, report, and communicate regarding a patient found apneic due to concurrent opioid and benzodiazepine use.</td>
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<tr>
<td><strong>Level 2 Examples</strong></td>
<td>● Reviews literature regarding benzodiazepine use among patients with opioid use disorder.</td>
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</table>
| **Level 3 Examples**   | ● Prepares for Morbidity and Mortality presentations, joins a root cause analysis group, and has communicated with patients/families about an event.  
  ● Undertakes review of charts of patients prescribed benzodiazepines and opioids concurrently as a basis for quality improvement. |
| **Level 4 Examples**   | ● Collaborates with a team to lead the analysis of a patient safety event and can competently communicate with patients/families about those events.  
  ● Uses collected data to inform QI project with respect to benzodiazepine and opioid prescribing. |
| **Level 5 Examples**   | ● Competently assumes a leadership role at the departmental or institutional level for patient safety and/or QI initiatives, possibly initiates action or calls attention to the need for action.  
  ● Institutes procedure for ensuring communication with providers writing benzodiazepine prescriptions for patients with opioid use disorder. |

| Assessment Models or Tools | ● Simulation  
● Reflection  
● Direct observation at bedside or in meetings  
● E-module multiple choice tests  
● Chart or other system documentation by fellow  
● Documentation of QI or patient safety project processes or outcomes  
● 360-degree evaluations  
● Portfolio |

● Institute for Healthcare Improvement ([http://www.ihi.org/Pages/default.aspx](http://www.ihi.org/Pages/default.aspx)) - includes multiple choice tests, reflective writing samples  

Notes or Resources
TeamSTEPPS. Agency for Healthcare Research and Quality. Rockville, MD.
https://www.ahrq.gov/teamstepps/index.html
<table>
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<tr>
<th>Systems-Based Practice 2</th>
<th>System Navigation for Patient-Centered Care</th>
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<tr>
<td>Overall Intent</td>
<td>To effectively navigate the health care system and community-based resources, including the interdisciplinary team and other care providers and community support providers, to adapt care to a specific patient population to ensure high-quality patient outcomes</td>
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</table>

**Level 1 Examples**
- Identifies the members of the interprofessional team, as well as community team members, such as recovery coaches, sponsors, or others, and describes their roles; not yet routinely using team members or accessing resources
- Lists the essential components of an effective sign-out
- Identifies components of social determinants of health and how they impact the delivery of patient care

**Level 2 Examples**
- Contacts interprofessional and community team members, such as social workers and consultants, but requires supervision to ensure all necessary referrals are made and resource needs are arranged
- Provides a basic sign-out but still needs direct supervision to ensure diagnoses, comorbidities, medications, psychosocial treatments, and other elements informing care are appropriately detailed
- Identifies health system and community resources available to address socioeconomic and patient-specific factors that impact substance use

**Level 3 Examples**
- For a patient with opioid use disorder, arranges for continuing medication-assisted treatment, psychosocial treatments, recovery coaching, psychiatry consult (for major occurring mental health disorders), and other services as indicated; links the patient to appropriate community support resources, such as self-help groups, recovery centers
- Engages the patient’s family in the ongoing recovery process and links them with needed family support services
- Provides effective anticipatory guidance for unstable patients including medication reconciliation; and provides safe and effective written and oral communication when patient is transitioning settings (i.e., outpatient to emergency room, inpatient to outpatient)

**Level 4 Examples**
- Models for and educates students and junior team members regarding the engagement of appropriate interprofessional team members and community support services as needed for each patient, and ensures the necessary resources have been arranged
- Proactively calls the outpatient doctor to ensure a discharged patient can get medication-assisted treatment
- Performs panel reviews to identify patients who are not receiving smoking cessation advice; identifies patient populations at high risk for poor outcomes due to health disparities and implements strategies to improve care

**Level 5 Examples**
- Works with hospital or ambulatory site team members or leadership to analyze care coordination in that setting, and takes a leadership role in designing and implementing changes to improve the care coordination process
- Works with a QI mentor to identify better hand-off tools or to improve teaching sessions
| Assessment Models or Tools                      | Direct observation (including discussion during rounds and case presentations), OSCE, chart review  
|                                                | 360-degree feedback from the interprofessional team  
|                                                | Panel management quality metrics and goals mined from the electronic health record  
<p>|                                                | Lectures/workshops on social determinants of health or population health with identification of local resources |</p>
<table>
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<tr>
<th>Systems-based Practice 3</th>
<th>Physician Role in Health Care Systems</th>
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</thead>
<tbody>
<tr>
<td>Overall Intent</td>
<td>To understand one’s own role in the treatment team and in the complex health care system and how to optimize the system to improve patient care and the health system’s performance</td>
</tr>
</tbody>
</table>
|                         | ● Names all the providers and systems involved in providing care to and prescribing medication for the patient  
|                         | ● Understands the impact of health plan features, including formularies and network requirements  
|                         | ● Completes a note template following a routine patient encounter and applies diagnostic and encounter coding in compliance with regulations with direct supervision  
|                         | ● Provides a medical perspective on the care team and interacts respectfully with other team members  
|                         | ● Recognizes the important role of addiction specialists in teaching and modeling care of persons with substance use disorders across the health care system |
| Level 1 Examples         | ● Understands how improving patient satisfaction improves patient adherence and remuneration to the health system; is not yet able to consistently think through clinical redesign to improve patient satisfaction  
|                         | ● Applies knowledge of health plan features, including formularies and network requirements in patient care situations  
|                         | ● Completes a note template following a more complex patient encounter and applies appropriate coding in compliance with regulations, with oversight  
|                         | ● Engages with non-addiction specialists and models care for patients with substance use disorders |
| Level 2 Examples         | ● Understands, accesses, and analyzes own performance data (e.g., readmission rates, screening for smoking and safety) and begins work to improve performance based on available data or other feedback  
|                         | ● Consistently applies knowledge of health plan features, including formularies and network requirements in patient care  
|                         | ● Uses shared decision making in clinical planning  
|                         | ● Understands process of contract negotiations, choosing malpractice insurance carriers and features, and reporting requirements relevant to practice  
|                         | ● Appropriately and independently codes both routine and complex encounters in compliance with regulations  
|                         | ● Teaches and models addiction medicine principles and care to non-specialists in the health care system in the course of clinical consultations and interactions |
| Level 3 Examples         | ● Works collaboratively with pertinent stakeholders to prevent and address harmful substance use at the community level  
|                         | ● Works collaboratively with the institution to improve patient assistance resources or design the institution’s community health needs assessment, or develop/implement/assess the resulting action plans |
● Applies knowledge of contract negotiations, choosing malpractice insurance carriers and features, and reporting requirements relevant to practice
● Serves as a physician leader on the on the care team, providing medical input and leading integration of input from other professionals in development of the treatment plan
● Prepare educational sessions on relevant addiction topics to advance knowledge and patient care by non-addiction specialists

**Level 5 Examples**

● Improves opioid prescribing practices on one or more clinical services, incorporates prescribing protocols into electronic records (e.g., buprenorphine prescribing, narcan prescribing) publishes original research in a peer-reviewed journal
● Works with community or professional organizations to advocate for no smoking ordinances
● Works for systems changes that improve integration of substance use disorders care into the broader health care system

**Assessment Models or Tools**

● Direct observation
● Chart review/audit of patient care
● OSCE
● QI project (perhaps as part of a portfolio)

**Curriculum Mapping**


| **reform-resource-center#f:@facasubcategoriesfacet63677=|Individual%20and%20Employer%20Responsibility** |
|---------------------------------------------------------------|
# Practice-Based Learning and Improvement

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<tr>
<th>Practice-Based Learning and Improvement 1</th>
<th>Evidence-Based and Informed Practice</th>
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<tbody>
<tr>
<td>Overall Intent</td>
<td>To incorporate evidence and patient values into clinical practice</td>
</tr>
<tr>
<td>Level 1 Examples</td>
<td>• Searches online for guidelines related to medication-assisted treatment for pregnant women with opioid use disorder</td>
</tr>
<tr>
<td>Level 2 Examples</td>
<td>• Identifies evidence for medication-assisted treatment for pregnant women with opioid use disorder and comorbid HIV</td>
</tr>
<tr>
<td>Level 3 Examples</td>
<td>• Applies available evidence for medication-assisted treatment for pregnant women with opioid use disorder and comorbid HIV, and can decide between various medication options with attention to drug-drug interactions</td>
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<tr>
<td>Level 4 Examples</td>
<td>• Critically appraises inconsistencies in the medical literature regarding optimal pharmacotherapy and best outcomes for pregnant women with opioid use disorder</td>
</tr>
<tr>
<td>Level 5 Examples</td>
<td>• Develops a protocol based on available evidence to inform best practices within the hospital for treatment of pregnant women with opioid use disorder</td>
</tr>
<tr>
<td>Assessment Models or Tools</td>
<td>• Direct observation</td>
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<td>• Written examination</td>
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<td>Curriculum Mapping</td>
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<tr>
<td>Practice-Based Learning and Improvement 2</td>
<td>Reflective Practice and Commitment to Personal Growth in Addiction Medicine</td>
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<tr>
<td>Overall intent</td>
<td>To seek clinical performance information with the intent to improve care, to reflects on all domains of practice, personal interactions, and behaviors, and their impact on patients and colleagues (reflective mindfulness); to develop clear objectives and goals for improvement in some form of a learning plan</td>
</tr>
</tbody>
</table>
| Level 1 Examples                       | ● Is aware of need to improve  
● Is beginning to seek ways to figure out what to work on to improve and make some non-specific goals that may be difficult to execute and achieve |
| Level 2 Examples                       | ● Is increasingly able to identify what to work on in terms of patient care; uses feedback from others  
● After working together on wards for a week, asks attending about ways to talk with patients that is easier to understand  
● Uses feedback and sets a goal to improve communication skills with patients the following week |
| Level 3 Examples                       | ● Takes input from nursing staff members, peers, and supervisors to gain complex insights into personal strengths and areas to improve  
● Humbly acts on input and is appreciative and not defensive  
● Begins to document goals in a more specific and achievable manner, such that attaining them is measureable |
| Level 4 Examples                       | ● Is clearly in the habit of making a learning plan for each rotation  
● Consistently identifies ongoing gaps and chooses areas to work on |
| Level 5 Examples                       | ● Actively discusses learning goals with supervisors and colleagues; may encourage other learners on the team to consider how their behavior affects the rest of the team |
| Assessment Models or Tools             | ● Direct observation  
● Review of learning plan |
| Curriculum Mapping                     | Notes or Resources |
● Lockspeiser TM, Schmitter PA, Lane JL et al. Assessing fellows’ written learning goals and goal writing skill: validity evidence for the learning goal scoring rubric. *Acad Med.* 2013. 88(10)  
## Professionalism

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<th>Professionalism 1</th>
<th>Professional Behavior and Ethical Principles</th>
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<tbody>
<tr>
<td><strong>Overall Intent</strong></td>
<td>To recognize triggers and addresses lapses in ethical and professional behavior; to demonstrate ethical and professional knowledge and behaviors; to utilize appropriate resources for managing ethical and professional dilemmas</td>
</tr>
</tbody>
</table>
| **Level 1 Examples** | - Identifies and describes inappropriate behavior by pharmaceutical and equipment manufacturers at clinical sites and academic or professional meetings  
- Recognizes when anyone, including oneself, makes an inappropriate or stigmatizing comment about a patient  
- Recognizes that a patient has the autonomy to decide whether or not to receive pharmacotherapy for a substance use disorder |
| **Level 2 Examples** | - Courteously declines invitations and gifts from patients and commercial industry representatives  
- Takes responsibility for making an erroneous assumption and a pejorative statement about a patient’s gender and sexual orientation and promptly apologizes to patient  
- Applies the ethical principles of beneficence, justice, and autonomy to the analysis of resource allocation in the care of a pregnant patient who injects drugs and declines pharmacotherapy |
| **Level 3 Examples** | - After prompting, recognizes that an article discussed in journal club may have been biased by pharmaceutical sponsorship and is able to discuss how that may influence the findings and implications for patient care  
- Recognizes personal cultural biases and need to seek help in caring for a religious leader with an alcohol use disorder who is accused of sexual molestation of a minor  
- Applies ethical principles in analyzing the allocation of resources to the care of a patient with postpartum depression who has returned to injection drug use and requires a heart valve replacement for endocarditis |
| **Level 4 Examples** | - Recognizes and intervenes when a colleague has been offered an honorarium to present an industry-authored study at a lavish dinner sponsored by a pharmaceutical company  
- Seeks help to prevent a lapse in professional behavior when finding it difficult to provide care to a religious leader who is accused of sexual molestation of a minor  
- Reviews the literature and requests ethics consultation for managing and resolving an ethical dilemma arising from the denial of surgical treatment for a patient who injects drugs and requires a second cardiac valve replacement for recurrent or incompletely treated endocarditis |
| **Level 5 Examples** | - Develops and teaches a facility-wide policy about gifts and invitations from pharmaceutical companies and other commercial interests  
- Identifies and seeks to address, through a grand rounds presentation, the hidden curriculum underlying the system-wide use of pejorative language by attendings and house staff to describe persons who use drugs |
### Assessment Models or Tools
- Direct observation
- Global evaluation
- Multisource feedback
- OSCE
- Mentor and program director observations
- Oral or written self-reflection (e.g., of a personal or observed lapse, ethical dilemma, or systems-level factors)

### Curriculum Mapping

### Notes or Resources
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<tr>
<th>Professionalism 2</th>
<th>Accountability/Conscientiousness in Addiction Medicine</th>
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<tr>
<td>Overall Intent</td>
<td>To take responsibility for one’s own actions and the impact on patients and other members of the health care team</td>
</tr>
</tbody>
</table>
| Level 1 Examples | • Takes responsibility for inability to administer a dose of extended-release naltrexone for the treatment of alcohol use disorder in a timely fashion because the medication was not stored properly at the correct temperature; describes strategy for preparing medication in advance  
• Takes responsibility for not contacting a patient’s opioid treatment program with a 42 confidentiality regulations (CFR) Part 2-compliant release of information before the clinic closed for the day; describes strategy for ensuring timely task completion in the future  
• Completes all patient records and charting before leaving and ensures that no protected health information leaves the treatment area |
| Level 2 Examples | • Updates or confirms there is a 42 CFR Part 2-compliant release of information for a patient being seen as a follow up from a residential treatment center to confirm when the last dose of extended-release naltrexone was given  
• Prioritizes communicating with an opioid treatment program about a patient’s methadone dose and attendance before the opioid treatment program clinic closes for the day  
• Promptly renews a patient’s buprenorphine when it is appropriate and due |
| Level 3 Examples | • Submits a prior authorization in a timely manner to the insurance plan for the prescription of extended-release naltrexone for the treatment of alcohol use disorder  
• Determines next best course of action to treat an agitated patient in severe opioid withdrawal when a 42 CFR Part 2-compliant release of information to communicate with the patient’s opioid treatment program was not obtained  
• Proactively implements appropriate strategy to ensure that a patient receives usual methadone dose after discharge from the hospital on the weekend when methadone clinic is closed |
| Level 4 Examples | • Recognizes what information team members need to complete all necessary releases of information and prior authorizations from multiple third parties  
• Identifies workflow issues that could impede others from completing tasks and provides leadership to address those issues (e.g., fellows advise interns how to manage their time in completing substance abuse disorder assessments)  
• Works with hospital pharmacy to administer observed methadone doses over the weekend, when a patient that has been initiated on methadone in the hospital is ready for discharge on Saturday |
| Level 5 Examples | • Delivers health system-wide training on the implementation of federal Substance Use Confidentiality Regulations  
• Assumes accountability and leadership for developing and implementing health system policies and procedures for ensuring the appropriate transition of care and continuation of evidence-based addiction pharmacotherapies and behavioral treatment for patients between treatment settings |
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<th>Assessment Models or Tools</th>
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<tbody>
<tr>
<td>• Direct observation</td>
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<tr>
<td>• Multisource global evaluations</td>
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<tr>
<td>• Self-evaluations</td>
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<tr>
<td>• Compliance with deadlines and timelines</td>
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<tr>
<td>• OSCE</td>
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<tr>
<td>• Mentor and program director observations</td>
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<td><strong>Notes or Resources</strong></td>
</tr>
<tr>
<td>• Guideline for Physicians Working in California Opioid Treatment Programs (CSAM, 2008; a revision is in press): <a href="https://www.csam-asam.org/sites/default/files/csam_otpguideline_oct08.pdf">https://www.csam-asam.org/sites/default/files/csam_otpguideline_oct08.pdf</a></td>
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<tr>
<td>Professionalism 3</td>
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<tr>
<td>Overall Intent</td>
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</table>
| Level 1 Examples | • Accepts feedback about how a medication error could have resulted from fatigue and mood changes  
• Is aware of the institution’s confidential employee assistance services for personal or work-related problems  
• Recognizes limits in team’s ability to communicate compassionately with a patient in a stressful interaction during debriefing |
| Level 2 Examples | • Independently recognizes the importance of getting adequate sleep to ensure patient safety  
• Seeks guidance from mentor or Employee Assistance Program about a difficult patient interaction  
• Independently discerns when the team’s behavior is impacted by implicit bias and/or a lack of sensitivity to the individual needs and sociocultural backgrounds of others |
| Level 3 Examples | • With assistance, proposes an action plan to optimize personal wellness that may reduce medication errors  
• With assistance, proposes a personal learning plan to improve patient-centered communication  
• With assistance, proposes a plan for team to participate in an implicit bias workshop |
| Level 4 Examples | • Independently develops an action plan to reduce fatigue and prevent physician burnout that translates to improved patient safety  
• Independently develops a personal learning plan to improve patient relationships by focusing on self-care and counseling through the employee assistance service  
• Independently, proposes a practical plan for team participation in implicit bias training and establishes regular debriefing sessions after difficult patient encounters |
| Level 5 Examples | • Delivers a conference plenary or skills-based workshop on preventing burnout for addiction practitioners  
• Establishes a proactive wellness program sponsored by the institutional health professional committee to advise others on optimizing their personal and professional well-being |
| Assessment Models or Tools | • Direct observation  
• Multi-source feedback  
• Self-assessment and personal learning plan  
• Individual interview  
• Group interview or discussions for team activities  
• Participation in institutional well-being programs  
• Mentor and program director observations  
• Institutional online training modules |
| Curriculum Mapping | |
| Notes or Resources | • Local resources, including Employee Assistance Programs  
<table>
<thead>
<tr>
<th><strong><a href="https://catalyst.nejm.org/physician-well-being-efficiency-wellness-resilience/">https://catalyst.nejm.org/physician-well-being-efficiency-wellness-resilience/</a></strong></th>
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### Interpersonal and Communication Skills

<table>
<thead>
<tr>
<th>Interpersonal and Communication Skills 1</th>
<th>Patient- and Family-Centered Communication</th>
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<tbody>
<tr>
<td>Overall Intent</td>
<td>To deliberately use language and behaviors to form a therapeutic relationship with a patient and his/her family, to identify communication barriers, including self-reflection on personal biases, and minimize them in the doctor-patient relationship; to organize and lead communication around shared decision-making</td>
</tr>
</tbody>
</table>
| Level 1 Examples                        | ● Uses the words “positive” and “negative” to describe the results of a toxicology test, instead of words that contain judgement, such as “clean” and “dirty”  
  ● Identifies low health literacy as a potential barrier to effective communication  
  ● Effectively explains the potential role of an addiction medicine specialist in the management of complex chronic pain |
| Level 2 Examples                        | ● Actively restates features of a patient’s own narrative in order to create a therapeutic alliance  
  ● Uses diagrams to explain pathology and treatment options of opioid use disorder  
  ● Leads a family meeting to discuss consideration of buprenorphine in a patient with moderate opioid use disorder and chronic pain, and elicits concerns and barriers to care |
| Level 3 Examples                        | ● Uses patient-centered interviewing to explore reasons for medication non-adherence and lack of consistency with follow up  
  ● With guidance, reflects on experiences of working with patients who were unsuccessful in prior treatment episodes  
  ● Effectively discusses the risks and benefits of all treatment options for opioid use disorder, including side effects and potential relapse |
| Level 4 Examples                        | ● Consistently models appropriate terminology in discussions with patients, family members, clinicians, and staff members, such as “patient with alcohol use disorder” instead of “alcoholic”  
  ● Through advanced motivational interviewing skills, works with a patient with cirrhosis to develop a plan to decrease at-risk alcohol use even when abstinence is the recommended goal  
  ● Consults with peers and/or supervisors to identify and mitigate bias introduced by personal experiences with substance use disorder |
| Level 5 Examples                        | ● Leads a workshop at a regional or national meeting on patient-centered treatment planning and shared decision making  
  ● Coaches residents to respond to patient body language within the context of the clinical encounter |
| Assessment Models or Tools              | ● Direct attending assessment of patient/family encounters  
  ● Standardized patient interviews or structured case discussions  
  ● Self-assessment including opportunities for self-reflection  
  ● Videotaped patient interviews  
  ● OSCE |
| Curriculum Mapping                      |                                            |
| Notes or Resources                      | ● Botticelli MP, Koh HK. Changing the language of addiction. JAMA. 2016 Oct4;316(13):1361-1362  

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<thead>
<tr>
<th>Interpersonal and Communication Skills 2</th>
<th>Interprofessional and Team Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Intent</strong></td>
<td>To effectively communicate with the health care team, including with consultants, in both straightforward and complex situations</td>
</tr>
</tbody>
</table>
| **Level 1 Examples** | ● Requests a consultation from infectious disease for management of a new diagnosis of HIV with plan to collaborate on the patient’s care  
● Receives and acknowledges a request for medication management for a patient with substance use admitted to a specialty service  
● Listens to and considers others’ points of view, is non-judgmental and actively engaged, and demonstrates respect for different clinical disciplines |
| **Level 2 Examples** | ● Efficiently communicates key details and specific clinical questions while requesting psychiatric consultation for a patient with co-occurring psychiatric condition  
● Provides clear and detailed initial recommendations for withdrawal management to the requesting physician by phone and within the electronic health record  
● Communicates clearly and concisely in a timely manner during encounters with consultants and primary team members  
● Requests 1:1 feedback session with consultation team after a challenging case |
| **Level 3 Examples** | ● Summarizes plan of care provided by a consultant to complete closed-loop communications  
● Discusses gaps in withdrawal management provided by primary team and reviews opportunities to improve care in clear and constructive manner  
● Uses teach-back and other strategies to assess receiver understanding during consultations  
● Inconsistently provides feedback or constructive criticism to superiors, including to addiction medicine faculty members; is unable to consistently manage conflict between team members |
| **Level 4 Examples** | ● Balances recommendations from social work and infectious disease in determining care plan for patient with IV substance use and need for long-term antibiotics  
● Provides constructive feedback on streamlining clinic intake workflow to the attending physician on the consult service  
● Offers suggestions to negotiate or resolve conflicts related to patient care among health care team members; raises concerns or provides opinions and feedback, when needed, to superiors on the team |
| **Level 5 Examples** | ● Regularly provides opportunity for clinic team to provide 360-degree feedback on clinic operations and care planning, and negotiates differences of opinion respectfully  
● Presents quality improvement project at a national meeting describing the new approach to interprofessional team building to improve patient care |
| **Assessment Models or Tools** | ● Direct observation  
● Global assessment  
● Multi-source assessment  
● Simulation encounters |
- Standardized patient encounters or OSCE
- Checklists
- Record or chart review
- 360-degree evaluation from multidisciplinary team

**Curriculum Mapping**

**Notes or Resources**

- Arizona State University. Core interprofessional eLearning modules: [https://ipe.asu.edu/core-interprofessional-elearning-modules](https://ipe.asu.edu/core-interprofessional-elearning-modules)
<table>
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<tr>
<th><strong>Interpersonal and Communication Skills 3</strong></th>
<th><strong>Communication within Health Care Systems</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Intent</td>
<td>To effectively communicate using a variety of methods and with various stakeholders within the organization</td>
</tr>
</tbody>
</table>
| Level 1 Examples | ● Notes are accurate but include extraneous information not pertinent to patients’ substance use disorder history and presentation  
● Appropriately uses release of information documentation from the institution in an effort to maintain consistency with applicable confidentiality rules and regulations |
| Level 2 Examples | ● Notes are organized and accurate but carry forward outdated laboratory or imaging results  
● Appropriately uses documentation templates or forms to communicate efficiently between team members and with other disciplines |
| Level 3 Examples | ● Effectively describes use of history, physical examination, and laboratory results to support diagnosis and treatment plan  
● Documents change in plan of care taking into account unexpected urine toxicology results  
● Opt to discuss new HIV diagnosis obtained via screening labs in person rather than by telephone |
| Level 4 Examples | ● Reviews medical student documentation in the record and provides helpful feedback on organization and communication  
● Leads didactic session on non-judgmental communication  
● Notes are exemplary, but is not yet able to provide feedback to trainees and colleagues who are insufficiently documenting substance use history |
| Level 5 Examples | ● Teaches colleagues how to improve clinical notes, including use of appropriate, non-stigmatizing terminology, billing compliance, conciseness, and inclusion of all required elements  
● Leads a task force established by the health system QI committee to develop a plan to improve hand-offs between providers |
| Assessment Models or Tools | ● Chart (history of present illness, progress notes, procedure notes, discharge summary) audit  
● Observation of sign-outs, observation of requests for consultations  
● 360-degree evaluation of chart documentation  
● Chart stimulated recall exercise addressing systems based practice |
| Curriculum Mapping | |