

The Forensic Pathology Milestone Project

A Joint Initiative of

The Accreditation Council for Graduate Medical Education

and

The American Board of Pathology



July 2015

The Forensic Pathology Milestone Project

The Milestones are designed only for use in evaluation of fellows in the context of their participation in ACGME-accredited residency or fellowship programs. The Milestones provide a framework for the assessment of the development of the fellow in key dimensions of the elements of physician competency in a specialty or subspecialty. They neither represent the entirety of the dimensions of the six domains of physician competency, nor are they designed to be relevant in any other context.

Forensic Pathology Milestones

Chair: Wesley Y. Naritoku, MD, PhD

Working Group

Nicholas I. Batalis, MD

Laura Edgar, EdD, CAE

Patrick E. Lantz, MD

Barbara A. Sampson, MD, PhD

Advisory Group

C. Bruce Alexander, MD

Julia C. Iezzoni, MD

Rebecca Johnson, MD

*Acknowledgement: Special thanks to Wesley Y. Naritoku, MD, PhD, who was an active member on both the Working and Advisory Groups.

Milestone Reporting

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

For each period, review and reporting will involve selecting milestone levels that best describe each fellow's current performance and attributes. Milestones are arranged into numbered levels. Tracking from Level 1 to Level 5 is synonymous with moving from novice to expert in the subspecialty. These levels do not correspond with post-graduate year of education.

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

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

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

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

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

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

Additional Notes

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

Examples are provided with some milestones. Please note that the examples are not the required element or outcome; they are provided as a way to share the intent of the element.

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

The diagram below presents an example set of milestones for one sub-competency in the same format as the ACGME Report Worksheet. For each reporting period, a fellow’s performance on the milestones for each sub-competency will be indicated by selecting the level of milestones that best describes that fellow’s performance in relation to those milestones.

PC1 — Patient safety: Demonstrates attitudes, knowledge, and practices that contribute to patient safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of identity and integrity of the body and medical record/scene investigation report and verifies the identity	Consistently checks identity and integrity of body; independently obtains clinical information when needed; fellow incorporates other resources such as electronic health record (EHR) and radiology; handles deviations from policies (waivers) with direct supervision	Trouble-shoots deviations from policies (waivers) with minimal supervision Contributes to practice change based on identified error or systematic problem	Independently and consistently trouble-shoots deviations from policies (waivers)	Routinely uses identified errors and discrepancies to improve practice
<input type="checkbox"/>	<input type="checkbox"/>	<input 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 — Patient safety: Demonstrates attitudes, knowledge, and practices that contribute to patient safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of identity and integrity of the body and medical record/scene investigation report, and verifies the identity	Consistently checks identity and integrity of body; independently obtains clinical information when needed; incorporates other resources, such as electronic health record (EHR) and radiology; handles deviations from policies (waivers) with direct supervision	Trouble-shoots deviations from policies (waivers) with minimal supervision Contributes to practice change based on identified error or systematic problem	Independently and consistently trouble-shoots deviations from policies (waivers)	Routinely uses identified errors and discrepancies to improve practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation, narrative, QA reports (misidentification rates, amended report rates), quality and safety committee results/work-ups

PC2 — Procedure: Autopsy: Demonstrates attitudes, knowledge, and practices that enables proficient performance of gross examination				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of confidentiality, universal precautions, chemical hazards, personal protective equipment, general principles of a medicolegal autopsy, biosafety, and organ/tissue donation	<p>Able to perform all eight aspects of a routine autopsy</p> <p>Properly identifies the decedent and limitations to extent of the autopsy, if applicable</p> <p>Understands cultural and religious limitations on autopsies</p> <p>Understands Medical Examiner Office jurisdiction regarding clinical records</p> <p>Demonstrates competence in timely and accurate completion of the death certificate, with direct supervision</p>	<p>Observes and participates in the external examinations on cases that do not require an autopsy, including, under appropriate supervision, documenting pertinent findings and collecting appropriate biological samples</p> <p>Demonstrates competence in determining whether a death investigation is required under applicable statutes</p>	<p>Performs external examinations on cases that do not require an autopsy, including documenting pertinent findings and collecting appropriate biological samples</p> <p>Performs complex gross dissection, including special dissection techniques</p> <p>Demonstrates competence in coordinating death investigations and examinations with postmortem organ and tissue donations</p> <p>Consistently demonstrates competence in timely and accurate completion of death certificates</p>	Teaches concepts and techniques of medicolegal death investigation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation, Case Logs, narrative, Portfolio review (Case Logs), quality management

MK1 — Interpretation and Diagnostic Knowledge: Understands the types of cases most appropriate for examination by a forensic pathologist				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands that certain criteria should be met in order for a death to be accepted for examination by the forensic pathologist	Actively observes the decision making process in determining if a body is to be examined by the pathologist, and, if so, what type of examination (external examination vs. full autopsy) is most appropriate	Involved in the decision making process in determining whether a body will be examined by the pathologist, and, if so, what type of examination (external examination vs. full autopsy) is most appropriate	With minimal supervision, determines which cases are to be accepted for examination and what type of examination is most appropriate	Teaches the various criteria to consider when deciding whether to accept a body for examination and what type of examination is most appropriate for a given case
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation

MK2 — Interpretation and Diagnostic Knowledge: Demonstrates attitudes, knowledge, and practices that support the interpretation and analysis of pertinent findings in determining the cause of death				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the concept of diagnostic adjuncts, including histochemical, immunocytochemistry, and molecular testing	Actively observes indications for ordering diagnostic adjuncts	Orders diagnostic adjuncts appropriately and can interpret results	Reliably and accurately orders and accurately interprets diagnostic adjuncts prior to sign-out	Teaches the application of diagnostic adjuncts, including flow cytometric analysis, immunocytochemistry, and molecular testing
Aware of the availability of ancillary laboratory tests, including toxicology, cultures, and vitreous analysis	Understands diagnostic information that ancillary tests can provide	Orders ancillary laboratory testing appropriately and can interpret results	Reliably and accurately interprets the results of ancillary tests and appropriately incorporates these findings in the final report	Teaches the availability and utility of ancillary laboratory tests that may aid the postmortem examination
Understands the need for knowledge of pathogenesis, diagnostic techniques, and prognostic factors in disease processes	Builds upon knowledge acquired during residency of pathogenesis, diagnostic techniques, and prognostic factors in disease processes	Is capable of identifying the cause of death and underlying conditions that may have contributed to the cause of death	Consistently and accurately identifies the cause of death and underlying conditions that may have contributed to the cause of death	Teaches the pathogenesis, diagnostic techniques, and prognostic factors in disease processes, cause of death and contributing underlying conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation, 360 evaluation, narrative

MK3 — Recognition and Reporting of Autopsy Findings: Demonstrates attitudes, knowledge, and practices that enables analysis, appraisal, and reporting of findings				
Level 1	Level 2	Level 3	Level 4	Level 5
Is aware of common postmortem changes	Demonstrates knowledge of the basic disciplines of forensic science and their relevance to death investigation systems	Demonstrates knowledge of proper documentation in medicolegal autopsies, including evidence recognition, collection, preservation, transport, storage, analysis, and chain-of-custody Recognize common injury patterns such as are seen in blunt trauma, sharp injury, firearms injury, transportation-related fatalities, asphyxial injuries, temperature and electrical injuries, and suspected child and elder abuse Recognizes common postmortem changes and artifacts	Is capable of properly documenting findings in medicolegal autopsies, including evidence recognition, collection, preservation, transport, storage, analysis, and chain-of-custody Consistently identifies and describes common injury patterns such as are seen in blunt trauma, sharp injury, firearms injury, transportation-related fatalities, asphyxial injuries, temperature and electrical injuries, and suspected child and elder abuse Consistently differentiates injury patterns from artifacts and postmortem changes	Is proficient at, and can teach residents and fellows on, the proper documentation in medicolegal autopsies, including evidence recognition, collection, preservation, transport, storage, analysis, and chain-of-custody
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation, Case Logs

SBP1 — Lab Management: Regulatory and compliance: Explains, recognizes, summarizes, and is able to apply regulatory and compliance issues				
Level 1	Level 2	Level 3	Level 4	Level 5
Is aware of accrediting agencies and compliance for hospital-based laboratories and pathology departments	Is aware of the accrediting agencies for death investigation offices and laboratories	Understands the components of accreditation and regulatory compliance (NAME or other comparable accreditation agency)	Understands the components and processes for credentialing and privileging; participates in an internal or external office and/or laboratory inspection	Participates in and complies with ongoing and focused competency assessment; participates in or leads internal or external office and/or laboratory inspections
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation, portfolio, simulation, examination, team leader performance evaluation

SBP2 — Lab Management: Quality, risk management, and laboratory safety: Explains, recognizes, summarizes, and is able to apply quality improvement, risk management, and safety issues				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the role of quality assurance/ improvement methods, including peer review	Attends and actively observes at laboratory meetings and conferences related to quality assurance/improvement methods, including peer review	Participates in the application of laboratory information systems and computational analysis for forensic pathology reporting, data management, and quality control/assurance	Demonstrates competence in using laboratory information systems and computational analysis for forensic pathology reporting, data management, and quality control/assurance	Completes a quality improvement (QI) project
Demonstrates knowledge of proficiency testing	Participates in peer review and/or proficiency testing			Teaches QI, risk management, and laboratory safety as they pertain to forensic pathology
Understands the use of laboratory information systems and computational analysis for forensic pathology reporting, data management, and quality control/assurance	Actively observes the use of laboratory information systems and computational analysis for forensic pathology reporting, data management, and quality control/assurance			Teaches use of laboratory information systems and computational analysis for forensic pathology reporting, data management, and quality control/assurance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation, 360 evaluation, narrative, examination, peer review

SBP3 — Interagency Interaction: Demonstrates attitudes, knowledge, and practices that facilitates medicolegal jurisprudence				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the role of the Coroner’s and/or Medical Examiner's Office in medicolegal jurisprudence, public health, and quality assurance of medical practice	<p>Is aware of reporting regulations, such as legal jurisdiction, statutes regarding authorization to perform autopsy (medical examiner), device reporting, and communicable diseases reporting</p> <p>Understands court standards on the admissibility of forensic techniques and expert testimony and depositions</p>	<p>Understands and learns to apply reporting regulations, such as legal jurisdiction and statutes regarding authorization to perform medicolegal autopsies, and verifies with supervisor on reporting of communicable diseases</p> <p>Demonstrates knowledge of the statutory basis for medicolegal death investigation systems and requirements to serve as medical examiner, coroner, or forensic pathologist; learns to provide admissible forensic evidence and observes experienced expert testimony and depositions</p>	<p>Assesses and applies reporting regulations, such as legal jurisdiction and statutes regarding authorization to perform medicolegal autopsies, and appropriately reports communicable diseases</p> <p>Is capable of describing the statutory basis for medicolegal death investigation systems and requirements to serve as medical examiner, coroner, or forensic pathologist; provides admissible forensic evidence and provides expert testimony and depositions on autopsies performed; observes testimonies and depositions on high profile cases by experienced staff pathologists</p>	<p>Proficient in the discussion of reporting regulations, such as legal jurisdiction and statutes regarding authorization to perform medicolegal autopsies; develops policies on the reporting of communicable diseases</p> <p>Is proficient at, and can teach residents and fellows on, the statutory basis for medicolegal death investigation systems and requirements to serve as medical examiner, coroner, or forensic pathologist; provides admissible forensic evidence and provides expert testimony and depositions on all cases</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>

Suggested Evaluation Methods: Direct observation, case log 360 evaluation, narrative

SBP4 — Scene Investigation: Demonstrates attitudes, knowledge, and practices that facilitates medicolegal jurisprudence				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the role of the Coroner’s and/or Medical Examiner’s Office when investigating a scene	With appropriate supervision, attends and observes scene investigations	With direct supervision, participates in scene investigations	With minimal supervision, conducts a scene investigation	Independently conducts a scene investigation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation; Case Logs

PBLI1 — Recognition of Errors and Discrepancies: Displays attitudes, knowledge, and practices that foster improvement of patient care from study of errors and discrepancies				
Level 1	Level 2	Level 3	Level 4	Level 5
Reflects upon errors	Actively observes the identification of system errors and the process of corrective action planning for potential systems solutions	Involved in QI projects that address identified system errors	Demonstrates competence by participating in identifying system errors and implementing potential systems solutions	Teaches and leads in identification of system errors and implementing potential systems solutions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Self-assessment (written and verbal), Direct observation, Narrative

PBLI2 — Scholarly Activity: Analyzes and appraises pertinent literature, applies scientific method to identify, interprets evidence-based medicine, and applies it clinically				
Level 1	Level 2	Level 3	Level 4	Level 5
Develops knowledge of the basic principles of research (demographics, institutional review board [IRB], human subjects), including how research is conducted, evaluated, and applied to patient care	Applies evidence-based medicine in presentations, such as at journal club and, as appropriate, identifies research project early in fellowship	Applies evidence-based medicine in presentations at local or regional meetings	Applies evidence-based medicine in presentations at national or international meetings and/or prepares and submits articles for peer-reviewed publications	Educates others through forensic pathology journal clubs or mentoring research projects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation and evaluation of presentations by participants; Portfolio; examination

PROF1 — Professionalism: Demonstrates honesty, integrity, and ethical behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
Behaves honestly and understand the concepts of ethical behavior, occasionally requiring guidance; seeks counsel when ethical questions arise	Acknowledges personal errors and puts the interests of decedents and their families first; engages in ethical behavior	Demonstrates respect, compassion, and empathy, even in difficult situations	Exemplifies honesty and viewed as a role model	Models honesty, respect, compassion, and empathy, even in complex situations
Understands the concepts of respect, compassion, and empathy	Demonstrates respect, compassion, and empathy		Promotes respect, compassion, and empathy in others	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation, 360 evaluation

PROF2 — Professionalism: Demonstrates responsibility and follow-through on tasks				
Level 1	Level 2	Level 3	Level 4	Level 5
Completes assigned tasks on time	Dependably completes assigned tasks in a timely manner; assists team members when requested; respects assigned schedules	Anticipates team needs and assists as needed	Anticipates team needs and takes leadership role to independently implement solutions	Exemplifies effective, reliable management of multiple competing tasks; is source of support and guidance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation, 360 evaluation, Portfolio data (e.g., autopsy TAT)

PROF3 — Professionalism: Giving and receiving feedback				
Level 1	Level 2	Level 3	Level 4	Level 5
Receives feedback constructively	Accepts feedback constructively and modifies practice in response to feedback	Provides constructive feedback	Exemplifies giving and receiving constructive feedback; encourages and actively seeks feedback to improve performance	Models giving and receiving constructive feedback; encourages and actively seeks feedback to improve performance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation, 360 evaluation, Role-play or simulation, Fellow experience narrative

PROF4 — Professionalism: Demonstrates responsiveness to each patient’s distinct characteristics and needs				
Level 1	Level 2	Level 3	Level 4	Level 5
Respects patient diversity and autonomy; recognizes vulnerable populations	Embraces diversity and respects vulnerable populations; aware of potential for bias or cultural differences to affect clinical care or diagnoses	Demonstrates cultural competency; recognizes cultural differences that may affect clinical care or diagnoses, and identifies and avoids biases	Exemplifies cultural competency; recognizes cultural differences and identifies and avoids biases that may affect clinical care or diagnoses	Models cultural competency, recognition of cultural differences that may affect clinical care or diagnoses and works with peers to avoid biases
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation, 360 evaluation, Role-play or simulation, Fellow experience narrative

PROF5 — Professionalism: Demonstrates personal responsibility to maintain emotional, physical, and mental health				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Aware of importance of emotional, physical, and mental health and issues related to fatigue/sleep deprivation</p> <p>Exhibits basic professional responsibilities, such as timely reporting for duty rested, and being ready to work and appropriately dressed</p>	<p>Manages emotional, physical, and mental health and issues related to fatigue/sleep deprivation; recognizes signs of impairment in self and seeks appropriate help when needed</p>	<p>Manages emotional, physical, and mental health and issues related to fatigue/sleep deprivation, including in stressful conditions</p>	<p>Recognizes signs of impairment in others, and facilitates seeking appropriate help when needed</p>	<p>Accesses institutional resources to address impairment, and initiates seeking appropriate help when needed</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>

Suggested Evaluation Methods: Direct observation, 360 evaluation, Role-play or simulation, Fellow experience narrative

ICS1 — Intra- and Inter-departmental and Health Care Clinical/Investigative Team Interactions: Displays attitudes, knowledge, and practices that promote safe patient care through interdisciplinary team interactions				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes the importance of clinical input in formulating a differential diagnosis and composing a cause of death	Participates through observation and active interaction with clinicians and death investigators in obtaining relevant clinical and/or radiologic data, when applicable	Assesses, analyzes, and interprets pathology reports, and is able to discuss findings in consultation with clinical colleagues, when applicable	When appropriate, routinely interfaces with clinical colleagues and investigators appropriately to narrow differential diagnosis and arrive at a cause of death	Fully participates as member of the health care team and is recognized as proficient by peers and clinical colleagues, when applicable
Aware of the role of the medical examiner in communicating and discussing autopsy findings	Observes and participates in the discussion of autopsy findings	Actively participates in the discussion of autopsy findings; responds appropriately to basic questions	Discusses autopsy findings and is able to appropriately answer all but the most difficult questions	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation, 360 evaluation, narrative

ICS2 — Interaction with Others: Seeks help when appropriate				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the role of the coroner and/or medical examiner in interaction with families, the public, health care providers, the legal system, and the media	Understands the needs of families of the deceased; demonstrates professional interaction in providing consultations to families, the public, health care providers, and law enforcement officers	Demonstrates consistent professional interactions in providing consultations to families, the public, health care providers, and law enforcement	Exemplifies consistent professional interactions in providing consultations to families, the public, health care providers, and law enforcement	Models and can teach professional interactions in providing consultations to families, the public, health care providers, and law enforcement
Understands the importance of consultation	Recognizes when consultation is necessary	Demonstrates competence in obtaining consultations, such as from anthropologists, entomologists, forensic odontologists, neuropathologists, pediatricians, psychologists/psychiatrists, radiologists, and toxicologists	Exemplifies consistent competence in obtaining consultations from experts Provides information to the media when appropriate	Models and can teach residents and fellows what situations are necessary to obtain consultations from experts
	Understands relationship with media	Understands role of an expert witness	Testifies when appropriate	Can appropriately and professionally discuss cases with the media
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Not yet achieved Level 1 <input type="checkbox"/>

Suggested Evaluation Methods: Direct observation, 360 evaluation