

The Osteopathic Neuromusculoskeletal Medicine Milestone Project

An Initiative of

The Accreditation Council for Graduate Medical Education



December 2015

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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 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.

Osteopathic Neuromusculoskeletal Medicine 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 Milestones are available on the Milestones web page.

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.

Patient Care 2: Trigger Point Injection, Joint Aspiration and Injection				
Level 1	Level 2	Level 3	Level 4	Level 5
Inconsistently recognizes cases in which procedures are unwarranted or unsafe Limited understanding of the indications, processes, or potential risks of the procedure	Possesses insufficient technical skill for safe completion of common procedures with direct supervision Recognizes the ethical principles and need to obtain informed consent for procedures, but ineffectively obtains it Inattentive to patient safety and comfort when performing procedures	Possesses basic technical skill for the completion and interpretation of common procedures with indirect supervision Obtains and documents informed consent Inconsistently manages patient safety and comfort when performing procedures	Consistently demonstrates technical skill to successfully and safely perform procedure Effectively obtains and documents informed consent Maximizes patient comfort and safety when performing procedures	Demonstrates expertise to teach and supervise others in the performance of procedures Quantifies evidence for risk-benefit analysis while obtaining informed consent for complex procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <input type="checkbox"/> 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).

Patient Care 1: Osteopathic Manipulative Techniques (OMT) (Direct and Indirect)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs basic osteopathic techniques for a variety of somatic dysfunctions under direct supervision</p> <p>Inconsistently describes indication and contraindications of OMT</p> <p>Performs osteopathic treatment of somatic dysfunction, based on findings of complete osteopathic structural examination, for most patients, with minimal supervision</p>	<p>Performs osteopathic treatment of somatic dysfunction for most patients, with direct supervision</p> <p>Consistently describes indication and contraindications of OMT</p> <p>Independently performs accurate and complete osteopathic treatment following detailed osteopathic structural examination; treatment includes advanced techniques for patients with acute and chronic conditions</p>	<p>Obtains and documents informed consent</p> <p>Attentive to patient comfort and safety when performing OMT</p> <p>Performs comprehensive osteopathic structural examination and correlates with patient presentation</p>	<p>Independently instructs others in the use of direct and indirect techniques in a variety of settings</p>	<p>Mentors others to become competent in the use of OMT</p> <p>Independently modifies and integrates multiple techniques in a variety of settings</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Achieved level 1 <input type="checkbox"/></p>				

Patient Care 2: Trigger Point Injection, Joint Aspiration, and Injection				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Inconsistently recognizes cases in which procedures are unwarranted or unsafe</p> <p>Demonstrates a limited understanding of the indications, processes, or potential risks of the procedure</p>	<p>Possesses insufficient technical skill for safe completion of common procedures with direct supervision</p> <p>Recognizes the ethical principles and need to obtain informed consent for procedures, but ineffectively obtains it</p> <p>Is inattentive to patient safety and comfort when performing procedures</p>	<p>Possesses basic technical skill for the completion and interpretation of common procedures with indirect supervision</p> <p>Obtains and documents informed consent</p> <p>Inconsistently manages patient safety and comfort when performing procedures</p>	<p>Consistently demonstrates technical skill to successfully and safely perform procedures</p> <p>Effectively obtains and documents informed consent</p> <p>Maximizes patient comfort and safety when performing procedures</p>	<p>Demonstrates expertise to teach and supervise others in the performance of procedures</p> <p>Quantifies evidence for risk-benefit analysis while obtaining informed consent for complex procedures</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"/>

Patient Care 3: Patient Management				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Inconsistently incorporates osteopathic principles to promote health and wellness in patients with common conditions</p> <p>Inconsistently integrates history, examination, diagnostic testing, and medication management into osteopathic patient care plan</p> <p>Inconsistently performs osteopathic structural examination and diagnoses somatic dysfunction appropriate to patient condition</p>	<p>Incorporates osteopathic principles to promote health and wellness in patients with acute and chronic conditions</p> <p>Integrates history, examination, diagnostic testing, and medication management into osteopathic patient care plan, with supervision</p> <p>Performs osteopathic structural examination and diagnoses somatic dysfunction appropriate to patient condition, with supervision</p>	<p>Incorporates osteopathic principles to promote health and wellness in patients with complex conditions</p> <p>Independently integrates history, examination, diagnostic testing, and medication management into osteopathic patient care plan</p> <p>Independently performs accurate and complete osteopathic structural examination and diagnoses somatic dysfunction appropriate to patient condition</p>	<p>Mentors others to incorporate osteopathic principles in patient care</p> <p>Independently integrates history, examination, diagnostic testing, and medication management into osteopathic patient care plan in complex patients</p> <p>Independently performs accurate and complete osteopathic structural examination and diagnoses somatic dysfunction appropriate to complex patients</p>	<p>Role models and teaches the effective integration of osteopathic principles to optimize patient health</p> <p>Serves as role model and teaches the effective use of osteopathic focused history, examination, diagnostic testing, and medication management to minimize the need for further diagnostic testing or intervention</p> <p>Role models and teaches accurate and complete osteopathic structural examination and diagnoses somatic dysfunction appropriate to complex patients</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>

Patient Care 4: Providing and Requesting Consultation				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Is unable to address questions or concerns of others when acting as a consultant or utilizing consultant services</p> <p>Is unable to recognize the need to utilize consultant services when appropriate for patient care</p>	<p>Inconsistently manages patients as a consultant to other physicians/health care teams</p> <p>Inconsistently applies risk assessment principles to patients while acting as a consultant</p> <p>Inconsistently formulates a clinical question for a consultant to address</p>	<p>Provides consultation services for patients with clinical problems requiring basic risk assessment</p> <p>Formulates meaningful clinical questions that guide the input of consultants</p>	<p>Provides consultation services for patients with basic and complex clinical problems requiring detailed risk assessment</p> <p>Appropriately integrates recommendations from other consultants in order to effectively manage patient care</p>	<p>Provides consultation services for patients with very complex clinical problems requiring extensive risk assessment</p> <p>Models management of discordant recommendations from multiple consultants</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"/>

Medical Knowledge 1: Possesses Clinical Knowledge (Anatomy, Physiology, Pharmacology, Assessment, and Treatment)				
Level 1	Level 2	Level 3	Level 4	Level 5
Lacks the scientific, socioeconomic, or behavioral knowledge required to provide care for common conditions	Possesses insufficient scientific, socioeconomic, and behavioral knowledge required to provide care for common conditions	Possesses the scientific, socioeconomic, and behavioral knowledge required to provide care and prevention for common conditions	Possesses the scientific, socioeconomic, and behavioral knowledge required to provide comprehensive care, prevention, and maintenance of health for complex conditions	Possesses the scientific, socioeconomic, and behavioral knowledge required to successfully diagnose, prevent, and treat complex, uncommon, and ambiguous 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"/>

Medical Knowledge 2: Manifestation of systemic disease through neuromusculoskeletal system and related visceral and somatic reflex patterns				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Inconsistently describes the interrelationship of structure and function through osteopathic structural findings</p> <p>Inconsistently forms an appropriate osteopathic treatment plan based on the patient's history and physical exam findings</p>	<p>Consistently describes the interrelationship of structure and function through osteopathic structural findings</p> <p>Forms an osteopathic treatment plan based on the patient's history and physical exam findings, with guidance</p>	<p>Consistently describes the interrelationship of structure and function through osteopathic structural findings as it relates to the patient's systemic disease</p> <p>Consistently forms an appropriate osteopathic treatment plan based on the patient's history and physical exam findings</p>	<p>Demonstrates knowledge of the effects of health and illness on the whole patient – body, mind, and spirit</p> <p>Develops a long range treatment plan to support the health and well-being of the patient</p>	<p>Teaches others within the osteopathic profession</p> <p>Is a leader in the development and dissemination of osteopathic knowledge</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"/>

Systems-Based Practice 1: Patient Safety and Advocacy				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Recognizes that medical errors affect patient health and safety, and that their occurrence varies across settings and between providers</p> <p>Recognizes that effective team-based care plays a role in patient safety</p> <p>Recognizes the safety and effectiveness of osteopathic treatment as part of the care plan for all medical conditions</p>	<p>Identifies medical errors when they occur, including those that do not have adverse outcomes</p> <p>Describes the mechanisms that cause medical errors</p> <p>Follows protocols to promote patient safety and prevent medical errors</p> <p>Participates in effective and safe hand-offs and transitions of care</p> <p>Identifies barriers to quality osteopathic care</p>	<p>Uses current methods of analysis to identify individual and system causes of medical errors common to osteopathic neuromusculoskeletal medicine</p> <p>Develops individual improvement plan and participates in system improvement plans that promote patient safety and prevent medical errors</p> <p>Assists patients in obtaining quality osteopathic care</p>	<p>Consistently engages in self-directed and practice improvement activities that identify and address medical errors and patient safety in daily practice</p> <p>Fosters adherence to patient care protocols amongst team members that enhance patient safety and prevent medical errors</p> <p>Identifies and remedies system deficiencies related to osteopathic care</p>	<p>Role models self-directed and system improvement activities that continuously anticipate, identify, and prevent medical errors to improve patient safety in all practice settings, including the development, use, and promotion of patient care protocols and other tools</p> <p>Demonstrates leadership in organized advocacy efforts for the osteopathic care</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"/>

Systems-Based Practice 2: Practice Management and Economics				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Has basic knowledge of the advantages and disadvantages of different payment systems</p> <p>Demonstrates knowledge of the practice of osteopathic medicine in the health care delivery system</p> <p>Demonstrates knowledge of required medical documentation related to the patient encounter, including somatic dysfunction</p>	<p>Has basic knowledge of the economics of inpatient vs. outpatient care, and the impact of quality improvement incentives</p> <p>Develops understanding of cost of various procedures and treatments</p> <p>Provides cost-effective osteopathic patient care within a health care delivery system, with supervision</p> <p>Documents patient encounters, including somatic dysfunction and codes OMT, with supervision</p>	<p>Has basic practical knowledge of the pre-certification process and structured computer-based order entry systems</p> <p>Independently provides cost-effective osteopathic patient care within a health care delivery system</p> <p>Independently documents patient encounters, including somatic dysfunction and coding</p>	<p>Has advanced practical knowledge of the pre-certification process and structured computer-based order entry systems</p> <p>Coordinates cost-effective osteopathic patient care within the health care delivery system</p> <p>Accurately determines the level of complexity of the visit in relation to a patient encounter, including somatic dysfunction</p>	<p>Develops optimal, cost-effective osteopathic patient care within the health care delivery system</p> <p>Role models and promotes efficient and cost-effective use of resources in the care of patients in all settings</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"/>

Practice-based Learning and Improvement 1: Learning and Feedback				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Acknowledges gaps in osteopathic knowledge and expertise</p> <p>Describes evidence-based medicine principles and how these relate to osteopathic patient care</p>	<p>Incorporates feedback to begin developing a learning plan</p> <p>Performs self-evaluation of osteopathic practice patterns</p>	<p>Develops an ongoing self-directed learning plan based upon clinical experience and feedback</p> <p>Performs self-evaluation of osteopathic practice patterns and practice-based improvement activities</p>	<p>Modifies self-directed learning plan based upon clinical experience and feedback</p> <p>Performs self-evaluation of osteopathic practice patterns and practice-based improvement activities using systematic methodology</p>	<p>Independently pursues continuous learning, including new and emerging osteopathic knowledge and skills</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"/>

Practice-based Learning and Improvement 2: Literature Review and Research				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Performs osteopathic neuromusculoskeletal medicine-focused literature review</p> <p>Describes basic concepts in clinical epidemiology, biostatistics, and clinical reasoning</p> <p>Categorizes the design of a research study</p>	<p>Incorporates osteopathic neuromusculoskeletal medicine literature into rounds, case presentations, or a didactic session</p> <p>Identifies pros and cons of various study designs, associated types of bias, and patient-centered outcomes</p> <p>Formulates a searchable question from a clinical question</p> <p>Evaluates evidence-based point-of-care resources</p>	<p>Prepares and presents osteopathic neuromusculoskeletal medicine-focused scholarly activity for leading a didactic session</p> <p>Applies a set of critical appraisal criteria to different types of research, including synopses of original research findings, systematic reviews and meta-analyses, and clinical practice guidelines</p> <p>Critically evaluates information from others, including colleagues, experts, and pharmaceutical representatives, as well as patient-delivered information</p>	<p>Prepares and presents osteopathic neuromusculoskeletal medicine-focused scholarly activity at local, regional, or national meeting(s)</p> <p>Designs a study or research project in the field of osteopathic neuromusculoskeletal medicine</p> <p>Incorporates principles of evidence-based care and information mastery into clinical practice</p>	<p>Performs and publishes peer-reviewed research related to osteopathic principles</p> <p>Independently teaches and assesses evidence-based medicine and information mastery techniques</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>

Professionalism 1: Patient and Community Interactions				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Recognizes own bias in issues of culture, religion, age, gender, sexual orientation, and mental and physical disabilities</p> <p>Identifies the effect of osteopathic principles and practice, including touch, on the patient-physician relationship</p> <p>Recognizes the need within the community for education about osteopathic patient care</p>	<p>Demonstrates non-discriminatory behavior in all interactions, including with diverse and vulnerable populations</p> <p>Recognizes a patient's unique perception of touch and how this influences osteopathic patient care</p> <p>Identifies the risk of boundary violations in the osteopathic patient-physician relationship</p>	<p>Demonstrates compassionate practice of osteopathic medicine, even in the context of disagreement with patient beliefs</p> <p>Incorporates recognition of patients' mind, body, and spiritual characteristics into osteopathic patient care</p> <p>Manages difficult osteopathic patient-physician relationships while ensuring patient care needs are met</p>	<p>Mentors others in utilizing osteopathic principles and appropriate use of touch in all patient care settings</p> <p>Mentors others in managing difficult osteopathic patient-physician relationships while ensuring patient care needs are met</p> <p>Identifies opportunities to participate in community education of the unique aspects of osteopathic patient care</p>	<p>Develops policies and procedures regarding compassionate practice of osteopathic medicine</p> <p>Demonstrates leadership in the advancement of patient-centered osteopathic health care</p> <p>Develops policies and procedures regarding the management of difficult osteopathic patient-physician relationships while ensuring patient care needs are met</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Critical Deficiencies <input type="checkbox"/>

Professionalism 2: Professional Conduct and Accountability				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Presents him or herself in a respectful and professional manner</p> <p>Attends to responsibilities and completes duties as required</p> <p>Maintains patient confidentiality</p> <p>Documents and reports clinical and administrative information truthfully</p>	<p>Consistently recognizes limits of knowledge and asks for assistance</p> <p>Has insight into his or her own behavior and likely triggers for professionalism lapses, and is able to use this information to be professional</p> <p>Completes all clinical and administrative tasks promptly</p> <p>Identifies appropriate channels to report unprofessional behavior</p>	<p>Consistently maintains professional behavior with minimal guidance</p> <p>Recognizes professionalism lapses in self and others</p> <p>Reports professionalism lapses using appropriate reporting procedures</p>	<p>Maintains appropriate professional behavior without external guidance</p> <p>Exhibits self-awareness, self-management, social awareness, and relationship management</p> <p>Negotiates professional lapses of the medical team through appropriate channels</p>	<p>Models professional conduct placing the needs of each patient above self-interest</p> <p>Helps implement organizational policies to sustain medicine as a profession</p> <p>Advocates nationally for the osteopathic profession</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Critical Deficiencies <input type="checkbox"/>

Professionalism 3: Maintains emotional, physical, and mental health; and pursues continual personal and professional growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates awareness of the importance of maintenance of emotional, physical, and mental health Recognizes fatigue, sleep deprivation, and impairment	Applies basic principles of physician wellness and balance in life to adequately manage personal emotional, physical, and mental health Balances physician well-being with patient care needs	Actively seeks feedback and provides constructive feedback to others Recognizes signs of impairment in self and team members, and responds appropriately	Appropriately manages situations in which maintaining personal emotional, physical, and mental health are challenged	Optimizes professional responsibilities through the application of principles of physician wellness to the practice of medicine Maintains competency appropriate to scope of practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				Critical Deficiencies <input type="checkbox"/>

Interpersonal and Communication Skills 1: Develops Meaningful, Therapeutic Relationships with Patients and Families				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Recognizes that effective relationships are important to quality care</p> <p>Inconsistently describes osteopathic principles and treatment to patients and families</p> <p>Develops a positive relationship with patients</p> <p>Demonstrates knowledge of cultural competency and its impact on communication</p>	<p>Creates a non-judgmental, safe environment to actively engage patients and families to share information and their perspectives</p> <p>Consistently describes osteopathic principles and treatment to patients and families in the outpatient setting</p> <p>Participates in shared decision making in regards to osteopathic care plan, utilizing easy to understand language</p> <p>Incorporates cultural competency into customized communication</p>	<p>Effectively builds rapport with a growing panel of continuity patients and families</p> <p>Consistently describes osteopathic principles and treatment to patients and families in all settings</p> <p>Utilizes appropriate verbal and non-verbal skills when communicating with patients and families</p> <p>Engages patient in shared decision making in regards to the osteopathic care plan</p>	<p>Connects with patients and families in a continuous manner that fosters trust, respect, and understanding, including the ability to manage conflict</p> <p>Respects patients' autonomy in their health care decisions and clarifies patients' goals to provide care consistent with their values</p> <p>Uses patient-centered communication to manage conflict in complex situations</p>	<p>Role models effective, continuous, personal relationships that optimize the well-being of the patient and family</p> <p>Role models and teaches patient engagement in shared decision making in regards to osteopathic care plan</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				<p>Not Yet Achieved level 1 <input type="checkbox"/></p>

Interpersonal and Communication Skills 2: Interprofessional Communications				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the importance of the health care team and shows respect for the skills and contributions of others</p> <p>Describes osteopathic principles to interprofessional collaborative team members</p>	<p>Demonstrates consultative exchange that includes clear expectations and timely, appropriate exchange of information</p> <p>Presents and documents patient data in a clear, concise, and organized manner</p> <p>Describes osteopathic principles and treatment to interprofessional collaborative team members</p>	<p>Effectively uses Electronic Health Record (EHR) to exchange information with the health care team</p> <p>Communicates collaboratively with the health care team by listening attentively, sharing information, and giving and receiving constructive feedback</p> <p>Utilizes appropriate verbal and non-verbal skills (including touch) when communicating with interprofessional collaborative team members</p> <p>Demonstrates osteopathic treatment to interprofessional collaborative team members</p>	<p>Sustains collaborative working relationships during complex and challenging situations, including transitions of care</p> <p>Effectively negotiates and manages conflict among members of the health care team in the best interest of the patient</p> <p>Utilizes verbal, non-verbal and written communication and consistently acts to facilitate collaboration with team members to enhance patient care</p> <p>Utilizes patient-centered communication to manage conflict between specialties and systems of care</p>	<p>Role models effective collaboration with other providers that emphasizes efficient patient-centered care</p> <p>Role models and teaches patient engagement in shared decision making in regards to osteopathic care plan</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Achieved level 1 <input type="checkbox"/></p>				