

# The Pain Medicine Milestone Project

*A Joint Initiative of*

The Accreditation Council for Graduate Medical Education

The American Board of Anesthesiology

The American Board of Physical Medicine and Rehabilitation

The American Board of Psychiatry and Neurology



July 2015

## The Pain Medicine Milestone Project

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

## Pain Medicine Milestones

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## 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 a 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.

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 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/acmeweb/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.

Patient Care – In collaboration with the patient, develops and achieves a comprehensive pain treatment plan for each patient; includes consideration of available pharmacologic, behavioral, rehabilitative, interventional, complementary/alternative approaches				
Level 1	Level 2	Level 3	Level 4	Level 5
Care plans are often incomplete or inaccurate	Inconsistently develops an appropriate care plan	Consistently develops appropriate care plan	Appropriately modifies care plans based on patient's clinical course, additional data, patient preferences, and cost-effectiveness principles	Acts as a role-model and teaches complex and patient-centered care
Seldom recognizes and reacts to situations that require urgent care	Inconsistently recognizes the range of pain treatment options	Recognizes the range of pain treatment options, but incorporates these inconsistently	Appropriately integrates available pain treatment options into a patient-centered comprehensive care plan	Develops customized, prioritized care plans for the most complex patients, incorporating diagnostic uncertainty and cost-effectiveness principles
Seldom seeks additional guidance, even when needed	Inconsistently seeks additional guidance when needed	Recognizes situations requiring urgent or emergency care		Effectively manages unusual, rare, or complex disorders in all appropriate clinical settings
Limited ability to assume responsibility for patient management decisions	Requires direct supervision to manage patients with straightforward diagnoses in all appropriate clinical settings	Seeks additional guidance and/or consultation as appropriate	Recognizes disease presentations that deviate from common patterns and require complex decision-making, incorporating diagnostic uncertainty	
		Requires indirect supervision to ensure patient safety and quality care	Independently manages patients across applicable inpatient, outpatient, and ambulatory clinical settings who have a broad spectrum of clinical disorders, including undifferentiated syndromes	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <span style="float: right;">Not yet achieved Level 1 <input type="checkbox"/></span>				

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).

<b>Patient Care – Gathers and Synthesizes Essential and Accurate Information to Define Each Patient’s Clinical Problem(s)</b> Performs a directed neurological history and performs detailed neurological examination				
Level 1	Level 2	Level 3	Level 4	Level 5
Inconsistently collects accurate historical data  Performs incomplete physical examination that may miss key physical exam findings  Relies exclusively on documentation of others to generate own database or differential diagnosis or is overly reliant on secondary data  Inconsistently recognizes patient’s essential clinical problems	Consistently acquires accurate and relevant histories  Consistently performs accurate and appropriately thorough physical exams  Develops limited differential diagnoses	Acquires accurate histories in an efficient, prioritized, and hypothesis-driven fashion  Performs accurate physical exams that are targeted to the patient’s problems  Uses and synthesizes collected data to define a patient’s central clinical problem(s) to generate a prioritized differential diagnosis and problem list	Obtains relevant historical subtleties, including sensitive information that informs the differential diagnosis  Identifies subtle or unusual physical exam findings  Efficiently utilizes all sources of secondary data to inform differential diagnosis  Effectively uses history and mental status examination skills to minimize the need for further diagnostic testing	Acts as a role-model and teaches the effective use of history and mental status examination skills to minimize the need for further diagnostic testing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Patient Care – Gathers and Synthesizes Essential and Accurate Information to Define Each Patient’s Clinical Problem(s)				
Performs a comprehensive musculoskeletal and appropriate neuromuscular history and examination				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Inconsistently collects accurate historical data</p> <p>Performs incomplete physical examination that may miss key physical exam findings</p> <p>Relies exclusively on documentation of others to generate own database or differential diagnosis or is overly reliant on secondary data</p> <p>Inconsistently recognizes patient’s essential clinical problems</p>	<p>Consistently acquires accurate and relevant histories</p> <p>Consistently performs accurate and appropriately thorough physical exams</p> <p>Develops limited differential diagnoses</p>	<p>Acquires accurate histories in an efficient, prioritized, and hypothesis-driven fashion</p> <p>Performs accurate physical exams that are targeted to the patient’s problems</p> <p>Uses and synthesizes collected data to define a patient’s central clinical problem(s) to generate a prioritized differential diagnosis and problem list</p>	<p>Obtains relevant historical subtleties, including sensitive information that informs the differential diagnosis</p> <p>Identifies subtle or unusual physical exam findings</p> <p>Efficiently utilizes all sources of secondary data to inform differential diagnosis</p> <p>Effectively uses history and mental status examination skills to minimize the need for further diagnostic testing</p>	<p>Acts as a role-model and teaches the effective use of history and mental status examination skills to minimize the need for further diagnostic testing</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>



Patient Care – Gathers and Synthesizes Essential and Accurate Information to Define Each Patient’s Clinical Problem(s)				
Performs a complete psychiatric history and mental status examination with special attention to psychiatric and pain comorbidities				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Inconsistently collects accurate historical data</p> <p>Performs incomplete physical examination that may miss key physical exam findings</p> <p>Relies exclusively on documentation of others to generate own database or differential diagnosis, or is overly reliant on secondary data</p> <p>Inconsistently recognizes patient’s essential clinical problems</p>	<p>Consistently acquires accurate and relevant histories</p> <p>Consistently performs accurate and appropriately thorough physical exams</p> <p>Develops limited differential diagnoses</p>	<p>Acquires accurate histories in an efficient, prioritized, and hypothesis-driven fashion</p> <p>Performs accurate physical exams that are targeted to the patient’s problems</p> <p>Uses and synthesizes collected data to define a patient’s central clinical problem(s) to generate a prioritized differential diagnosis and problem list</p>	<p>Obtains relevant historical subtleties, including sensitive information that informs the differential diagnosis</p> <p>Identifies subtle or unusual physical exam findings</p> <p>Efficiently utilizes all sources of secondary data to inform differential diagnosis</p> <p>Effectively uses history and mental status examination skills to minimize the need for further diagnostic testing</p>	<p>Acts as a role-model and teaches the effective use of history and mental status examination skills to minimize the need for further diagnostic testing</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Patient Care – In Collaboration with the Patient, Develops and Achieves a Comprehensive Pain Treatment Plan for Each Patient; Includes Consideration of Available Pharmacologic, Behavioral, Rehabilitative, Interventional, Complementary/Alternative Approaches				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Care plans are often incomplete or inaccurate</p> <p>Seldom recognizes and reacts to situations that require urgent care</p> <p>Seldom seeks additional guidance, even when needed</p> <p>Limited ability to assume responsibility for patient management decisions</p>	<p>Inconsistently develops an appropriate care plan</p> <p>Inconsistently recognizes the range of pain treatment options</p> <p>Inconsistently seeks additional guidance when needed</p> <p>Requires direct supervision to manage patients with straightforward diagnoses in all appropriate clinical settings</p>	<p>Consistently develops appropriate care plan</p> <p>Recognizes the range of pain treatment options, but incorporates these inconsistently</p> <p>Recognizes situations requiring urgent or emergency care</p> <p>Seeks additional guidance and/or consultation as appropriate</p> <p>Requires indirect supervision to ensure patient safety and quality care</p>	<p>Appropriately modifies care plans based on patient’s clinical course, additional data, patient preferences, and cost-effectiveness principles</p> <p>Appropriately integrates available pain treatment options into a patient-centered comprehensive care plan</p> <p>Recognizes disease presentations that deviate from common patterns and require complex decision making, incorporating diagnostic uncertainty</p> <p>Independently manages patients across applicable inpatient, outpatient, and ambulatory clinical settings who have a broad spectrum of clinical disorders, including undifferentiated syndromes</p>	<p>Acts as a role-model and teaches complex and patient-centered care</p> <p>Develops customized, prioritized care plans for the most complex patients, incorporating diagnostic uncertainty and cost-effectiveness principles</p> <p>Effectively manages unusual, rare, or complex disorders in all appropriate clinical settings</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

<b>Patient Care – Demonstrates Skill in Performing and Interpreting Diagnostic and Therapeutic Interventions</b> <ul style="list-style-type: none"> <li>• Appropriate use and interpretation of diagnostic laboratory and imaging studies</li> <li>• Appropriate use and interpretation of electro-diagnostic studies</li> <li>• Performs intravenous access, basic and advanced airway management, management of sedation, and basic and advanced cardiac life support</li> <li>• Performs a wide range of invasive pain treatments involving the neuraxis, peripheral nerve and musculoskeletal system</li> </ul>				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Observes but does not perform invasive procedures</p> <p>Inconsistently recognizes cases in which invasive procedures are unwarranted or unsafe</p> <p>Limited understanding of the indications, processes, or potential risks of the procedure</p> <p>Unable to describe risks and benefits of procedures</p> <p>Limited ability to recognize patients who would benefit from diagnostic testing</p> <p>Limited ability to interpret diagnostic tests</p>	<p>Possesses insufficient technical skill for safe completion of common invasive procedures with appropriate supervision</p> <p>Inattentive to patient safety and comfort when performing invasive procedures</p> <p>Recognizes the ethical principles and need to obtain informed consent for procedures, but ineffectively obtains it</p> <p>Inconsistently recognizes patients who would benefit from diagnostic testing</p> <p>Inconsistently interprets diagnostic tests</p>	<p>Possesses basic technical skill for the completion and interpretation of some common invasive procedures with appropriate supervision</p> <p>Inconsistently manages patient safety and comfort when performing invasive procedures</p> <p>Inconsistently recognizes appropriate patients, indications, and associated risks in the performance of invasive procedures</p> <p>Obtains and documents informed consent</p> <p>Recognizes patients who would benefit from diagnostic testing</p> <p>Interprets diagnostic tests with limited ability to integrate results into treatment plan</p>	<p>Consistently demonstrates technical skill to successfully and safely perform and interpret invasive procedures</p> <p>Maximizes patient comfort and safety when performing invasive procedures</p> <p>Consistently recognizes appropriate patients, indications, and associated risks in the performance of invasive procedures</p> <p>Effectively obtains and documents informed consent in challenging circumstances (e.g., language or cultural barriers)</p> <p>Consistently integrates results of diagnostic testing into treatment plan</p>	<p>Demonstrates skill to independently perform and interpret complex invasive procedures that are anticipated for future practice</p> <p>Demonstrates expertise to teach and supervise others in the performance of invasive procedures</p> <p>Designs consent instrument for a human subject research study; files an Institution Review Board (IRB) application</p> <p>Appropriately orders and interprets complex diagnostic testing and integrate results into treatment plan</p> <p>Quantifies evidence for risk-benefit analysis while obtaining informed consent for complex procedures or therapies.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet achieved Level 1</b> <input type="checkbox"/>

Patient Care – Requests and Provides Consultative Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Unable to address questions or concerns of others when acting as a consultant or utilizing consultant services</p> <p>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>Asks 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"/>
<b>Comments:</b>				<b>Not yet achieved Level 1</b> <input type="checkbox"/>

<b>Medical Knowledge – Possesses Clinical Knowledge</b> <ul style="list-style-type: none"> <li>• Anatomy, physiology, and pharmacology of pain</li> <li>• Assessment of pain</li> <li>• Treatment of pain</li> <li>• Interventional pain treatment</li> </ul>				
Level 1	Level 2	Level 3	Level 4	Level 5
Lacks the scientific, socioeconomic, or behavioral knowledge required to provide care for common pain conditions	Possesses insufficient scientific, socioeconomic, and behavioral knowledge required to provide care for common pain conditions	Possesses the scientific, socioeconomic, and behavioral knowledge required to provide care for common pain conditions	Possesses the scientific, socioeconomic, and behavioral knowledge required to provide care for complex pain conditions and comprehensive pain care	Possesses the scientific, socioeconomic, and behavioral knowledge required to successfully diagnose and treat uncommon, ambiguous, and complex pain conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Medical Knowledge – Demonstrates Knowledge of Diagnostic Laboratory, Diagnostic Imaging and Neuro-diagnostic Testing and Procedures				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates a limited foundational knowledge to apply diagnostic testing and procedures to patient care for common pain conditions	<p>Inconsistently interprets basic diagnostic tests accurately</p> <p>Does not understand the concepts of pre-test probability and test performance characteristics</p> <p>Minimally understands the rationale and risks associated with common procedures</p>	<p>Consistently interprets basic diagnostic tests accurately</p> <p>Needs assistance to understand the concepts of pre-test probability and test performance characteristics</p> <p>Fully understands the rationale and risks associated with common procedures</p>	<p>Interprets complex diagnostic tests accurately while accounting for limitations and biases</p> <p>Knows the indications for, and limitations of, diagnostic testing and procedures</p> <p>Understands the concepts of pre-test probability and test performance characteristics</p> <p>Teaches the rationale and risks associated with common procedures and anticipates potential complications of procedures</p>	<p>Anticipates and accounts for subtle nuances of interpreting diagnostic tests and procedures</p> <p>Pursues knowledge of new and emerging diagnostic tests and procedures</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Medical Knowledge – Participates in Scholarship (Foundation, Investigation, Analysis, and Dissemination)				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Unaware of scientific inquiry or scholarly productivity in the field of pain medicine</p> <p>Has not yet performed scholarly investigation in the field of pain medicine</p> <p>Demonstrates limited critical thinking regarding clinical practice, quality improvement, patient safety, education, or research in the field of pain medicine</p> <p>Unable to effectively communicate and/or disseminate knowledge in the field of pain medicine</p>	<p>Interested in scholarly activity, but does not initiate or follow through</p> <p>Performs a literature search using relevant scholarly sources to identify pertinent articles</p> <p>Aware of basic statistical concepts, but has incomplete understanding of their application; inconsistently identifies methodological flaws</p> <p>Communicates rudimentary details of scientific work, including his or her own scholarly work; needs to improve ability to present in small groups</p>	<p>Identifies areas worthy of scholarly investigation and formulates a plan under supervision of a mentor</p> <p>Critically reads scientific literature and identifies major methodological flaws and inconsistencies within or between publications</p> <p>Understands and is able to apply basic statistical concepts, and can identify potential analytic methods for data or problem assessment</p> <p>Effectively presents at journal club, quality improvement meetings, clinical conferences, and/or is able to effectively describe and discuss his or her own scholarly work or research</p>	<p>Formulates ideas worthy of scholarly investigation</p> <p>Collaborates with other investigators to design and complete a project related to clinical practice, quality improvement, patient safety, education, or research</p> <p>Critiques specialized scientific literature effectively</p> <p>Dissects a problem into its many component parts and identifies strategies for solving</p> <p>Uses analytical methods of the field effectively</p> <p>Presents scholarly activity at local or regional meetings, and/or submits an abstract summarizing scholarly work to regional/state/ national meetings, and/or publishes non-peer- reviewed manuscript(s) (reviews, book chapters)</p>	<p>Independently formulates novel and important ideas worthy of scholarly investigation</p> <p>Leads a scholarly project advancing clinical practice, quality improvement, patient safety, education, or research</p> <p>Obtains independent research funding</p> <p>Critiques specialized scientific literature at a level consistent with participation in peer review</p> <p>Employs optimal statistical techniques</p> <p>Teaches analytic methods in chosen field to peers and others</p> <p>Effectively presents scholarly work at national and international meetings</p> <p>Publishes peer-reviewed manuscript(s) containing scholarly work (clinical practice, quality improvement, patient safety, education, or research)</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

<b>Systems-based Practice – Works Effectively Within an Interprofessional Team (e.g., with peers, consultants, nursing, ancillary professionals, and other support personnel)</b>				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Unable to recognize the contributions of other interprofessional team members</p> <p>Frequently requires reminders from team to complete physician responsibilities (e.g., talk to family, enter orders)</p>	<p>Identifies roles of other team members, but does not recognize how/when to utilize them as resources</p> <p>Participates in team discussions when required, but does not actively seek input from other team members</p>	<p>Understands the roles and responsibilities of all team members, but uses them ineffectively</p> <p>Actively engages in team meetings and collaborative decision-making</p>	<p>Understands the roles and responsibilities of, and effectively partners with, all members of the team</p> <p>Efficiently coordinates activities of other team members to optimize care</p>	<p>Develops, trains, and inspires the team regarding unexpected events or new patient management strategies</p> <p>Viewed by other team members as a leader in the delivery of high-quality care</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>



Systems-based Practice – Recognizes System-based Error and Advocates for System Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Does not recognize the potential for system-based errors</p> <p>Resistant to feedback about decisions that may lead to error or otherwise cause harm</p>	<p>Limited recognition of the potential for system-based errors</p> <p>Makes decisions that could lead to errors that are otherwise corrected by the system or supervision</p> <p>Limited ability to accept and incorporate feedback in order to reduce the risk for error</p>	<p>Recognizes the potential for error within the system</p> <p>Identifies obvious or critical causes of error and notifies supervisor accordingly</p> <p>Recognizes the potential risk for error in the immediate system and takes necessary steps to mitigate that risk</p> <p>Willing to receive feedback about decisions that may lead to error or otherwise cause harm</p>	<p>Identifies systemic causes of medical error and navigates them to provide safe patient care</p> <p>Advocates for safe patient care and optimal patient care systems</p> <p>Activates formal system resources to investigate and mitigate real or potential medical error</p> <p>Reflects upon and learns from own critical incidents that may lead to medical error</p>	<p>Advocates for system leadership to formally engage in quality assurance and quality improvement activities</p> <p>Viewed as a leader in identifying and advocating for the prevention of medical error</p> <p>Teaches others regarding the importance of recognizing and mitigating system error</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Systems-based Practice – Identifies Forces that Impact the Cost of Health Care, and Advocates for and Practices Cost-effective Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Does not consider cost issues in the provision of pain care</p> <p>Demonstrates no effort to overcome barriers to cost-effective pain care</p>	<p>Lacks awareness of external factors (e.g., socio-economic, cultural, literacy, insurance status) that impact the cost of health care, and the role that external stakeholders (e.g., providers, suppliers, financiers, purchasers) have on the cost of pain care</p> <p>Does not consider limited health care resources when ordering diagnostic or therapeutic interventions</p>	<p>Recognizes that external factors influence a patient’s utilization of health care and may act as barriers to cost-effective pain care</p> <p>Minimizes unnecessary diagnostic and therapeutic tests</p> <p>Possesses an incomplete understanding of cost-awareness principles for a population of patients (e.g., use of screening tests)</p>	<p>Consistently works to address patient-specific barriers to cost-effective pain care</p> <p>Advocates for cost-conscious utilization of resources such as emergency department visits and hospital readmissions</p> <p>Incorporates cost-awareness principles into standard clinical judgments and decision-making, including use of screening tests</p>	<p>Teaches patients and health care team members to recognize and address common barriers to cost-effective pain care and appropriate utilization of resources</p> <p>Actively participates in initiatives and care delivery models designed to overcome or mitigate barriers to cost-effective, high-quality pain care</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Systems-based Practice – Transitions Patients Effectively Within and Across Health Delivery Systems				
Level 1	Level 2	Level 3	Level 4	Level 5
Limited understanding of the need for communication at time of transition  Limited understanding of the need to respond to requests of caregivers in other delivery systems  Unable to develop effective written and verbal pain care plans during times of transition	Inconsistently utilizes available resources to coordinate and ensure safe and effective patient care within and across delivery systems  Provides incomplete written and verbal pain care plans during times of transition  Provides inefficient transitions of care that lead to unnecessary expense or risk to a patient (e.g., duplication of tests, readmission)	Recognizes the importance of communication during times of transition  Communicates with future caregivers, but demonstrates lapses in provision of pertinent or timely information	Appropriately utilizes available resources to coordinate pain care and manage conflicts to ensure safe and effective patient care within and across delivery systems  Actively communicates with past and future caregivers to ensure continuity of care  Anticipates needs of patient, caregivers, and future care providers and takes appropriate steps to address those needs	Coordinates care within and across health delivery systems to optimize patient safety, increase efficiency, and ensure high-quality patient outcomes  Acts as a role-model and teaches effective transitions of pain care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Practice-based Learning and Improvement – Monitors Practice with a Goal for Improvement				
Level 1	Level 2	Level 3	Level 4	Level 5
Unable to self-reflect upon one’s practice or performance  Not concerned with opportunities for learning and self-improvement	Limited ability to self-reflect upon practice or performance  Misses opportunities for learning and self-improvement	Inconsistently self-reflects upon practice or performance, and inconsistently acts upon those reflections  Inconsistently acts upon opportunities for learning and self-improvement	Regularly self-reflects upon one’s practice or performance, and consistently acts upon those reflections to improve practice  Recognizes sub-optimal practice or performance as an opportunity for learning and self-improvement	Regularly seeks external validation regarding self-reflection to maximize practice improvement  Actively and independently engages in self-improvement efforts and reflects upon the experience
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Practice-based Learning and Improvement – Learns and Improves via Performance Audit				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Unable to analyze one’s own clinical performance data</p> <p>No participation in pain care related quality-improvement efforts</p>	<p>Limited ability to analyze own clinical performance data</p> <p>Nominally engaged in opportunities to achieve focused education and performance improvement</p>	<p>Analyzes own clinical performance gaps and identifies opportunities for improvement</p> <p>Participates in opportunities to achieve focused education and performance improvement</p> <p>Understands common principles and techniques of quality improvement and appreciates the responsibility to assess and improve care for a panel of patients</p>	<p>Analyzes own clinical performance data and actively works to improve performance</p> <p>Actively engages in opportunities to achieve focused education and performance improvement</p> <p>Demonstrates the ability to apply common principles and techniques of quality improvement to improve care for a panel of patients</p>	<p>Actively monitors clinical performance through various data sources</p> <p>Able to lead projects aimed at education and performance improvement</p> <p>Utilizes common principles and techniques of quality improvement to continuously improve pain care for a panel of patients</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Practice-based Learning and Improvement – Learns and Improves via Feedback				
Level 1	Level 2	Level 3	Level 4	Level 5
Never solicits feedback  Actively resists feedback from others	Rarely seeks and does not incorporate feedback  Responds to unsolicited feedback in a defensive fashion  Temporarily or superficially adjusts performance based on feedback	Solicits feedback only from supervisors and inconsistently incorporates feedback  Is open to unsolicited feedback  Inconsistently incorporates feedback	Solicits feedback from all members of the interprofessional team and patients  Welcomes unsolicited feedback  Consistently incorporates feedback  Able to reconcile disparate or conflicting feedback	Performance continuously reflects incorporation of solicited and unsolicited feedback  Role models the ability to reconcile disparate or conflicting feedback
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet achieved Level 1</b> <input type="checkbox"/>

Practice-based Learning and Improvement – Learns and Improves at the Point of Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Fails to acknowledge uncertainty and reverts to a reflexive patterned response even when inaccurate</p> <p>Fails to seek or apply evidence when necessary</p>	<p>Rarely reconsiders an approach to a problem, asks for help, or seeks new information</p> <p>Can translate medical information needs into well-formed clinical questions with assistance</p> <p>Unfamiliar with strengths and weaknesses of the medical literature</p> <p>Has limited awareness of, or ability to use, information technology or decision support tools and guidelines</p> <p>Accepts the findings of clinical research studies without critical appraisal</p>	<p>Inconsistently reconsiders an approach to a problem, asks for help, or seeks new information</p> <p>Can translate medical information needs into well-formed clinical questions independently</p> <p>Aware of the strengths and weaknesses of medical information resources, but utilizes information technology without sophistication</p> <p>With assistance, appraises clinical research reports based on accepted criteria</p>	<p>Routinely reconsiders an approach to a problem, asks for help, or seeks new information</p> <p>Routinely translates new medical information needs into well-formed clinical questions</p> <p>Guided by the characteristics of clinical questions, efficiently searches medical information resources, including decision support tools and guidelines</p> <p>Independently appraises clinical research reports based on accepted criteria</p>	<p>Role-models how to appraise clinical research reports based on accepted criteria</p> <p>Has a systematic approach to track and pursue emerging clinical questions</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Professionalism – Has Professional and Respectful Interactions with Patients, Caregivers, and Members of the Interprofessional Team (e.g., peers, consultants, nursing, ancillary professionals, and support personnel)				
Level 1	Level 2	Level 3	Level 4	Level 5
Inconsistently demonstrates empathy, compassion, and respect for patients and caregivers	Often demonstrates empathy, compassion, and respect for patients and caregivers	Consistently respectful in interactions with patients, caregivers, and members of the interprofessional team, even in challenging situations	Demonstrates empathy, compassion, and respect to patients and caregivers in all situations	Role-models compassion, empathy, and respect for patients and caregivers
Inconsistently demonstrates responsiveness to patients' and caregivers' needs in an appropriate fashion	Often demonstrates responsiveness to patients' and caregivers' needs in an appropriate fashion	Is available and responsive to needs and concerns of patients, caregivers, and members of the interprofessional team to ensure safe and effective patient care	Anticipates, advocates for, and actively works to meet the needs of patients and caregivers	Role-models appropriate anticipation and advocacy for patient and caregiver needs
Inconsistently considers patient privacy and autonomy	Often considers patient privacy and autonomy	Emphasizes patient privacy and autonomy in all interactions	Demonstrates a responsiveness to patient needs that supersedes self-interest	Fosters collegiality that promotes a high-functioning interprofessional team
Inconsistently aware of physician and colleague self-care and wellness	Often aware of physician and colleague self-care and wellness	Consistently aware of physician and colleague self-care and wellness	Positively acknowledges input of members of the interprofessional team and incorporates that input into plan of care, as appropriate	Teaches others regarding maintaining patient privacy and respecting patient autonomy
			Regularly reflects on, assesses, and recommends physician and colleague self-care and wellness	Role-models personal self-care practice for others and promotes programs for colleague wellness
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>



Professionalism – Accepts Responsibility and Follows through on Tasks				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Is unreliable in completing patient care responsibilities or assigned administrative tasks</p> <p>Shuns responsibilities expected of a physician professional</p>	<p>Completes most assigned tasks in a timely manner but may need reminders or other support</p> <p>Accepts professional responsibility only when assigned or mandatory</p>	<p>Completes administrative and patient care tasks in a timely manner in accordance with local practice and/or policy</p> <p>Completes assigned professional responsibilities without questioning or the need for reminders</p>	<p>Prioritizes multiple competing demands in order to complete tasks and responsibilities in a timely and effective manner</p> <p>Willingly assumes professional responsibility regardless of the situation</p>	<p>Role models prioritizing many competing demands in order to complete tasks and responsibilities in a timely and effective manner</p> <p>Assists others to improve their ability to prioritize many competing tasks</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Professionalism – Responds to each Patient’s Unique Characteristics and Needs				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Is insensitive to differences related to personal characteristics and needs in the patient/caregiver encounter</p> <p>Does not modify care plan to account for a patient’s unique characteristics and needs</p>	<p>Is sensitive to and has basic awareness of differences related to personal characteristics and needs in the patient/caregiver encounter</p> <p>Requires assistance to modify care plan to account for a patient’s unique characteristics and needs</p>	<p>Seeks to fully understand each patient’s personal characteristics and needs</p> <p>Modifies care plan to account for a patient’s unique characteristics and needs with partial success</p>	<p>Recognizes and accounts for the personal characteristics and needs of each patient</p> <p>Appropriately modifies care plan to account for a patient’s unique characteristics and needs</p>	<p>Role-models professional interactions to navigate and negotiate differences related to a patient’s unique characteristics or needs</p> <p>Role-models consistent respect for patient’s unique characteristics and needs</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet achieved Level 1</b> <input type="checkbox"/>

Professionalism – Exhibits Integrity and Ethical Behavior in Professional Conduct				
Level 1	Level 2	Level 3	Level 4	Level 5
Dishonest in clinical interactions, documentation, research, or scholarly activity	Honest in clinical interactions, documentation, research, and scholarly activity	Honest and forthright in clinical interactions, documentation, research, and scholarly activity	Demonstrates integrity, honesty, and accountability to patients, society, and the profession	Assists others in adhering to ethical principles and behaviors, including integrity, honesty, and professional responsibility
Refuses to be accountable for personal actions	Requires oversight for professional actions related to the subspecialty	Demonstrates accountability for the care of patients	Actively manages challenging ethical dilemmas and conflicts of interest	Role-models integrity, honesty, accountability, and professional conduct in all aspects of professional life
Does not adhere to basic ethical principles	Has a basic understanding of ethical principles, formal policies, and procedures and does not intentionally disregard them	Adheres to ethical principles for documentation, follows formal policies and procedures, acknowledges and limits conflict of interest, and upholds ethical expectations of research and scholarly activity	Identifies and responds appropriately to lapses of professional conduct among peer group	Identifies and responds appropriately to lapses of professional conduct within the system in which he or she works
Disregards formal policies or procedures	Recognizes potential conflicts of interest	Consistently attempts to recognize and manage conflicts of interest	Regularly reflects on personal professional conduct	
Fails to recognize conflicts of interest			Identifies and manages conflicts of interest	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet achieved Level 1</b> <input type="checkbox"/>

Interpersonal and Communication Skills – Communicates Effectively with Patients and Caregivers				
Level 1	Level 2	Level 3	Level 4	Level 5
Ignores patient preferences for plan of care  Makes no attempt to engage patient in shared decision-making  Engages in antagonistic or counter-therapeutic relationships with patients and caregivers	Engages patients in discussions of care plans and respects patient preferences when offered by the patient, but does not actively solicit preferences  Attempts to develop therapeutic relationships with patients and caregivers but is inconsistently successful  Defers difficult or ambiguous conversations to others	Engages patients in shared decision-making in uncomplicated conversations  Requires assistance facilitating discussions in difficult or ambiguous conversations  Requires guidance or assistance to engage in communication with persons of different socioeconomic and cultural backgrounds	Identifies and incorporates patient preference in shared decision-making in complex patient care conversations and the plan of care  Quickly establishes a therapeutic relationship with patients and caregivers, including persons of different socioeconomic and cultural backgrounds	Role models effective communication and development of therapeutic relationships in both routine and challenging situations  Models cross-cultural communication and establishes therapeutic relationships with persons of diverse socioeconomic and cultural backgrounds  Assists others with effective communication and development of therapeutic relationships
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>

Interpersonal and Communication Skills – Communicates Effectively in Interprofessional Teams (e.g., with peers, consultants, nursing, ancillary professionals, and other support personnel)				
Level 1	Level 2	Level 3	Level 4	Level 5
Utilizes communication strategies that hamper collaboration and teamwork  Verbal and/or non-verbal behaviors disrupt effective collaboration with team members	Uses unidirectional communication that fails to utilize the wisdom of team members  Resists offers of collaborative input	Inconsistently engages in collaborative communication with appropriate members of the team  Inconsistently employs verbal, non-verbal, and written communication strategies that facilitate collaborative care	Consistently and actively engages in collaborative communication with all members of the team  Verbal, non-verbal, and written communication consistently acts to facilitate collaboration with team members to enhance patient care	Role models and teaches collaborative communication with the team to enhance patient care, even in challenging settings and with conflicting team member opinions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				<b>Not yet achieved Level 1</b> <input type="checkbox"/>

Interpersonal and Communication Skills – Appropriately Utilizes and Completion of Health Records				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Provides health records that are missing significant portions of important clinical data</p> <p>Does not enter medical information and test results/interpretations into health record</p>	<p>Health records are disorganized and inaccurate</p> <p>Inconsistently enters medical information and test results/interpretations into health record</p>	<p>Health records are organized and accurate, but are superficial and miss key data or fail to communicate clinical reasoning</p> <p>Consistently enters medical information and test results/interpretations into health records</p>	<p>Patient-specific health records are organized, timely, accurate, comprehensive, and effectively communicate clinical reasoning</p> <p>Provides effective and prompt medical information and test results/interpretations to physicians and patients</p>	<p>Role models and teaches importance of organized, accurate, and comprehensive health records that are succinct and patient-specific</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				Not yet achieved Level 1 <input type="checkbox"/>